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STRATEGIES TO OVERCOME FOREIGN LANGUAGE SPEAKING ANXIETY IN INDONESIAN EFL LEARNING CONTEXTS

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Abstract
During the taxing L2 communicative enterprises undergone by Indonesian EFL learners, language teachers are heavily instigated to erect a more critical standpoint in picking up the most appropriate speaking learning approaches, strategies, and activities working best for the entire learners. This document analysis study was run to profoundly investigate 20 previous foreign language-speaking anxiety literature concerning the contributing factors and probable strategies that can potentially alleviate this psychological phenomenon. Two alleviating foreign language speaking anxiety strategies were proposed as follows: (1) The internalization of more innovative L2 speaking learning activities and (2) The existence of more enjoyable L2 speaking learning circumstances. At the end of the subsection, the researcher expectantly hoped prospective Indonesian EFL speaking learning experts, practitioners, policy-makers, and educationalists to promote a more positive speaking classroom atmosphere, constant speaking learning guidance, and various contextual speaking learning materials to progressively minimize learners' foreign language speaking anxiety as well as foster their L2 communicative competencies into a greater level.

Keywords: document analysis, foreign language speaking anxiety, Indonesian EFL learning contexts

Introduction
It is doubtless to say that humankind civilization will not thrive prolifically in terms of technology, health, and education without the presence of laudable communicative skills, particularly in this global age. Through varied communicative enterprises, human beings are capable of conveying their intended messages verbally to other interlocutors. This core communicative aspect is closely interlinked with the theory of speaking propounded by Subekti (2018) averring that in the light of robust communicative competencies, people are capable of addressing specific ideas, perspectives, and opinions clearly to others enabling them to hone their cognitive, affective, and social skills concurrently. In EFL learning enterprises nowadays, speaking is one of the indispensable skills that should be fully mastered by second language learners. Learners' speaking aptitude can determine their future engagement with the working world.

In other words, proficient EFL speakers will have wider opportunities to succeed in the working realms due to their fully-gained trustworthiness toward their saying. Suparlan (2021) avows that the particular EFL learners' keenness on communicative competencies can potentially determine the extent to which they strive and thrive as prospective professional workers. In sharp contrast, an unfavourable speaking learning journey can greatly diminish EFL learners' motivation, confidence, and commitment to becoming more proficient target language communicators. This debilitating learning situation takes place since the learners possess a higher level of foreign language speaking anxiety. Mulyono (2019) frankly confess that uncontrolled foreign language speaking anxiety can exceptionally influence EFL learners' existing speaking performances, achievements, and motivation impactful for their continual communicative growth. Learners ingraining a higher degree of foreign language speaking anxiety are more liable to communicate less owing to the excessive perturbation, negative emotions, and incapability in amplifying their self-confidence. All these above-mentioned probable factors are tightly interwoven with the theory of foreign language speaking anxiety proposed by Durdukoca and Atalay (2019) strongly suggests EFL learners progressively mitigate their foreign language speaking anxiety by inculcating more robust self-confidence, resilience, and positive emotions in order to transfigure into more competent L2 communicators.

Furthermore, there are three potential aspects that are responsible for the significant elevation of EFL learners' foreign language speaking anxiety namely cognitive, affective, and performance factors. In the first factor, EFL learners can probably infuse an excessive growth of foreign language speaking anxiety when they are not familiar with the topics addressed by their teachers. When learners are not able to master the specifically-given topics, they are more prone to lose their speaking learning interest leading to unsatisfactory speaking performances. This obstacle is mutually interlocked with the theory of Kasbi and Shirvan (2017) asserting that the selection of an unfamiliar topic can greatly affect EFL learners' speaking performance since they are not able to utter a wide variety of enlightening ideas in line with those topics leading to low speaking performances.

