

## Indonesian senior high school students' fear of negative evaluation: Relationship with L2 speaking self-efficacy

**ABSTRACT** - Research examining the relationship between Fear of Negative Evaluation (FNE)-a well-documented anxiety construct originating in social psychology-and second/foreign language (L2) speaking self-efficacy (SSE) remains limited, particularly within the Indonesian educational context, and especially among secondary school populations. To address this empirical gap, the present study was designed with two primary aims: first, to investigate the levels of FNE experienced by Indonesian high school students in English language classrooms, and second, to determine the extent to which FNE statistically predicts their L2 SSE. A paper-based survey was administered to a sample of 160 students enrolled at a private high school in Yogyakarta, Indonesia. Descriptive statistical analyses indicated that participants' FNE levels ranged from moderate to high. Notably, FNE associated with peers was generally more pronounced than FNE specifically tied to classroom activities or English performance, suggesting that social evaluative concerns are particularly salient among this population. The results further revealed that students' L2 SSE fell within the low-to-moderate range, indicating limited confidence in their English-speaking abilities. Bivariate regression analysis demonstrated that FNE accounted for 18.4% of the total variance in L2 SSE, a statistically meaningful proportion, while the remaining 81.6% was attributable to factors external to the model, such as prior language achievement, teacher feedback, and individual differences. These findings carry several pedagogical implications, including the importance of cultivating a supportive classroom climate, fostering peer encouragement, and promoting positive group dynamics to mitigate students' FNE and enhance their L2 speaking self-efficacy.

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### Article History

Submitted: 31 December 2025

Accepted: 17 February 2026

Published: 30 May 2026

### Keywords

Fear of negative evaluation (FNE);  
Second/foreign language (L2);  
Speaking self-efficacy (SSE)

### Recommended APA Citation

Subekti, A. S., & Indarto, C. H. (2026). Indonesian senior high school students' fear of negative evaluation: Relationship with L2 speaking self-efficacy. *Englisia: Journal of Language, Education, and Humanities*, 13(2), 174-187. <https://doi.org/10.22373/englisia.130>

## 1. Introduction

In the last few decades, more acknowledgment has been given to the role of Individual Differences (ID) factors affecting the degree of success of second/foreign language (L2) learning. Dornyei (2005) mentioned that ID factors such as motivation, anxiety, self-efficacy, aptitude, personalities, learning styles, learner beliefs, and many other psychological factors determine the varying ultimate L2 attainment among L2 learners. Among these ID factors, anxiety and self-efficacy are particularly central to speaking performance.

Related to that, among four language skills, speaking is often reported as the most anxiety-provoking (Ozdemir & Seekin, 2025). In their seminal work, Horwitz et al. (1986) stated that anxiety experienced by foreign language learners is specific due to the uniqueness of language classroom characteristics, introducing the term “Foreign Language Anxiety” (FLA). They defined FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128). It consists of three different constructs, one of which is Fear of Negative Evaluation (FNE). FNE refers to learners' worry of others' judgement and this component of FLA is often associated with peer pressure. has been attributed to silent behaviours in language class (Adiatma & Subekti, 2025), unwillingness to communicate in the target language (Wang et al., 2025), and demotivation during language learning (Othman, 2025). These reports highlighted the importance of the FNE issue among language learners, underscoring the need to investigate it.

Another ID aspect that influences L2 communication is L2 speaking self-efficacy (SSE). It is derived from Bandura's (1997) work, introducing the concept of self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In the context of L2 speaking, L2 SSE refers to learners' beliefs about their ability to speak L2 successfully. Some authors believe that learners' L2 SSE can be more influential on L2 communication than learners' actual L2 competence (Sinaga & Subekti, 2024). Earlier, Liu (2013) conducted action research in China about a self-access English practice speaking centre called “English Bar”. She revealed that learners who are brave enough to speak at the speaking centre have a higher level of self-efficacy than their counterparts who never practice speaking. That is to say that, regardless of learners' actual L2 competence, their L2 SSE would likely be more impactful in determining whether they would have the ‘courage’ to initiate conversation and communicate in L2. Thus, L2 SSE warrants attention from L2 researchers and practitioners.

