

**FOREIGN LANGUAGE SPEAKING ANXIETY ON HIGH-ORAL
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ABSTRACT

Is it accurate to assume that students with high levels of spoken English proficiency do not encounter foreign language speaking anxiety? While multiple studies have investigated foreign language speaking anxiety among high-English proficiency students, the findings have been inconsistent and inconclusive. Furthermore, most of the existing research has focused on high-English proficiency students in general, without specifically examining spoken English proficiency. To address this research gap, this study aims to provide insights into the experience and sources of foreign language anxiety among students with high oral proficiency. The study employed a qualitative research design, with participants consisting of master's degree students who had demonstrated high oral proficiency through validated tests. One-on-one in-depth interviews were conducted to explore their learning and communication experiences in English as a foreign language (EFL). The findings reveal that students with high oral proficiency still experience foreign language speaking anxiety. The sources of anxiety identified into five major points: 1) Fear of making mistakes, 2) classmates, 3) lecturer, 4) classroom, and 5) self-efficacy. The implications of these findings for foreign language teachers are discussed.

Keywords: EFL students, English majors, Foreign language anxiety, Foreign language Speaking anxiety, High-oral proficiency students

A. INTRODUCTION

The English Proficiency Index (EF EPI) report of 2022 emphasizes the need for improved English language education in Indonesia due to the country's low English proficiency ranking. This result is related to the research conducted by Nurweni & Read (1999), which demonstrates that Indonesian students have a vocabulary that falls short of the desired level. The research revealed that first-year non-English major students in Indonesia have an average vocabulary approximately 1226 English words. However, this falls short of the expected standard, as students ideally require a vocabulary of at least 3,000 to 5,000 words to comprehend unsimplified, nonspecialist texts adequately (Cobb, 2007). This inferior English language proficiency can contribute to the foreign language speaking anxiety.

Foreign language speaking anxiety is influenced by various factors beyond language proficiency. Luo's (2012) research proposes a four-dimensional model of foreign language anxiety, highlighting learner characteristics such as competitiveness, perfectionism, fear of negative evaluation, low self-esteem, and learner beliefs. Empirical evidence supports the

association between perfectionism, fear of negative evaluation, and anxiety. Low self-esteem or self-perception can contribute to anxiety when learners compare themselves to others. Unrealistic learner beliefs, such as overemphasizing correctness or expecting rapid fluency, can also lead to anxiety when expectations aren't met.

The classroom environment is another dimension of foreign language anxiety. The teacher's role and behaviors can contribute to anxiety, with "authoritarian" teachers inducing more stress. Classroom practices like requiring students to speak in front of the class, frequent oral quizzes, and calling on students can increase anxiety levels. Fear of public speaking, being the center of attention, and test anxiety are common causes. Student relationships and comparisons with peers also play a role, with anxiety decreasing when students develop supportive relationships and feel less judged.

Due to its acknowledged impact on language learning success, foreign language anxiety has been the subject of extensive research. Numerous researchers have investigated foreign language anxiety with varying variables since 1970's. Moreover, to attain more specific findings and conclusions, the research of foreign language anxiety is specified into skill-based foreign language anxiety; reading, listening, writing, and speaking. Among all those, speaking is confirmed as the most anxiety-causing aspect in L2/FL learning (Hammad & Ghali, 2015; Karatas et al., 2016; Kelsen, 2019; Liang & Kelsen, 2018; Marzec-Stawiarska, 2014; Woodrow, 2006; Zhang & Ardasheva, 2019). This particular phenomenon, commonly known as foreign language speaking anxiety (FLSA). Many studies conducted in Indonesia have highlighted students' linguistic competence or English proficiency as the most significant contributing factor to foreign language speaking anxiety (Abrar et al., 2016, 2022; Eddraoui & Wirza, 2020; Mukminin et al., 2015). Consequently, the students who have low English proficiency has a more chance to experience foreign language speaking anxiety. In light of this, a question arises as to whether components of speaking anxiety can be observed among high-proficiency English students who seemingly speak without any difficulties and with fluency.