Hence, language teachers are strongly recommended to address speaking topics that are suitable for learners' particular speaking proficiency in order to constantly maintain their motivation, self-confidence, and commitment to showcasing gratifying speaking performances. Mouhoubi-Messadh (2017) argues that when EFL learners have familiarized themselves with the specific topics imparted by their teachers in terms of speaking mastery levels, they will be more committed to productively producing various ideas in their talks boosting their speaking performances. The second factor deals mostly with affective aspects in which EFL learners' speaking motivation should be invigorated with the actual presence of more enjoyable, better-facilitated speaking learning environments, and a positively-sound speaking learning atmosphere. Based on these aforesaid requirements, language teachers are highly recommended to allow learners to autonomously select a vast range of topics arousing particular interests in order to magnify their speaking learning motivation to the utmost levels. This action is in conjunction with Mukminin et al., (2015) declaring that the continual presence of pleasurable speaking learning circumstances is crucially pivotal for language teachers intending to elevate their learners' L2 communicative competencies since

they are more empowered to disseminate their thoughts at a higher level of confidence.

It is also worth saying here that more intimate and positive rapports can potentially guarantee the gratifying speaking performances displayed by EFL learners. The majority of worldwide EFL learners are not brave enough to utter their ideas toward their learning companions and teachers due to the inducement of constant negative perceptions in which they are extremely afraid of being judged, humiliated, or derided by other learning community members. Therefore, gradual positive speaking learning environments, as well as immediate moral support, are deemed crucial owing to the fact that these learners will be able to confidently express their verbal words in the presence of others. All these above-explained means are in line with Muslem et al., (2019) belief that continuous positive responses, appraisals, and atmosphere need to be nurtured in L2 speaking learning vicinities in order to maximize learners' communicative target language learning competencies, confidence, and motivation into the utmost levels. Moving forward to the performance factor, globalized language teachers are strongly prompted to be more conscientious in selecting speaking learning that directly impacts their learners' speaking performances. Given such a perspective, language teachers should avoid applying public speaking enterprises at the onset of L2 communicative learning activities endured by developing EFL learners.

Since public speaking activities can bring about a higher level of foreign language speaking anxiety to these developing EFL learners, language teachers have to better address this learning activity toward proficient L2 speakers. This action needs to be undertaken due to the higher degree of maturity and proficiency having been possessed by advanced EFL learners. Anandari (2015) highly advises modern language teachers to incorporate varied speaking learning activities that are harmoniously appropriate with their learners' speaking proficiency, needs, and interests to consolidate a higher level of speaking motivation along with confidence residing within them. Pertaining to those aforementioned conceptions, language teachers are simultaneously propelled to design more collaborative speaking learning enterprises for those beginner L2 speakers in order to efficiently augment their willingness to communicate by using the target language with their trusted learning counterparts. While they are integrated with other learning companions sharing identical speaking learning competencies, needs, and interests, these developing L2 speakers will opt to develop their communicative target language competencies into the utmost potential since they can sustainably provide ample technical as well as moral support toward their progressive speaking development. All these contentions seem identical with Zhang and Rahimi (2014) repudiating that a more solid collaborative EFL speaking learning networking can potentially impede an excessive foreign language speaking anxiety infused by learners where they can confidently, proactively, and responsibly share their particular thoughts with other reliable learning communities members with the actual existence of pleasurable speaking learning environments.

There were five relevant studies having been conducted in concord with the above-delineated study theme. The first study was run by Eddraoui and Wirza 2020) discovering that a considerable number of Indonesian university EFL learners had more tendencies to avoid L2 speaking learning situations compared to Moroccan university EFL learners due to the constant restlessness in making unintended

mistakes. In another study, Erdiana et al., (2020) strongly prompted globalized language teachers to promote a friendlier speaking learning atmosphere for diverse university EFL learners in order to help them become more strategic, competent, and life-long target language communicators. Thirdly, Hutabarat and Simanjuntak (2019) highly recommended language teachers infuse more robust positive speaking learning behaviours within learners to gradually mitigate their excessive foreign language speaking anxiety. Gumartifa and Syahri (2021) revealed that a substantial number of Indonesian university EFL learners having been exposed to more facilitative speaking learning circumstances tended to replace their foreign language speaking anxiety with a constant willingness to communicate by using the target language.