Despite the crucial roles of both FNE and L2 SSE in shaping L2 learning success, several aspects may warrant further investigation, especially in the Indonesian context, home to one of the largest numbers of English L2 learners worldwide. It is fully acknowledged that studies on FLA have been conducted in Indonesia (Anandari, 2015; Siagian & Adam, 2021; Subekti, 2018a, 2018b; Sutarsyah, 2017). Likewise, studies on self-efficacy have been available (Abduh et al., 2022; Shah et al., 2013; Sinaga & Subekti, 2025). Nonetheless, these studies have been heavily focusing on university students. In comparison, high school students have thus far been underrepresented in the literature. In fact, with limited L2 exposure outside class hours and even

more limited experience using the language, high school students may be more prone to FNE and may not have sufficient L2 SSE to initiate L2 communication; hence, the merit of conducting a study that segments participants by this factor. In addition, high school learners may show stronger FNE - L2 SSE dynamics because of their more limited communicative experience. Their reliance on teacher evaluation in L2 classrooms may make FNE more influential in shaping their L2 SSE than in university contexts.

Secondly, attempts to examine the link between FNE and self-efficacy have been limited in Indonesia, even though such studies are available in several other contexts, such as Turkey (Mede & Karairmak, 2017), Afghanistan (Tahsildar & Kabiri, 2019), and Thailand (Anyadubalu, 2010). Even in the existing studies, they did not focus specifically on speaking situations when examining the constructs. Thus, it is strategic to investigate the possible association between FNE and L2 SSE because, as mentioned earlier, speaking has been reported as the most anxiety-provoking, and in such situations, their self-efficacy could be crucial in determining L2 communication.

With those rationales in mind, the present study intended to answer two research questions. First, what is the level of Fear of Negative Evaluation (FNE) among Indonesian high school students? And second, to what extent does the students' FNE predict their L2 speaking self-efficacy (SSE)? This study potentially contributes to advance the existing knowledge in at least two ways. First, this study involved Indonesian senior high school students, who likely rarely used English outside classroom context, thus being prone to high FNE and low L2 SSE due to lack of experiences in using the language. Second, this study investigated the relationship between FNE and L2 SSE, the connection of which remains underexplored in L2 research, which has more frequently focused on general self-efficacy rather than speaking context.

## 2. Literature review

This section discussed the main construct discussed in this study, Fear of Negative Evaluation (FNE), and its possible interaction with L2 Speaking Self-Efficacy (SSE).

### 2.1. Studies on fear of negative evaluation (FNE)

FNE, along with communication apprehension and text anxiety, is a part of what Horwitz et al. (1986) referred to as Foreign Language Anxiety (FLA), "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). FNE is defined as fear of being judged by others, avoidance of situations where one might be evaluated, and anticipation of negative judgments from others. FNE stems from learners' fear of negative evaluation or 'judgment' from others when performing speaking tasks. This evaluation may come from teachers, peers, and others seeing their language performance. Several studies found that learners' fear of negative evaluation leads them to hesitate to speak in the classroom (Daud et al., 2019; Eddraoui & Wirza, 2020; Subekti, 2018a).

Studies in various learning contexts have reported the detrimental influence of FNE on language learning. These studies include those in Turkey (Aydin, 2008), India (Malini &

Janakavalli, 2018), Greece (Tzoannopoulou, 2016), Afghanistan (Tahsildar & Kabiri, 2019), and Indonesia (Anandari, 2015; Damayanti & Listyani, 2020; Subekti, 2018b). These studies generally reported uniform results that learners reported being afraid of the prospect that their peers would laugh at their language mistakes and that teachers would point out their mistakes in public. This worry made them refrain from trying to communicate in L2.