It is commonly believed that students with high proficiency in a foreign language do not experience anxiety when speaking the language, but is it true? This question becomes worth topic to research then because the topic holds unique significance as it remains debatable and questionable. There is inconsistent finding about the relationship of foreign language speaking anxiety and students' proficiency. Several researches found it does affect the students' foreign language speaking anxiety, while the others do not. Many researchers have cited Woodrow's (2006) statement that students' foreign language speaking anxiety decreases as their proficiency increase. However, this assertion was contradicted by Balemir (2009), who attributed the findings to research conducted in English as a second language (ESL) contexts where learners have more opportunities to enhance their oral proficiency. This discrepancy adds further intrigue to the question at hand. Despite numerous studies examining the anxiety associated with speaking a foreign language with a variety of variables, research on advanced learners remains extremely limited. Besides, Tóth (2011) declared that more attention should be paid to anxiety at higher levels of proficiency.

The previous study which research foreign language speaking anxiety on advanced learner is conducted by Marzec-Stawiarska (2015). The participant of this research are 1st year extramural MA students, specialising in EFL teaching. The participants had successfully passed practical English tests (reading, listening and writing) at the level of Certificate of

Proficiency in English with results above 60 % of the total number of possible points. The study found that participants experience stress and worry in the context of speaking a foreign language. The research provides the students' overall proficiency not focusing on oral proficiency. Balemir (2009) in his thesis stated that the students' general proficiency may not be a reflection of their oral proficiency. Thus, learners' overall proficiency (or being more proficient) does not necessarily help them to overcome their foreign language speaking anxiety. Therefore, in this current research, the research intends to give two dimensions of students' proficiency, overall proficiency and oral proficiency.

The study which provided the data of students' oral proficiency is undergone by Tsang (2022). This mixed-method research used HKDSE (the Hong Kong Diploma of Secondary Education) in English speaking. The finding found that students' levels of EFL spoken proficiency are moderately negatively correlated with their level of anxiety and spoken proficiency was significant in predicting anxiety, accounting for around 10% of the variance. However, the research focuses on oral presentation which is attributed to foreign language speaking anxiety and the research not focuses only on high oral proficiency students but also specified the students into three levels; high, intermediate, and low. To fill the gap, the current research researches on foreign language speaking anxiety which not only focuses on public speaking. The anxiety can be happened while communicating using English language in public, in small groups, in meetings, and in dyads (McCroskey & Richmond, 1982). Moreover, the present research only focuses on students with high oral proficiency.

In Indonesia, the research on foreign language speaking anxiety mostly focuses on the level of education; senior high school (e.g., Eddraoui & Wirza, 2020; Maulidia et al., 2022; Mukminin et al., 2015; Nurilahi & Suhartono, 2022) and university (e.g., Abrar et al., 2016; Akbar et al., 2018; Antoro, 2016; Fitriah & Muna, 2019; Nur Hayati & Kaniadewi, 2022; Pakpahan & Gultom, 2021; Rachmawati & Jurianto, 2020). There is a research conducted by Nurmansyah & Nurmayasari (2018) who take low speaking proficiency students' at English Department Program with because the writer assumes that low students' more often experience anxiety than children who are high and mid in English learning speaking skill. The students' speaking proficiency gained through the recommendation of their English teaching from English test. Currently, there are no data about foreign language speaking anxiety on high oral proficiency students in Indonesia. To date, only a limited number of research about foreign language speaking on high oral proficiency students have been identified. Therefore, the purpose of this study is to address this issue, add more literature and offer a fresh perspective within the context of Indonesia.

B. METHOD

This study employs a qualitative research design to acquire a comprehensive and nuanced comprehension of foreign language speaking anxiety (FLSA) among advanced-level language students. This approach is supported by Yin (2016), who advocates for qualitative methods as a means to investigate phenomena in depth. The primary objective of this study is to collect the subjective perspectives and experiences of participants in order shed light on the various factors that contribute to FLSA. To ensure the selection of a representative and insightful sample, a technique of purposeful sampling was employed, targeting individuals with extensive knowledge and experience in the field of advanced language acquisition. This methodological choice is consistent with the advice provided by Sargeant (2012), who emphasized the significance of purposeful subject selection in qualitative research, with the

goal of including participants who can offer valuable insights and enrich our understanding of the investigated phenomenon.