In the last study, Ningsih et al., (2018) uncovered that an overwhelming majority of Indonesian university EFL learners who have infused a higher level of speaking confidence, aptitude, and endeavour are those who are fully supported by the authentic integration of hands-on L2 speaking learning materials. Although the research results of these prior studies appear to provide parallel evidence with the above-mentioned study theme, none of the previous related studies has examined the prompting factors of foreign language speaking anxiety in Indonesian EFL learning contexts by utilizing a document analysis approach. Hence, this present small-scale qualitative study attempted to fill this methodological gap by reviewing prior 20 scientific articles harmonious with the major theme. By doing so, all potential research findings can pave more enlightening ways for language teachers to internalize effective learning strategies progressively alleviate excessive foreign language speaking anxiety experienced by Indonesian EFL learners. To that end, one particular research problem guided the current trajectory of this study namely: (1) what are the specific strategies that can overcome foreign language speaking anxiety in Indonesian EFL learning contexts?

Efficient L2 speaking learning activities

To improve EFL learners' L2 communicative competencies to the utmost potential, language teachers are commissioned to constantly train them on producing more well-structured talks, utilizing a vast array of appropriate verbal expressions, and fluently uttering their thoughts in a more comprehensible manner. Burns (2019) asserts there are three paramount aspects of transfiguring EFL learners into more proficient L2 target language speakers namely fluency, accuracy, and comprehensibility of their speech productions. For this reason, language teachers need to integrate various hands-on L2 speaking learning activities in the presence of heterogeneous learners. The first activity they can incorporate is storytelling. With the support of storytelling activities, EFL learners can foster their self-confidence, motivation, and resilience to intensively express their thoughts by using the target language. This positive advantageous value occurred since learners are required to creatively and engagingly deliver a wide variety of English stories by paying more profound attention to speaking accuracy, fluency, tone, intonation, body movements, and facial expressions. This suggestive advice seems in accordance with Sadighi and Dastpak (2017) proposing that one of the effective speaking learning dynamics that can potentially enhance EFL learners' speaking proficiency, confidence, and motivation is through storytelling where they are well-trained to innovatively integrate a vast array of indispensable verbal along with non-

verbal communicative skills in their performances like fluency, accuracy, tone, intonation, body movements, and facial expressions.

Another applicable L2 speaking activity that can be fully incorporated to enhance EFL learners' speaking skills is drama. Since the central concern of drama is to entertain the targeted audience by accurately displaying appropriate acting and language expressions manifested in vivid stories, EFL learners significantly improve their L2 communicative competencies due to the continual exposure to productive speech productions observed by a large number of audiences. Chou (2018) unearthed that a substantial number of EFL learners have progressively transformed into more confident, mature, competent, and decent target language communicators after being exposed to drama activities where they thoroughly foster all indispensable L2 verbal and non-verbal communicative aspects in the light of favourable interchanging dialogue practices with other players.

Factors causing excessive L2 foreign language speaking anxiety

There are a vast array of factors causing the inducement of excessive L2 foreign language speaking anxiety as proposed by Yahya (2013) namely not being well-prepared for targeted speaking learning activities, undergoing a higher level of restlessness toward language teachers' speaking evaluations, and negative perspectives toward speaking enterprises. All these factors are also invigorated by other affective factors experienced by EFL learners like feeling afraid of speaking in front of a large audience, judging themselves for not being competent enough to share their thoughts in the presence of other learning community members, and constantly experiencing repeated failures in their past speaking learning enterprises. These debilitating L2 speaking apprehensions are markedly supported by Tien (2018) forthrightly avowing that EFL learners will have narrower opportunities to transfigure into more competent, confident, and mature L2 speakers when they are still inhabiting constant negative feelings together with emotions toward the related speaking activities. The stagnant development of L2 communicative competencies is also responsible for the continuous nurturance of excessive foreign language speaking anxiety.