Regarding this, several studies have reported that teachers' support is paramount in alleviating learners' FNE. For example, several teacher participants in a study by Subekti (2018a) reported showing supportive facial expressions during learner presentations to make them feel more at ease. Nonetheless, some studies also revealed that some teachers did not seem to realise that their unpleasant facial expressions and some diction when giving feedback may discourage learners from trying (Melouah, 2013; Tzoannopoulou, 2016). These studies suggest that teachers' support, or the perceived lack of it, can significantly influence FNE levels, which in turn affects learners' willingness to engage in risk-taking behaviours in L2 classrooms.

Most studies examining FNE, or language anxiety (of which FNE is a component), in the Indonesian context have focused on university students (e.g.: Anandari, 2015; Goram & Subekti, 2022; Subekti, 2018a, 2018b). Only a few have been conducted outside the university context, such as in high school (Eddraoui & Wirza, 2020; Glory & Subekti, 2022) and junior high school (Erdiana et al., 2020). Glory and Subekti (2022), for example, reported a moderate FNE level among 190 high school student participants. Earlier, Eddraoui and Wirza (2020) revealed a high level of anxiety, FNE being one of the components, among their 30 Indonesian high school student participants. The limited number of available studies and the inconclusive results may warrant more studies involving Indonesian high school students.

Studies on FNE in the Indonesian context is particularly relevant, especially in its senior high school contexts. Indonesian senior high school learners rarely use English outside classroom context. When they do, they likely do so in classroom environments where accuracy, teacher authority, and peer judgment play major roles in classroom participation. In such settings, students may experience FNE. In this case, teachers' roles would become paramount to accurately diagnose affective barriers to speaking and design supportive instructional strategies that reduce evaluative pressure.

## *2.2. Fear of negative evaluation and L2 speaking self-Efficacy (SSE): Exploring their interaction*

Several studies have attempted to investigate the potential interaction between anxiety and self-efficacy. Some studies suggested positive interaction (Sebastian et al., 2022) and no significant interaction between the two constructs (Cubukcu, 2008). Cubukcu (2008) found no significant interaction between anxiety and the self-efficacy of 100 pre-service teachers in Turkey. He pointed out that the rather 'unexpected' finding may be attributed to the uniqueness of the participants' specific context. In contrast, Sebastian et al. (2022) found a positive relationship between L2 SSE and FNE among 132 college students in India. This result may suggest that creating a certain degree of anxiety is important for boosting learners' effort in learning (Tran & Moni, 2015).

Despite the seemingly diverse findings of various research studies, more studies seem to lean towards the possible debilitating effects of anxiety. A rather old yet still relevant study involving non-English-major university students in Taiwan found that learners with low self-efficacy believed that learning English required giftedness and, in turn, made them anxious to speak (Cheng, 2001). Anyadubalu (2010) involved 318 Thai high school students in his study and found a statistically significant, moderate, and negative relationship between anxiety and self-efficacy. Another researcher in Japan, Leeming (2017), in his mixed-method study, found that high self-efficacy was associated with a low level of anxiety. Those with high self-efficacy persevered and exerted effort even when hindered; they were also creative and adaptable, and showed interest in academic tasks. In line with this, in Turkey, learners with low anxiety were found to perform better or to have higher self-efficacy (Gürsoy & Karaca, 2018). From these results, FNE could be linked to L2 SSE because fear of being negatively judged during speaking tasks can heighten anxiety, reduce perceived competence, and limit mastery experiences, all of which are central determinants of self-efficacy beliefs.

As seen in the reviewed studies, the relationship between these two constructs remains complex and context-dependent, suggesting that further research is needed to explore how they interact across different educational settings. A study examining their interaction in under-represented learner groups, especially beyond university settings (e.g., high school students), would provide valuable insights into strategies for fostering a supportive language-learning environment. This could help develop targeted interventions or innovations to reduce FNE and enhance L2 SSE, ultimately improving language learning.