The research involves three participants who are master's degree students in the English Education department of in one of state universities in West Java. The decision to select master's degree students is based on the difficulty in getting bachelor's degree students with a B2 English proficiency level in Indonesia. The first participant is a 26-year-old female with four years of experience as an English teacher. She tested her English proficiency using the English Score by British Council, earning a score of 489 on the core test and 472 on the speaking test, which corresponds to the B2 level or upper intermediate level. The second participant, a 25-year-old male, also holds the role of an English teacher and possesses four years of teaching experience. He has one-year experience in teaching speaking skills at a university in West Java. Similar to the first participant, he employs the English Score by the British Council to evaluate his English proficiency. His core test outcome is not provided, while his speaking test score amounts to 410, indicating a proficiency level classified as B2 or upper intermediate. The third participant, a 28-year-old male, has a five-year teaching background with a primary emphasis on delivering speaking classes. He underwent assessment through the IELTS proficiency test and obtained an overall score of 7.0, with a specific score of 7.5 in the speaking component. All of the participants are classified as high oral proficiency students as explained in literature review and qualified as the participant of this research.

The present research used an interpretative analysis approach, which consisted of three distinct stages: deconstruction, interpretation, and reconstruction (Miles & Huberman, 1994, cited in Sargeant, 2012). This methodological framework was selected to facilitate a thorough analysis and comprehension of the collected data.

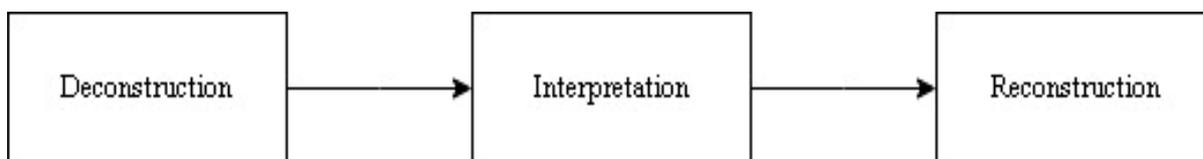


Figure 1. Data Analysis

The detail explanation of the stages was described below:

1. *Deconstruction* is the process of breaking collected data into its components in order to obtain a comprehensive understanding of its contents. It entails a comprehensive examination of interview transcripts followed by categorization or classification of the data to accurately describe its content.
2. *Interpretation* follows the deconstruction phase and entails making meaning of the encoded data. This involves contrasting the codes and categories within and between transcripts, as well as examining variables regarded important to the study (e.g., year of residency, discipline, faculty engagement). Techniques employed in the interpretation process include engaging in discussions and comparisons of codes among members of the research team, actively seeking both similarities and differences among identified themes, comparing findings with those from previous studies, exploring theoretical frameworks that may illuminate relationships among identified themes, and exploring deeper into negative results that do not align with the dominant themes.

3. *Reconstruction* is the subsequent stage of analysis in which the significant codes and themes are synthesized and presented in a way that demonstrates the relationships and insights derived during the interpretation phase. This method involves presenting one or two central ideas that emerge as overarching themes, with supporting subthemes that contribute to the central ideas. Reconstruction requires interpreting the findings by framing and aligning them with existing theories, evidence, and practices.

C. FINDINGS AND DISCUSSION

The findings from the interviews conducted with the high oral proficiency students unveiled that they continue to encounter foreign language speaking anxiety despite their proficiency level. The intensity of their foreign language speaking anxiety varies based on the particular situations they encounter. Presented below are excerpts from the interview transcripts wherein the participants were questioned about their experiences with foreign language speaking anxiety and the corresponding levels of anxiety they perceive.

[When I'm teaching, I feel pretty relaxed speaking English. But, you know, when I have to give a presentation in front of my classmates, that's when my anxiety sets in. The level of my foreign language speaking anxiety is dynamic. Occasionally it is quite high, and other times it is moderate or even low. My anxiety level increases significantly when I'm taking a test. I appear to be in panic mode. However, once I begin delivering the presentation, the anxiety progressively decreases commonly.] (Participant 1)

[Yes. Especially when I have a student who has spent many years in an English-speaking country and speaks English fluently. As a student in the classroom, I experience anxiety when speaking English during presentations and one-on-one interactions with others whose English is superior to mine. My level of anxiety when speaking a foreign language is generally moderate, but it can be high during examinations, such as the examination of a research proposal.] (Participant 2)