Psychologically speaking, EFL learners possessing a higher level of foreign language speaking anxiety are more tend to elude themselves from various learning situations demanding them to utter their thoughts verbally resulting in underdeveloped L2 communicative competencies, unsatisfactory speaking performances, and sparse speaking learning engagement. In a similar vein, Damayanti and Listyani (2020) unearthed that most Indonesian university EFL learners underwent constant discomfort when it comes to apparent speaking learning activities since they felt unsure of their existing L2 communicative capabilities directing them to become helpless, demotivated, and passive target language speakers.

Ultimately, it is also principle to comprehend that a formal L2 speaking test can make learners dwell in an excessive level of foreign language speaking anxiety. Admittedly, EFL learners cognizant of the upcoming speaking test are more inclined to experience uncontrollable speaking apprehension since they are extremely afraid of being evaluated, criticized, and judged by their language teachers impacting their final scores in their speaking classroom contexts. This negative speaking learning outcome had gone more taxing when EFL learners

merely deem this designated speaking test as one of the major sources of stress rather than precious opportunities to foster their L2 communicative competencies into the utmost potential. Dealing with such issues, these highly-anxious EFL learners will prematurely depart from their ongoing speaking learning activities for there is no robust reference point after accomplishing particular speaking enterprises. All these contentions are harmoniously aligned with Öztürk and Öztürk (2021) strongly prompted globalized language teachers to arrange their specifically-given L2 speaking tests by conscientiously pondering on the communicative circumstantial suitability undergone by their learners in order to help them begin to obviously discern the interconnectedness of those particular speaking tests with the further advancement of their prospective L2 communicative competencies growth.

Method

This current small-scale qualitative study was conducted with the support of a document analysis approach to unearth specific renewable insights from the presented literature. 20 prior foreign language speaking anxiety studies had been run to highly motivate Indonesian EFL teachers to promote more positively-sound speaking learning environments to progressively negate excessive foreign language speaking anxiety possessed by learners. Speaking specifically, there were 2 major underlying principles of selecting those previous 20 foreign language speaking anxiety investigations in Indonesian EFL speaking learning contexts. Firstly, there was still a dearth of profound awareness inculcated by our EFL teachers regarding the importance of identifying specific factors provoking foreign language speaking anxiety. Secondly, Indonesian EFL teachers were still grappling to discover a wide array of effective solutions that can progressively alleviate excessive foreign language speaking anxiety.

By conducting this present small-scale qualitative library study, some practical findings can potentially pave renewable grounds for Indonesian EFL experts, practitioners, policy-makers, and educationalists concerning the potential factors inducing the development of foreign language speaking anxiety to devise more efficient, favourable, and meaningful speaking learning enterprises in a long-term trajectory. For the data analysis processes, each most-appeared prior finding generated by prior 20 foreign languages speaking anxiety literature was subcategorized into particular themes and substantiated by relevant argumentations to produce more robust research findings. Primarily, there were 2 main specific themes yielded from an exhaustive data analysis namely: (1) The internalization of more innovative L2 speaking learning activities and (2) The existence of more enjoyable L2 speaking learning circumstances.

Findings and Discussion

After exhaustively analysing all 20 selected foreign language-speaking anxiety literature, some specific categorizations had been stipulated. These definite clusters were materialized in harmony with the proposed study theme above. These 2 specific themes were: (1) The internalization of more innovative L2 speaking learning activities and (2) The existence of more enjoyable L2 speaking learning circumstances.

Table 1. The internalization of more innovative L2 speaking learning activities

Theme 1	Authors
The Internalization of More Innovative L2 Speaking Learning Activities	Abrar (2018); Anandari (2015); Hanifa (2018); Manipuspika (2018); Mukminin et al., (2015); Said and Weda (2018); Subekti (2018); Sutarsyah (2017); Tridinanti (2018); Yaniafari and Rihardini (2021).

