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A Systematic Review of Motivational Factors in Developing Speaking Skills Among Indonesian EFL Learners

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Abstract: This systematic review aims to identify the key motivational factors that influence the development of speaking skills among Indonesian English as a Foreign Language (EFL) learners. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, five studies were selected for in-depth analysis. The methodology involved the identification, screening, and thematic analysis of research focusing on motivational factors affecting speaking proficiency. The results indicate that both internal factors—such as self-confidence, personal satisfaction, and integrative motivation—and external factors—including teacher support, classroom atmosphere, task structure, and instructional media—play crucial roles in enhancing learners' motivation to participate in speaking activities. The novelty of this study lies in its focus on the Indonesian EFL context, offering a comprehensive overview of how these motivational factors intersect in this specific educational setting. The study contributes to the field by providing practical recommendations for educators, suggesting that a balanced focus on internal drives and supportive external environments is essential for improving speaking proficiency among Indonesian EFL learners. This review thus highlights the importance of addressing both personal and environmental factors to foster greater participation and confidence in speaking activities.

Keywords: Motivational Factors, Speaking Motivation, Speaking Skill

A. Introduction

The development of speaking skills among English as a Foreign Language (EFL) learners has garnered significant attention in recent years, particularly in Indonesia, where English proficiency is crucial for academic and professional success. As stated by (Harmer, 2001), "the ability to communicate effectively in English is not only a valuable skill but also a necessity in a globally interconnected world. Numerous studies have shown that speaking skills are very important in learning a language, as good communication helps learners participate in real-life conversations. Speaking skills are extremely important for anyone learning a language. To keep any system

running smoothly, speakers need specific and focused training in speaking. While being a good communicator requires skill in all four language areas—listening, speaking, reading, and writing—the ability to speak well offers many clear benefits. Sharing your ideas with others can bring great satisfaction (Kadamovna, 2021). Despite the growing emphasis on speaking skills, many Indonesian EFL learners continue to struggle with speaking proficiency, leading researchers to explore various motivational factors that can enhance their speaking abilities.

In Indonesia, motivation plays a critical role in shaping EFL learners' speaking skills, with internal factors (such as self-confidence and personal satisfaction) and external factors (such as teacher support and classroom atmosphere) significantly impacting learners' engagement in speaking activities. This aligns with broader findings that highlight the role of ICT as a motivational tool in language learning, which can improve engagement and provide supportive environments for learners (Al Arif, Sulistiyo, & Wachyunni, 2024). Additionally, research underlines the importance of external support systems in language acquisition (Habibi, Mukminin, Sofwan, & Sulistiyo, 2017), and policy recommendations further advocate for a supportive educational framework to foster language proficiency (Sulistiyo, Haryanto, Widodo, & Elyas, 2020).

English has become a crucial language in Indonesia, primarily due to globalization and its status as an international lingua franca. The ability to speak English effectively is essential for Indonesian learners of English as a Foreign Language (EFL) for several reasons, including *communication*, *educational opportunities*, and *professional advancement*. In the reason of using English as *communication*, from the researchers found by (Kadamovna, 2021) and (Sahril et al., 2020), "Interpersonal Communication: Speaking is one of the four fundamental language skills (listening, speaking, reading, writing) and is vital for expressing ideas and engaging in conversations." This insight is particularly relevant in the Indonesian EFL context, where strong speaking skills enable learners to communicate effectively with both native and non-native speakers alike. The ability to articulate thoughts clearly and engage in meaningful dialogue not only enhances personal communication but also provides learners with significant advantages in educational and professional settings. Then, as noted by Asanti and Sudirman in 2020 and Kadamovna (2021) Proficiency in spoken English facilitates cultural exchange and understanding, which is increasingly important in a globalized world. As students engage with diverse cultures through language, they develop critical thinking and intercultural communication skills. Then, cultural exchange as stated by (Kadamovna, 2021) and (Asanti & Sudirman, 2020) Proficiency in spoken English facilitates cultural exchange and understanding, which is increasingly important in a globalized world. As students engage with diverse cultures through language, they develop critical thinking and intercultural communication skills. The next reason why it is important in Indonesia because *educational opportunities*. As stated by (Asanti & Sudirman, 2020) and (Farhani et al., 2020) Many academic