### **3. Method**

#### *3.1. Research design and participants*

The present study employed a quantitative method. It distributed paper-based questionnaires to collect data to answer the two research questions. The participants in this study were students from a private senior high school located in Java, Indonesia. A convenience sampling method was used, selecting participants based on their easy accessibility and availability (Gray, 2022). While it is recognized that convenience sampling may introduce bias and limit generalizability, efforts were made to minimize these issues. The study aimed to include all students at the school to ensure a broad sample and to design the questionnaire to minimize potential bias. A total of 175 students from six classes participated initially, including two classes each from the 1st, 2nd, and 3rd grades, who completed the paper-based questionnaires. However, 15 students submitted incomplete responses, resulting in the exclusion of their data. As a result, 160 students with complete questionnaires were included in the study. Their ages ranged from 15 to 19 years ( $M = 16.34$ ,  $SD = 1.03$ ). Among the participants, 106 (66.3%) were female, and 54 (33.8%) were male.

#### *3.2. Instruments*

This study used a paper-based questionnaire divided into two sections. The first section consists of seven FNE items originally developed by Horwitz et al. (1986) for the Foreign

Language Classroom Anxiety Scale (FLCAS). For this study, the term “foreign language class” in the original scale was replaced with “English class” to ensure relevance to the study context while preserving the scale's reliability. An example of the items is “I am afraid that my English teacher is ready to correct every mistake I make.” The second section consists of 9 items from the English Public Speaking (EPS) Self-Efficacy Scale developed by Zhang et al. (2020) to assess students’ self-efficacy in speaking. This scale was based on Bandura’s theory, which identifies four key sources of self-efficacy. One item, for example, is “When giving an English speech, I can speak with confidence.” Four possible responses were provided in each of the items. These were “Strongly Agree,” “Agree,” “Disagree”, and “Strongly Disagree.” The entire questionnaire was translated into Indonesian to ensure comprehension and reduce cognitive load, as the participants were Indonesian students who were more proficient in Indonesian than in English.

### 3.3. Data collection and analysis

Before being distributed to the target participants, the questionnaire was pilot-tested with 24 high school students from other schools. Based on the pilot results, five of the original 12 items were removed for lack of relevance, leaving the seven FNE items mentioned earlier. Five items were removed because they did not adequately reflect the FNE as seen from low item-total correlation coefficients. It means that these items were seen as ambiguous or irrelevant by the pilot respondents

Data collection was conducted from February 5 to February 7, 2025. The paper-based questionnaires were distributed at the start of English class hours with prior approval from the school principal and the English teacher. The responses were then entered into SPSS 25 for analysis. The four possible responses were assigned numerical values: "Strongly Agree" = 4 points, "Agree" = 3 points, "Disagree" = 2 points, and "Strongly Disagree" = 1 point. Following this, the questionnaire items were tested for validity and reliability. One negative item on FNE, 'I don't worry about making mistakes in English class,' where 'Strongly Agree' indicated low FNE, was reverse-scored.

Next, the modified questionnaires were tested for reliability and validity using data from 160 participants. The Cronbach’s alpha for the L2 SSE items was .85, and for the FNE items, it was .82, both indicating high reliability. To assess the questionnaire items' validity, Pearson’s correlation was used, with each item correlated with its respective construct. All the FNE items significantly correlated with the overall FNE construct, with coefficients ranging from .51 to .78. All the self-efficacy items significantly correlated with the overall self-efficacy construct, with coefficients ranging from .60 to .76. All these coefficients were well above the critical value of Pearson’s correlation coefficient ( $N = 160, df = 158$ ) at  $\pm 0.16$ , indicating validity.

Next, to answer the first research question on students’ FNE level, descriptive statistics were employed. The data are presented as means, percentages, and standard deviations. To answer the second research question on whether students’ FNE predicted their L2 SSE, a bivariate linear regression formula was executed with FNE as the independent variable and L2 SSE as the dependent variable.