One of the effective probable solutions language teachers can incorporate to degrade learners' foreign language speaking anxiety gradually is through the invention of more innovative L2 speaking learning activities. This term refers to the contextual, worth-applying, and variegated beneficial speaking learning dynamics integrated within diverse-wide ranging classroom contexts. Based on the above-mentioned studies, language teachers are highly motivated to internalize self-reflection activities during the post-speaking activity. Through this in-depth reflection, EFL learners will be more capable of devising a vast range of appropriate speaking strategies in their upcoming learning enterprises. As a result, they will potentially transfigure into more confident target language speakers and expeditious problem-solvers. These contentions are paralleled with the finding of Anandari (2015) highly recommended language teachers to better minimize three faucets of foreign language speaking anxiety discovered within Indonesian university EFL learners namely fear, shyness, and discomfort, language teachers are advocated to implement a self-reflection approach to enable learners to profoundly identify their particular speaking strengths along with weaknesses, become more effective problem-solvers, and transform into more confident L2 speakers.

Another underlying principle accentuating the conception of innovative L2 speaking learning activities is the mutual collaborative networking established among learning community members. In this context, learning community members denote language teachers and learners. This proactive action needs to be undertaken by them to progressively diminish a higher level of foreign language speaking anxiety. Speaking specifically, constant foreign language speaking anxiety experienced by EFL learners is heavily influenced by cognitive, affective, and performance factors. Hence, language teachers are expectantly hoped to minimize this indelible psychological phenomenon to a moderate level by working more collaboratively with learners concerning the possible effective speaking strategies, activities, and approaches worthwhile to be applied in the prospective L2 communicative learning venture. This conception is tightly interwoven with Hanifa (2018) averring that It is crucially important for language teachers to thoroughly gain more exhaustive insights into three potential main domains causing Indonesian university EFL learners' foreign language speaking anxiety namely cognitive, affective, and performance factors. By pondering more conscientiously on these

three aforementioned matters, language teachers will be able to work hand-in-hand with their learners in devising varied effective learning solutions to reduce an existing foreign language speaking anxiety.

As expounded before, EFL learners, particularly Indonesian oftentimes infuse a low level of confidence, motivation, persistence, and desire to utilize the target language in both formal and informal communicative events. These debilitating speaking learning outcomes can be attributed to adverse speaking learning surroundings, obsolete speaking learning materials, and teacher-centred speaking learning approaches that resided in their daily-based L2 communicative practices. With this in mind, language teachers should ingrain a more robust willingness to integrate more supportive speaking learning enterprises in the presence of diverse-wide ranging learners. After imparting more positive speaking learning dynamics, they are also commissioned to create more student-centred speaking learning activities where all learners can escalate their targeted L2 communicative competencies to the utmost potential. These above-explicated arguments are manifested in the study of Mukminin et al., (2015) believing that To successfully ingrain more potent confident, motivated, persistent, and highly desirous speaking learning characters within Indonesian EFL learners, language experts, practitioners, policy-makers, and teachers are strongly advised to internalize more facilitative speaking learning climates for multivariate learners wherein they can transfigure into more proficient L2 communicators. Worthy of note is that more student-centred speaking learning activities should also be accentuated by language teachers to elevate their L2 communicative competencies into more advanced development.

A further paramount ingredient that can potentially promote more innovative L2 communicative enterprises is the tangible presence of facilitative speaking learning instructors. Becoming more supportive speaking learning facilitators does not merely deal with the comprehensive mastery of discipline-specific practices but also the extent of suitable speaking strategies, approaches, and activities. As transformative speaking learning instructors can engender all these renewed speaking learning processes, learners will have a higher degree of probability of obtaining more gratifying speaking learning achievements in the future. This aforementioned conception is in agreement with Said and Weda (2018) arguing that since there is a mutual interplay between Indonesian university EFL learners' foreign language speaking anxiety with speaking learning achievements, language teachers should rejuvenate their current roles as supportive speaking learning facilitators capable of devising variegated strategies, approaches, and activities that can potentially guide learners to attain more fruitful speaking learning achievements.

