**Foreign Language Speaking Anxiety Library Study**

|  |  |
| --- | --- |
| Studies | The Major Big Take-Aways |
| 1. Abrar, M. (2018). An investigation into Indonesian EFL university students speaking anxiety. *JEELS (Journal of English Education and Linguistics Studies)*, *4*(2), 221-248.  | This study revealed that an existent EFL learners’ foreign language speaking anxiety was rigorously determined by the classroom size, genders, and speaking competency. Hence, language teachers are prompted to design more contextual speaking activities in accord with these above-mentioned components to gradually diminish learners’ foreign language speaking anxiety. |
| 2. Anandari, C. L. (2015). Indonesian Efl Students’ Anxiety in Speech Production: Possible Causes and Remedy. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *26*(1), 1.   | There were three major factors prompting excessive foreign language speaking anxiety namely fear, shyness, and discomfort. Thus, language teachers are strongly encouraged to internalize self-reflections approach in order to make learners become more efficient problem-solvers, highly-confident speakers, and mindful target language users aware of their specific strengths along with weaknesses.  |
| 3. Damayanti, M. E., & Listyani, L. (2020). An Analysis of Students’ Speaking Anxiety in Academic Speaking Class. *ELTR, English Language Teaching and Research Journal*, *4*(2), 152–170.  | There were four main hurdles impeding Indonesian university EFL learners from developing their communicative competencies into the utmost potentials namely feeling afraid of negative judgments, possessing limited vocabulary mastery, not being well-prepared before the speaking performances, and underestimating their speaking skills. To overcome all these issues, language teachers should be able to incorporate more pleasurable, supportive, and meaning-making speaking learning vicinities in which learners’ self-confidence is significantly increased.  |
| 4. Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, *5*(2), 230–239.   | To efficiently mitigate an excessive proliferation of foreign language speaking anxiety, language teachers are openly welcomed to gain more profound insights concerning three probable major streams namely cognitive, affective, and performance domains in order to establish a more collaborative networking with their learners in devising various speaking activities suitably matching with particular L2 communicative learning needs, levels, and interest.  |
| 5. Hermagustiana, I., Astuti, A. D., & Sucahyo, D. (2021). Do I Speak Anxiously? A Correlation of Self-Efficacy, Foreign Language Learning Anxiety and Speaking Performance of Indonesian EFL Learners. *Script Journal: Journal of Linguistics and English Teaching*, *6*(1), 68-80.  | University EFL teachers plunging themselves in L2 speaking learning enterprises are strongly encouraged to provide more positively-sound speaking classroom learning environment for all learners in order to terifically magnify their speaking self-efficacy and progressively alleviate their foreign language speaking anxiety resulting in the significant enhancement of speaking learning achievements. |
| 6. Irawan, R. (2018). EFL learners’ speaking anxiety in an EOP program. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, *3*(2), 193-203.  | To prevent the devastating breakdown influencing by a higher degree of foreign language speaking anxiety, language teachers need to create more anxiety-free, positively-sound, and pleasurable speaking learning circumstances. By carrying out this proactive action, Indonesian EFL learners’ willingness to communicate will be gradually fostered impactful to the further advancement of their L2 communicative competencies. |
| 7. Saputra Mahmud, Y. (2018). Tracing back the Issue of Speaking Anxiety among EFL Indonesian Secondary Students: From Possible Causes to Practical Implications. *Journal of English Language Studies*, *3*(2), 125–138.  | By consolidating collaborative speaking learning enterprises with favorable speaking practices, language teachers will not merely diminish Indonesian EFL learners’ foreign language speaking anxiety but also solidify communicative and cooperative competencies leveraging their prospective vocations.  |
| 8. Shanti Manipuspika, Y. (2018). Correlation between Anxiety and Willingness to Communicate in the Indonesian EFL Context. *Arab World English Journal*, *9*(2), 200–217.   | It is worth underscoring here that highly-anxious Indonesian university EFL learners should not maintain dispiriting speaking learning behaviors amid unsavory obstacles. Rather, they have to inculcate more robust speaking learning resilience and persistence to achieve their desired speaking learning outcomes. To fully achieve this holistic speaking learning objectivity, language teachers are strongly propelled to establish a more solid collaborative networking with their learners in terms of identifying prompting factors causing foreign language speaking anxiety and nurturing productive speaking learning engagement in order to progressively impart more gratifying speaking learning outcomes. |
| 9. Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). EFL Speaking Anxiety among Senior High School Students and Policy Recommendations. *Journal of Education and Learning (EduLearn)*, *9*(3), 217–225.  | One of the probable strategies language teachers can implement in an attempt to downgrade their learners’ foreign language speaking anxiety is through the actualization of more supportive communicative learning enterprises. Further, a more student-oriented speaking learning venture should also be a renewed paradigm for the whole language teachers who are craving for competent, confident, and mature L2 speakers.  |
| 10. Mulyono, H., Ferawati, Sari, & Ningsih. (2019). An Investigation of Factors Contributing to Foreign Language Speaking Anxiety among International Students in Indonesian Universities. *Register Journal*, *12*(1), 13.  | The occurrence of foreign language speaking anxiety among Indonesian university EFL learners can be either facilitating or debilitating. It can be facilitating when they are capable of perceiving this feeling as one of the springboards to constantly showcase satisfying speaking performances. While it can be debilitating when they are not capable of controlling this psychological phenomenon directly impactful to the significant degradation of their speaking performances. To surmount all these above-mentioned obstructions, language teachers have to play their new roles as supportive speaking learning facilitators corroborating their learners’ willingness to communicate well by utilizing L2.  |