### 3.4. Ethical consideration

This study adhered to principles of research ethics. First, it respected the target participants' autonomy or freedom to participate (Gray, 2022) by providing an informed consent form on the first page of the paper-based questionnaire. They were also orally explained about the study prior to deciding to participate. Next, the study maintained the confidentiality of the participants throughout the research and reporting process. No identifying information is disclosed.

## 4. Findings and discussion

### 4.1. Fear of negative evaluation among high school students

To find the high school students' level of FNE, this study employed descriptive statistics on SPSS. This study found that, from seven FNE items, the average total mean score of the participants' FNE was 19.10 ( $Min = 9.00$ ,  $Max = 28$ ,  $SD=3.88$ ). This means the average score per item was 2.73 on a scale of 1 to 4, indicating that participants generally reported a moderate to high FNE level. This finding was similar to the finding of a study in Malaysia by Rafek et al. (2015). They found that more than half of their university student participants experienced high fear of negative evaluation. In Indonesia, moderate levels of FNE were also found among university students (Subekti, 2018b) and high school students (Glory & Subekti, 2022). One possible explanation could be learners' perception of low competence. In the present study, it may also stem from a lack of exposure to and experience with the language, given the limited use of English outside class hours.

For a more thorough presentation of the findings, the FNE is organized into three categories: Fear of Negative Evaluation from Teachers, Fear of Negative Evaluation from Peers, and Fear of Negative Evaluation in English Class. Table 1 shows Fear of Negative Evaluation from Teachers (items 4 and 7).

**Table 1**

Fear of negative evaluation from teachers.

Item no.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
4	I am afraid that my English teacher is ready to correct every mistake I make.	16 (10%)	59 (36.9%)	64 (40%)	21 (13.1%)	2.44	.84
7	I get nervous when the English teacher asks questions which I haven't prepared in advance.	42 (26.3%)	82 (51.2%)	31 (19.4%)	5 (3.1%)	3.01	.77

As seen in Table 1, in item 4, 75 participants (46.9%) were afraid of their English teachers correcting them for their speaking mistakes. In item 7, 124 participants (77.5%) reported feeling nervous when their teachers asked questions they had not prepared in advance.

From these two items, it can be seen that more participants were afraid of being asked questions whose answers they had not prepared than of being corrected by their teachers. That being said, both situations were anxiety-provoking for a considerable number of the participants.

Although not specifically investigating FNE, Pratiwi and Dalimunthe (2025) found in their study on corrective feedback that some students may feel sensitive and uneasy when teachers correct their speaking mistakes. Tzoannopoulou (2016) mentioned that some teachers may be unaware that their students' negative feelings stem from the way they correct their mistakes. Though in the present study, those who reported anxiety were 'only' 46.9%, the finding could inform teachers to devise their correction in such a way that it causes minimal anxiety in their students. Regarding the finding in item 7, where most participants were afraid of not being able to answer their teachers' impromptu questions, cultural aspects may play a role. In an Asian context where 'face' is very important, being unable to answer questions in public may make students look 'stupid' in front of others, thus losing face. This situation may be more anxiety-provoking than merely being corrected in class. In this case, teachers may need to give students time to prepare their answers. The time given can not only be used by students to find more comprehensive responses but also to discuss with their friends, thereby enhancing cooperation rather than competition and leading to a less anxiety-provoking atmosphere. The findings on FNE from participants' peers are presented in Table 2.

**Table 2**

Fear of negative evaluation from peers.