The contrast diversification among proficient and developing L2 speakers predominantly underlies their particular foreign language speaking anxiety level. It can also be phrased that highly-anxious L2 speakers are failed to exhibit laudable speaking performances due to the uncontrollable perturbation existing within them. In contrast, highly-confident L2 speakers successfully exceed all the expectations desired from them highly affected by the scant development of anxious feelings. Based on this premise, language teachers need to incorporate more hands-on speaking learning practices where all learners can intensively mobilize their utmost speaking skill potentials and gradually alleviate the existing foreign language

speaking anxiety. By taking this action, learners can transform into more confident, competent, and independent L2 speakers. Sutarsyah (2017) unveiled that It was proved that an overwhelming majority of Indonesian university EFL learners possessing a lower level of foreign language speaking anxiety tended to outperform other learning companions inculcating a higher level of foreign language speaking anxiety. Hence, language teachers should be able to address more authentic speaking learning dynamics where learners have broader opportunities to significantly improve their speaking skills and gradually lessen their foreign language speaking anxiety.

Table 2. The existence of more enjoyable L2-speaking learning circumstances

Theme 2	Authors
The Existence of More Enjoyable L2 Speaking Learning Circumstances	Damayanti and Listiyani (2020); Hermagustiana et al., (2021); Irawan (2018); Mahmud, (2018); Mulyono (2019); Rachmawati and Jurianto (2020); Subekti (2018); Suparlan (2021); Wahyuningsih and Afandi (2020); Weda and Sakti (2018).

The magnification of proficient L2 communicative competencies, willingness, and confidence also impinges on the presence of more favourable speaking learning vicinities. In Indonesian EFL speaking learning contexts, a predominant number of learners are afraid of negative judgments, possess a low quantity of vocabulary mastery, not preparing their speaking performances well, and underestimate their speaking skills. All these four aforesaid factors prompt highly-anxious EFL learners to abandon their speaking learning journeys prematurely since they disregard these long-term processes to transform into more proficient L2 speakers. Contrary to these potential negative side-effects, one of the meaningful speaking learning strategies worthwhile to be utilized by language teachers while immersing their learners into the actual L2 communicative rehearsals is through the existence of more enjoyable speaking learning environments. By realizing this kind of speaking learning circumstance, language learners will become more confident to hone their L2 communicative competencies sustainably. All these above-explained perspectives are also worth interpretative by Damayanti and Listiyani (2020) uncovered four major factors amplifying Indonesian university EFL learners' foreign language speaking anxiety namely fear of negative evaluations, lack of vocabulary knowledge, having limited speaking preparations, and undervaluing their speaking competencies.

To overcome all these aforesaid issues, language teachers are highly recommended to bring about a more enjoyable, positive, and meaningful speaking learning atmosphere where all learners are confident enough to speak. The mounting pressure of carrying out such an impressive speaking performance becomes more taxing when it touches upon learners' unwillingness to articulate their specific thoughts in the light of the target language. While comforting this detrimental speaking learning behaviour, language teachers are strongly discouraged from forcefully urging their learners to speak by using L2. Instead, they have to revolutionalize their current speaking learning environments into more supportive ones to relieve learners' stress resulting in the striking enhancement of speaking competencies. This suggestive advice is in harmony with the finding of

Irawan (2018) propounding that Since a higher level of foreign language speaking anxiety can constantly prevent Indonesian EFL learners from uttering their thoughts verbally and confidently to other interlocutors, it is worth suggesting for language teachers to design more stress-free speaking learning practices and promote more supportive speaking learning vicinities for learners in which their speaking abilities can thrive more prolifically.

For a long trajectory, more pleasurable L2-speaking learning environments are also lucrative in invigorating learners' willingness to utter their thoughts, ideas, and opinions by utilizing the target language more productively. This positive speaking learning outcome took place since learners are freely allowed to forge their L2 communicative competencies with trusted learning companions. Armed with this collaborative speaking learning enterprise, they have not merely transfigured into more competent speakers but also open-minded academicians highly desirous of disseminating a wide array of information to other learning counterparts. This enjoyable speaking learning characteristic is decisively corroborated by the finding of Mahmud (2018) asserting that to maximize Indonesian university EFL learners' speaking performances to the utmost potential, language teachers are highly encouraged to bring about more pleasurable speaking learning circumstances and invoke more collaborative speaking learning enterprises amplifying learners' L2 communicative together with social competencies simultaneously. Furthermore, it is also reasonable to be assumed here that the availability of enjoyable L2-speaking learning enterprises is of crucial importance in infusing a higher degree of long-lasting awareness within learners to develop their communicative proficiency into greater potential. This commendable speaking learning behaviour occurred since learners have been fully supported cognitively, affectively, and performatively by speaking learning facilitators to show their best versions of speaking performance.