[Yes, I still experience it, but only in specific situations. Similar to when I have an exam and my teacher evaluates me. I am frequently anxious because I am concerned about my performance. Occasionally, I overthink my words in an attempt to earn a good score. When I am teaching, I ensure that my classroom has a friendly environment. Consequently, I don't feel anxious about speaking English during those moments.] (Participant 3)

The above-mentioned finding aligns with the prior study conducted by Marzec-Stawiarska (2015), despite the distinction in students' proficiency. While the previous research examined students' overall proficiency without specific emphasis on oral proficiency, the present study focused specifically on oral proficiency and disclosed that high oral proficiency students still encounter foreign language speaking anxiety. This current research lends further support to the claim made by Tóth (2011) that foreign language anxiety is not limited to the beginner who are in the beginning stages of language learning.

The current study does not provide direct validation of the participants' level of foreign language speaking anxiety because the measurement of foreign language speaking anxiety relies on a closed-ended questionnaire using the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al (1986) or Foreign Language Speaking Anxiety Scale (FLSAS) by Öztürk & Gurbuz (2014). Nonetheless, the insights gleaned from the interviews gave emphasis on the participants' perceived levels of foreign language speaking anxiety, which are predominantly in the moderate level. Only the second participant acknowledged that his oral proficiency has a substantial impact on his foreign language speaking anxiety. In contrast, both the first and third participants reported that their oral proficiency have little effect on their foreign language speaking anxiety. Below are the responses of the participants regarding the importance of oral proficiency in relation to their anxiety when speaking a foreign language.

[My oral proficiency does have a little effect on how I feel when speaking a foreign language. However, what really matters to me is the audience I'm speaking to. If I have an audience that judges me, it doesn't matter how good my language skills are, I'll still feel anxious about speaking in a foreign language.] (Participant 1)

[My level of anxiety is greatly influenced by my proficiency with a foreign language. I sometimes have anxiety because in my perception my friends or my students are way better at speaking than I am. They seem to have a greater level of oral proficiency than I have, which makes me anxious and nervous to speak.] (Participant 2)

[I'm so overconfident that it doesn't actually affect me. My speaking abilities weren't as strong as they are today when I initially began studying English in 2017, but I didn't really care at the time. I didn't worry too much and simply started speaking English. You know, that's just the way I am. The degree to which I feel anxious while speaking a foreign language is more influenced by my personality.] (Participant 3)

From participants response above, their oral proficiency might be not only the factors that can decide their level of foreign language speaking anxiety. The personality is another major aspect that can decide their level of foreign language speaking anxiety. It can be that the students who have high oral proficiency with introvert personality experience the high level of foreign language speaking anxiety and the low oral proficiency student with extrovert personality experience low foreign language speaking anxiety level. Moreover, the audience and the situation also can be decided the level of foreign language speaking anxiety. Therefore, it is not as simple as the statement from Woodrow (2006) and the finding from Abrar et al. who declared that when the students' proficiency increases, the level of anxiety decreases. It is why the reason some experts believed that the issue of language anxiety is complex and multi-dimensional (Pappamihiel, 1999; Price, 1991; Yan & Horwitz, 2008). However, in most cases oral proficiency does give the effect for the students in their anxiety but it cannot be the main point or decider to their foreign language speaking anxiety. After deconstructing the data of interview, the authors found some sources contributed to the high oral proficiency students' foreign language speaking anxiety.

Conforming to the responses of the participants, oral proficiency alone may not be the only factor that determines of anxiety when speaking a foreign language. Personality also plays a substantial role in determining an individual's speaking anxiety level. For example, individuals with high oral proficiency and introverted personalities may experience higher levels of anxiety, while those with low oral proficiency and extroverted personalities may experience lower levels of anxiety (Vural, 2019). In addition, the audience and the specific situation in which speaking in a foreign language takes place can also affect the level of anxiety associated with doing so. Thus, the relationship between proficiency and anxiety is not as straightforward as implied by Woodrow (2006) and the findings of Abrar et al. (2016), who hypothesized that as proficiency increases, anxiety decreases. Hence, the experts acknowledged that foreign language anxiety is complex and multidimensional issue. However, it is essential to observe that in the majority of cases, oral proficiency does have an effect on students' foreign language speaking anxiety, but it should not be the sole determinant. After analyzing the interview data, the authors identified a number of factors or sources that contribute to the anxiety of students with high oral proficiency when speaking foreign language:

1. Fear of Making Mistakes

One of the major sources of foreign language speaking anxiety reported by the participants in the classroom pertained to their anxious of speaking inaccurately, particularly in terms of making mistakes. According to Haris (1974) and Brown (2006), who identified five components of speaking - grammar, vocabulary, pronunciation, comprehension, and fluency - the participants expressed anxiety regarding the potential for errors in grammar, pronunciation, and vocabulary during speaking English. Despite possessing familiarity with correct pronunciation and grammatical standards, the participants were still concerned about the possibility of making errors. To give participants' responses:

[The main factor that contributes to my foreign language speaking anxiety is the fear of making mistakes in pronunciation and grammar when constructing sentences. This aspect plays a significant role in my anxiety. Although I understand that grammar may not be as crucial, it still causes anxiety for me.] (Participant 1)

[The main reason I feel anxious when speaking a foreign language is because I'm afraid of making mistakes in pronunciation and grammar. Since I often prepare ahead, I tend to be more concerned with grammar than vocabulary, but I do occasionally make grammatical mistakes while speaking.] (Participant 2)

Talking to foreigners or native speakers they did not feel this pressure to speak with impeccable grammar and vocabulary and felt more comfortable as a result.

[Compared to my classmates, I feel more relaxed speaking English with native speakers since they are less critical of my errors while we are having a discussion. Native speakers often pay more attention to the context than to the exact word choice and pronunciation.] (Participant 3)

2. Classmates

The participants reported that the behavior of their peers influences their foreign language speaking anxiety. When it comes to speaking English in the classroom, the presence of judgmental classmates increases their anxiety, according to the respondents.

[Talking about the sources of foreign language speaking anxiety related to the classmates is when they are judgmental. If someone laughs at me during a presentation when I mispronounce a word or say it incorrectly, it may really affect me and increase my anxiety. In contrast, if the classmate is around and they don't laugh but instead simply smile or express some empathy, it doesn't make me feel anxious.] (Participant 1)

[Being a student in the English Education Department and pursuing a master's degree, I have seen that many of my classmates have such a great love for English that they have become "grammar nazis." The situation causes me anxious and forces me to speak perfect English. Since if I make a mistake, people could ask, "How can an EFL master's degree student still make a mistake in basic thing?"] (Participant 2)

The argument that classmates contribute to foreign language speaking anxiety is closely tied to the fear of committing mistakes. Because their peers are critical and would undervalue them if they make errors in English, the participants are afraid to make mistakes. The possibility of being subjected to ridicule and laughter by their friends increases their anxiety, particularly during English presentations. Furthermore, the participants' responses indicate their anxious with the perception their friends hold of their English proficiency; they didn't want to come off as incompetent in English in front of their classmates, as they strive to maintain an image of competence in their presence.

3. Lecturer/Teacher

The participants voiced that the other sources of foreign language speaking are the teacher. Here are the participants' responses related to teacher as a source of their foreign language speaking anxiety:

[If the lecturer pays close attention, they tend to interrupt and provide negative feedback in an inappropriate manner. It's like they're saying, "Hey, you're in a Master's program, why are you still struggling with pronunciation?" This immediate feedback makes me anxious. But if the lecturer is kind and understanding, it helps me feel more relaxed and less worried.] (Participant 1)

[There are professors who provide very specific corrections. In addition, the stories I have heard about them from seniors and classmates have added to my anxiety when speaking English in class.] (Participant 2)

[When I'm speaking English in front of my lecturer and I'm aware that I'm being graded, I become anxious. Because I've invested a great deal

of money in my education here, I exert a great deal of effort towards achieving a high grade.] (Participant 3)

Regarding the lecturer, several subfactors can contribute to the participants' foreign language speaking. The first subfactor relates to the attitude of teachers, as participants have reported increased anxiety when confronted by perfectionist or detail-oriented lecturers. This is closely related to the second subfactor, which entails the manner in which the lecturer evaluates students, as it also affects students' anxiety when speaking a foreign language. The students' perception of their instructors is a further significant subfactor. Finally, anxiety increases when students are evaluated through examinations and graded by lecturer.