Item no.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
2	I keep thinking that the other students are better at languages than I am.	47 (29.4%)	80 (50%)	27 (16.9%)	6 (3.8%)	3.05	.78
5	I always feel that the other students speak English better than I do.	48 (30%)	79 (49.4%)	29 (18.1%)	4 (2.5%)	3.07	.76
6	I am afraid that the other students will laugh at me when I speak English.	31 (19.4%)	51 (31.9%)	59 (36.9%)	19 (11.9%)	2.59	.93

As shown in Table 2, item 2 produced a mean score of 3.05 ( $SD = .78$ ). 127 participants (79.4%) reported that they kept thinking the other students were better at languages than they were. Likewise, item 5 produced a mean score of 3.07 ( $SD = .76$ ), with 108 participants (67.5%) reporting they always felt that the other students spoke English better than they did. In item 6, only 82 participants (51.3%), the lowest percentage in this category, were afraid of being laughed at by their peers when speaking English, although this is still considered a considerable number. Overall, more than half of the participants reported FNE from peers.

The findings in this category aligned with recent studies suggesting the crucial roles of peers in influencing students' emotions in language learning in class (Aydin, 2008; Subekti, 2020). The study by Aydin (2008) involving 112 Turkish university students, for example, reported that possible disapproval from their peers became a major cause of anxiety. In the present study, the finding may also be attributed to Indonesian cultural values, which emphasize humility but can also lead to a lack of confidence and a tendency to downplay one's abilities. A strategy to mitigate the extent of peer influence on anxiety is to foster a friendly, cooperative classroom atmosphere in which students see their peers as collaborators and learning partners. Promoting group work and giving students more space and opportunities to collaborate could help anxious students open up and practice using the language in less anxiety-provoking situations. The findings on FNE in English class are summarized in Table 3. In this category, there are two items, numbers 1 and 3.

**Table 3**

Fear of negative evaluation in English class.

Item no.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
1	I don't worry about making mistakes in English class.	26 (16.3%)	65 (40.6%)	60 (37.5%)	9 (5.6%)	2.33	.81
3	It embarrasses me to volunteer answers in English class.	15 (9.4%)	78 (48.8%)	59 (36.9%)	8 (5%)	2.63	.73

As seen in Table 3, item 1 produced a rather low mean score of 2.33 (SD = .81) with 'only' 69 participants (43.1%) being afraid of making mistakes in the class. Item 3 produced a moderate mean score of 2.63 (SD = .73). 93 participants (58.2%) reported that it embarrassed them to volunteer answers in English class. Similarly, a study by Melouah (2013) in Algeria also found that 58% of the participants were afraid and anxious when they had to volunteer answers in an English-speaking class while their peers were present. These uniform findings may suggest that being in the spotlight, such as volunteering for answers, may generally be anxiety-provoking regardless of learning contexts. Interestingly, most participants in the present study were not afraid of making mistakes in English class. One probable explanation was that they had a close relationship with the teachers and therefore felt psychologically safer.

#### 4.2. The influence of fear of negative evaluation on L2 speaking self-efficacy

Using descriptive statistics, this study found that participants generally reported low to moderate levels of L2 SSE. From nine items, the participants' average total mean score was 21.40 (*Min* = 10.00, *Max* = 36.00, *SD* = 3.89). This corresponds to an average item score of 2.38. Given that each item's possible score ranges from 1 to 4, this suggests that the participants' L2 SSE is at a low to moderate level.

Furthermore, to assess the predictive power of FNE on L2 SSE, bivariate linear regression was performed with FNE as the independent variable and L2 SSE as the dependent variable. The ANOVA results, the model summary, and the beta coefficients are presented in Tables 4, 5, and 6, respectively.

**Table 4**

ANOVA results with students' L2 speaking self-efficacy as the dependent variable.