| 11. Rachmawati, D. I., & Jurianto, J. (2020). Investigating English Department Students’ Foreign Language Speaking Anxiety: a Case Study in Universitas Airlangga, Indonesia. *Social Sciences, Humanities and Education Journal (SHE Journal)*, *1*(2), 22.  | Nowadays language teachers have to ingrain more in-depth awareness of particular factors responsible for the inducement of foreign language speaking anxiety. As the majority of Indonesian university EFL learners experience a higher level of perturbation while their speaking performances are being evaluated by language teachers, a more supportive speaking learning environment is extremely paramount in order to foster their L2 speaking confidence.  |
| 12. Said, M. M., & Weda, S. (2018). English language anxiety and its impacts on students’ oral communication among Indonesian students: a case study at Tadulako University and Universitas Negeri Makassar. *TESOL International Journal*, *13*(3), 21-30.  | Due to the tangible fact that the specific level of foreign language speaking anxiety is tightly interwoven with learners’ L2 communicative learning achievements, language teachers have to restore their present roles as more facilitative speaking learning companions for diverse learners and make use of various innovative speaking learning strategies, approaches, and dynamics continuously directing learners to obtain more gratifying speaking learning achievements. |
| 13. Subekti, A. S. (2018). An exploration of learners’ foreign language anxiety in the indonesian university context: Learners’ and teachers’ voices. *Teflin Journal*, *29*(2), 219–244.  | It is worth emphasizing that language teachers have to transform into more supportive and attentive L2 speaking learning facilitators amid a wide range of communicative impediments confronted by learners. By embodying this emphatic endeavor, Indonesian university EFL learners will ingrain more robust willingness to sustainably improve their speaking competencies and exert more potent controls over their foreign language speaking anxiety. |
| 14. Subekti, A. S. (2018). Investigating the Relationship between Foreign Language Anxiety and Oral Performance of Non-English Major University Students in Indonesia. *Dinamika Ilmu*, *18*(1), 15–36.  | There is always a broader opportunity for language teachers to gradually increase Indonesian university EFL learners’ L2 speaking confidence and downgrade their excessive foreign language speaking anxiety. By subdividing learners into some small speaking learning community practices, they will be more capable of intensively forging their confidence, language fluency, and accuracy levels. This modest activity is extremely indispensable since they can progressively transform into more mature, autonomous, and broad-minded L2 communicators. |
| 15. Suparlan, S. (2021). Factors Contributing Students’ Speaking Anxiety. *Journal of Languages and Language Teaching*, *9*(2), 160.  | There are a vast variety of stumbling blocks disengage Indonesian university EFL learners from becoming more excellent L2 speakers namely fear of negative evaluations, possessing limited vocabulary knowledge, underestimating their speaking capabilities, and afraid of making considerable speaking mistakes. Concerning all these above-mentioned means, language teachers are strongly advocated to design more hands-on speaking learning activities wherein learners’ speaking learning enjoyment is highly emphasized in order to infuse a higher level of speaking learning endeavor within them.  |
| 16. Sutarsyah, C. (2017). An Analysis of Student’s Speaking Anxiety and its Effect on Speaking Performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *1*(2), 143.  | Since a considerable number of highly-anxious Indonesian university EFL learners are no better than highly-confident L2 speakers in terms of mental, achievement, and performance domains, language teachers are highly advised to promote more authentic L2 communicative rehearsals in which the integral speaking learning community members possess an equal opportunity to jointly scale down their foreign language speaking anxiety and elevate their speaking competencies. |
| 17. Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education and Literacy Studies*, *6*(4), 35.  | The gradual diminution of excessive foreign language speaking anxiety can be actualized when language teachers sustainably create more apparent speaking learning situations in which Indonesian university EFL learners’ self-confidence and L2 communicative competencies are exceptionally elevated concurrently.  |
| 18.Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, *9*(3), 967–977.  | In this ever-changing age, it is exceptionally essential for language teachers to integrate more variegated, technological-based, and engaging speaking learning activities in their specific L2 classroom circumstances to better enrich learners’ actual speaking experiences. In a similar vein, language teachers need to ascertain that the promotion of more psychologically-sound activities fully resided in their speaking classroom vicinities in order to transfigure learners into more life-long target language communicators striving to foster L2 productive competencies during their entire lives.  |
| 19. Weda, S., & Sakti, A. E. F. (2018). Factors Influencing Students’ Anxiety in English as a Foreign Language Classroom. *Journal of Physics: Conference Series*, *1028*(1), 1–5.  | To benefit most from the ongoing speaking learning activities, language teachers are highly recommended to transfigure into more supportive facilitators, faithful learning companions, and attentive counselors in order to significantly lower Indonesian university EFL learners’ discomfort while utilizing the target language as their main L2 communicative trajectory.  |
| 20. Yaniafari, R. P., & Rihardini, A. A. (2021). Face-to-Face or Online Learning? A Comparison of Students' Foreign Language Classroom Anxiety Level. *JEELS (Journal of English Education and Linguistics Studies)*, *8*(1), 49-67.  | It was evidenced that a considerable number of Indonesian university EFL learners experienced a lower level of foreign language speaking anxiety in online speaking classroom learning processes compared to the onsite speaking learning activities. The major impetus for this occurrence to take place is due to the significant alleviation of language teachers’ strict speaking performance evaluations. For the betterment of prospective speaking learning venture, language teachers are strongly suggested to consolidate the particular speaking learning rewards from both onsite and online modes in order to holistically promote more transformative speaking learning enterprises in the future. |