[I experience anxiety in the classroom because during that time, my classmates and the lecturer seem to be observing me. However, if I'm speaking with friends outside of the classroom setting, I feel normal, and the same goes for conversing with foreigners. I feel comfortable enough to speak English.] (Participant 1)

4. Classroom

The participant's reflection on their experience in classes reveals that the formal atmosphere had a significant impact on her anxiety when speaking English. The structured nature of the classroom, combined with the presence of classmates and the lecturer, contributes to a heightened sense of discomfort and anxiety. Moreover, the competitiveness in class also added the foreign language speaking anxiety. The participant described feeling more self-conscious and under increased pressure to perform well in front of classmates and the lecturer. However, the participant's anxiety appears to decrease in informal English-speaking situations outside of the classroom. They reported that conversing with others or interacting with native English speakers promotes a feeling of ease and comfort. The lack of academic scrutiny and the absence of an evaluative environment produce a more relaxed atmosphere that permits more relaxed and comfortable communication.

5. Self-efficacy

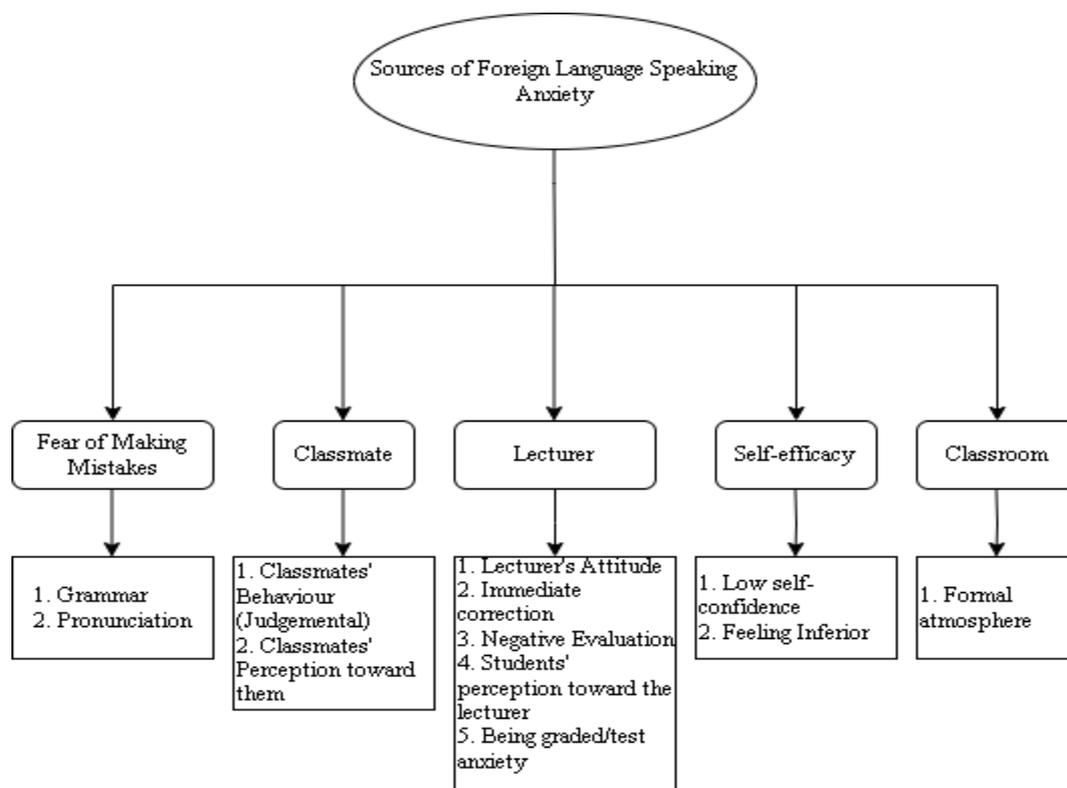
Self-efficacy refers to an individual's perception and belief in their capacity to perform a specific task in a particular context (Bandura, 1984). In the context of this research, self-efficacy refers to participants' perceptions of their own English-speaking competency. Certain participants exhibited a lack of confidence in their English-speaking skills, contrasting themselves unfavourably with those who demonstrate a higher level of proficiency. As a result, this sense of inferiority contributes to their anxiety when speaking a foreign language, as they perceive themselves as inferior and have less confidence in their language skills.