	Model	Sum of Squares	df	Mean Square	F	Sg.
1	Regression	442.766	1	442.766	35.514	.000 <sup>b</sup>
	Residual	1969.828	158	12.467		
	Total	2412.594	159			

- a. Dependent Variable: L2 Speaking Self-Efficacy
- b. Predictors: (Constant), Fear of Negative Evaluation

**Table 5**

Model summary of the bivariate linear regression.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.428 <sup>a</sup>	.184	.178	3.53090

- a. Predictors: (Constant), Fear of Negative Evaluation

**Table 6**

Coefficients with students' speaking self-efficacy as the dependent variable.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.613	1.405		21.070	.000
	FNE	-.430	.072	-.428	-5.959	.000

- a. Dependent Variable: L2 Speaking Self-Efficacy

From Table 4, it can be observed that students' FNE significantly predicted their L2 SSE,  $F(2,158) = 35.51, p < .001$ . As shown in Table 5, the model explained 18.4% of the total variance in L2 SSE ( $R^2 = .184$ ). This result indicates a modest level of predictive power. Whilst statistically meaningful, the result suggests that the predictors included in this study accounted for only a portion of the factors influencing L2 SSE. That being said, from Table 6, it can be seen that FNE significantly negatively predicted L2 SSE,  $B = -.43, t = -5.96, p < .001$ , suggesting that as students had higher FNE, their self-efficacy tended to be lower.

Generally, this finding aligned with several previous studies across different contexts, such as Turkey (Mede & Karairmak, 2017) and Japan (Leeming, 2017), which suggested a close link between FNE and L2 SSE. However, regarding the finding of the present study, it should be noted that 18.4% represents a relatively small proportion, and other factors not included in

the present study may have influenced the remaining 81.6% of the total variance. These possible factors may include prior language-learning experiences, teacher and peer feedback, social and cultural influences, and motivation. For example, teachers' positive reinforcement could boost self-efficacy, while negative or absent feedback may lower it. That being said, FNE, as far as the present study is concerned, emerged as an important factor to be noted in the effort to elevate students' L2 SSE, which could be more determinant than actual speaking ability in influencing communication in the target language. Hence, efforts should be made to lower students' FNE, which in turn could boost their L2 SSE.

## 5. Conclusion

The present study contributes to the limited body of research examining the relationship between fear of negative evaluation (FNE) and second language speaking self-efficacy (L2 SSE) among high school students in the Indonesian context. Employing a convenience sampling method with participants drawn from a single private high school and a relatively small sample size, the study acknowledges significant delimitations that constrain the generalizability of its findings. Nevertheless, replication studies involving participants with comparable characteristics, such as Indonesian high school students, are warranted. Methodological limitations include potential self-report bias inherent in questionnaire-based data collection, as participants may have responded according to perceived social expectations. Furthermore, the cross-sectional design precluded the observation of temporal dynamics in students' FNE and L2 SSE, thereby failing to capture variability influenced by contextual factors such as classroom interactions, peer comparison, teacher feedback, and recent L2 experiences. The exclusive reliance on a survey instrument further limits the comprehensiveness of the findings compared to studies employing multi-method triangulation. In light of these limitations, the study offers several pedagogical implications. Teachers are encouraged to cultivate supportive classroom environments that foster peer support and positive group dynamics to mitigate students' FNE during oral production. By carefully calibrating task difficulty to be appropriately challenging without inducing excessive anxiety, educators can help maintain L2 SSE. Instructional approaches that promote active participation, deliver constructive feedback, and provide ample speaking opportunities may enhance students' perceived speaking competence. Additionally, fostering self-reflection through progress tracking and goal setting can strengthen students' self-efficacy. Future research should employ longitudinal designs to examine the developmental dynamics of FNE and L2 SSE, accounting for prior language-learning experiences, feedback mechanisms, and sociocultural influences, while utilizing diverse methods including surveys, interviews, observations, and student journals to achieve methodological triangulation.

## Declaration on the use of AI

The authors acknowledge the use of AI tools, specifically Grammarly and ChatGPT, solely for language support, including grammar correction and clarity improvement. These tools were not used to generate research ideas, conduct analysis, or write the substantive content of

the study. All intellectual contributions, including the design, interpretation, and conclusions, are the authors' own responsibility.

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