Again, the eventual speaking learning enjoyment has a tight-knit relationship with supportive roles expended by speaking learning instructors. Without having this basic premise in mind, L2-speaking learning enterprises will potentially turn into daunting, frustrating, and dispiriting productive language exposure that is unforgettable for multivariate EFL learners. This ideation is relevant with Subekti (2018) articulating that It has been an underlying premise that language teachers need to cast a higher degree of attentiveness and supportiveness toward the gradual speaking learning progress undergone by highly-anxious Indonesian university EFL learners. By embodying this action, these struggling learners will be more capable of exerting more substantial dominance over their foreign language speaking anxiety progressively transfiguring them into more lifelong L2 speakers constantly desirous of elevating their speaking skills.

Taking into consideration the essential role of pleasurable L2-speaking learning surroundings, it is worth recommending for language teachers in this global age to internalize more variegated, technological-based, and engaging L2 communicative learning exposure for diverse learners. All these triadic components can work as one of the major driving forces functioning to enrich learners' L2 speaking learning experiences. These increasingly-expanded L2 communicative competencies will simultaneously become more robust when language teachers promote positively sound speaking classroom learning climates in which overarching learners are desirously willing to solidify the targeted speaking skills

autonomously without depending extensively on their continual teachers' guidance. This last piece of more enjoyable L2 speaking learning circumstances inducement is evinced by Wahyuningsih and Affandi (2020) postulating that it is worth advocating for modern language teachers to devise more sophisticated, technological-oriented, and captivating speaking learning activities amid varied speaking learning impediments confronted by their learners to cultivate richer L2 speaking experiences. Equally important, language teachers can also internalize anxiety-free speaking classroom surroundings where all learners can comprehensively sharpen their L2 communicative competencies both inside and outside of the formal learning contexts.

Conclusion

Bearing all these findings, explications, and conceptions in mind, the educational stakeholders holistically comprehending the factors prompting excessive foreign language speaking anxiety are language teachers. On account of this educational accountability, language teachers are highly encouraged to incorporate a wide variety of ground-breaking in their diverse-wide ranging L2 communicative classroom contexts. Conducive-friendly speaking classroom vicinities, intensive speaking learning supports, and meaningful speaking learning materials are worth pondering before commencing the specific L2 speaking learning situations to progressively mitigate a higher level of foreign language speaking anxiety infused by learners and address more fruitful speaking learning outcomes in terms of performance together with academic achievements to be obtained by them as priceless communicative exposure rewards. Important, two major specific deficiencies have to be spotted in this current small-scale qualitative study. Since the obtained findings were solely derived from a small number of research samplings, more cautious interpretations are equally needed in other L2 speaking learning cases conducted in this archipelago to fully avoid the research results in generalizability that may not be applicable in particular productive language learning vicinities.

Further, the enrichment of research instruments is crucially pivotal for prospective researchers desirous of replicating this existing study. Future researchers are openly welcome to run a more profound investigation of personalized learning strategies worth applying by Indonesian EFL learners in reducing their foreign language speaking anxiety. By turning more in-depth attention to this research scope, language teachers will be assisted to design more captivating, enjoyable, and contextual L2 speaking learning enterprises gradually resulting in a more exponential elevation of the targeted learners' target language communicative competencies. Notwithstanding the above-delineated shortcomings, the obtained research results unfolded in this present study had shed a little enlightenment for Indonesian EFL speaking learning experts, practitioners, policy-makers, and educators on devising more planful, meaningful, and fruitful speaking learning activities by adeptly taking a critical stance toward the specific L2 communicative processes in which learners are struggling with their foreign language speaking anxiety.

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