[It depends on the context. For instance, in everyday life, I feel quite confident, but when it comes to academic matters, I still have a lot to learn. Take presentations as an example. In our day-to-day interactions, we don't usually use academic language, but when it comes to academic settings, we need to adapt and use a more formal language.] (Participant 1)

[I sometimes have anxiety because in my perception my friends or my students are way better at speaking than I am. They seem to have a

greater level of oral proficiency than I have, which makes me anxious and nervous to speak. Sometimes I think, even though I have been studying English for a long time, I feel stuck here compared to my friends.] (Participant 2)

To sum up, the sources of foreign language speaking anxiety on high oral-proficiency students are detailed on the figures below:



Strong correlations exist between the findings of this study and the research conducted by Tóth (2011) concerning high anxious students with advanced English proficiency. Despite this, whereas Tóth's study primarily focused on the broader concept of foreign language anxiety (FLA), the present research investigated the domain of foreign language speaking anxiety. FLA comprises a range of emotions, including fear, nervousness, and tension, that are closely associated with the acquisition and use of a non-native language. The phrase "using it" primarily refers to the act of communicating, which is the most common and anxiety-provoking mode of communication. Hence, a notable correlation emerges between the findings. Furthermore, the Foreign Language Classroom Anxiety Scale (FLCAS), a widely employed instrument for assessing foreign language anxiety, has been extensively utilized in numerous studies as a valid measure of anxiety specifically pertaining to speaking situations.

The findings of the interviews conducted in this study did not indicate that the participants exhibited perfectionist or competitive attitude. Consequently, these factors were not found to contribute significantly to foreign language speaking anxiety among high oral proficient students in this particular research. This could be attributed to the fact that the participants selected for this study were not necessarily the top-performing students in their class, who typically maintain high standards for their oral performance. In particular, however,

Gregersen and Horwitz (2002) found in their own research that a student with a high level of language proficiency could still experience elevated anxiety due to perfectionism. Future research could focus particularly on highly proficient students who exhibit perfectionistic behaviors in order to cast more light on this specific relationship in order to further explore this aspect.

D. CONCLUSION

This paper presents the findings of a small-scale qualitative study that explored the phenomenon of foreign language speaking anxiety among students with a high level of oral proficiency. The study provides compelling evidence that anxiety when speaking a foreign language is not limited to novice language learners, but also impacts those with higher levels of L2 proficiency. These findings cast doubt on the assumption that oral proficiency alone can adequately explain the complex psychological experience of foreign language speaking anxiety. In order to obtain a comprehensive comprehension of this unique form of anxiety, it is essential to investigate additional factors beyond proficiency, particularly in the context of English speaking. This study identified five key factors that significantly contributed to foreign language speaking anxiety among high-oral proficiency students: 1) Fear of Making Mistakes, 2) Classmates, 3) Lecturer, 4) Classroom, and 5) Self-efficacy.

The limitations of the present research could be addressed in future research. The primary emphasis of this research was on in-class origins of foreign language speaking anxiety. Future research could investigate the sources of anxiety outside of the classroom among students with a high level of spoken English proficiency, providing a more comprehensive understanding of the factors that contribute to anxiety in various contexts. Secondly, this research relied solely on interviews as the research instrument. Future research could employ a variety of instruments and consider using a mixed-methods approach to gather data from multiple sources. Increasing the number of participants would also enhance the generalizability of the findings. In addition, because it was difficult to find participants with a C1 level of English proficiency, this study recruited participants with a B2 level. To gain a deeper and more nuanced comprehension of foreign language speaking anxiety among highly proficient speakers, however, future research could seek to include participants at the C1 and C2 level.

Finally, the findings of this study have important implications for language teachers. It is evident from the research that foreign language speaking anxiety can significantly impact students with high spoken proficiency. Therefore, it is crucial for teachers to establish a positive and supportive classroom environment that fosters cooperation and collaboration among learners, rather than promoting competition. The classroom should be a space for learning, where students feel encouraged to express themselves without fear of judgment. Additionally, the study highlights the influence of teachers' personal characteristics on students' foreign language speaking anxiety. Teachers should strive to build friendly relationships with their students, provide constructive feedback that helps them improve their English-speaking skills, and choose their words wisely during evaluation. By creating such an environment, students with high English proficiency can showcase their full potential and achieve optimal performance in the classroom while experiencing reduced anxiety when speaking English.

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