resources are available primarily in English. Thus, the ability to speak English fluently allows students to access a wider range of educational materials and participate in international academic discussions. Finally, English is crucial for professional advancement. Based on the research conducted by (Kadamovna, 2021) and (Farhani et al., 2020), it could be concluded that there were two key aspects In today's competitive job market, English proficiency is often a requirement for many positions, particularly in multinational companies operating within Indonesia. Employers typically prioritize candidates who can communicate effectively in English. Second, Networking: As noted by (Asanti & Sudirman, 2020) strong communication skills in English can significantly enhance networking opportunities with professionals from various countries, paving the way for potential collaborations and career progression.

Research consistently shows that motivation plays a vital role in language learning, particularly in the development of speaking skills among English as a Foreign Language (EFL) learners. It is known that motivation plays a crucial role in the acquisition of language skills, particularly speaking, which is often considered the most challenging aspect of language learning (Dörnyei, 2020). Numerous studies have emphasized the significant impact motivation has on EFL learners. (Alizadeh, 2016) noted that motivation is crucial for overcoming challenges in language learning, as insufficient motivation can cause learners to struggle in maintaining their efforts and may lead to a quick loss of interest. Motivation significantly influences the development of speaking skills. Learners who are highly motivated tend to engage more actively in practicing conversations, leading to improved oral proficiency. Additionally, intrinsic motivation fosters a deeper engagement with the learning process, enhancing overall language skills, including speaking (Susanto, 2018). However, despite the recognized importance of motivation, many EFL learners face significant challenges that hinder their speaking motivation. Factors such as fear of making mistakes(Elisathusilawani, 2023), lack of confidence, and anxiety in speaking situations can diminish learners' willingness to participate in conversations. Furthermore, an insufficient supportive environment, limited opportunities for practice, and a focus on exam-oriented learning can negatively impact motivation levels. Addressing these challenges is essential for educators to foster a more motivating and supportive learning environment that encourages EFL learners to develop their speaking skills effectively.

Therefore, the findings of this systematic review are expected to contribute to the field of applied linguistics and language education by offering insights into effective motivational strategies tailored for Indonesian EFL learners. Moreover, it will provide educators with practical recommendations to enhance speaking proficiency through motivation-focused approaches. The research question of this study was "What are the key factors influencing English Foreign Language Learners' motivation to participate in speaking activities?"

B. Methods

The systematic review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. A systematic literature review (SLR) is a structured approach to identifying, evaluating, and synthesizing research on a specific topic (Pare & Kitsiou, 2016). The purpose of a Systematic Literature Review (SLR) is to analyze, identify, evaluate, and interpret existing research, focusing on research questions that are relevant to the topic being studied(Barricelli et al., 2019). The first step involved defining the inclusion criteria, focusing on studies published between 2019 and 2024 that examined motivational factors affecting speaking skills among Indonesian EFL learners. A comprehensive search was conducted in multiple databases, including Google Scholar and Scopus, using keywords such as "*motivational factors,*" and "*speaking skills*." Data collection involved extracting key information from each selected study, including the research design, sample size, motivational factors identified, and the impact on speaking skills. The instruments used for data collection varied across studies, including surveys, interviews, and observational methods. The analysis was conducted thematically, focusing on categorizing the motivational factors identified in the literature and their relationship with speaking proficiency. The findings were synthesized to highlight common themes and discrepancies across studies, providing a comprehensive overview of the motivational landscape for Indonesian EFL learners. There are four processes involved: identification, screening, eligibility, and inclusion.

Phase 1. The Identification Phase

In the initial phase of this systematic review, the focus was on finding relevant studies. This process was done in two main steps: first, gathering articles, and then carefully selecting them based on specific criteria for inclusion and exclusion. Only studies that met these predefined criteria were chosen for the review. However, one limitation of the study is the potential for publication bias, as the review relied only on journal databases. Other important sources of information, such as book chapters, white papers, and technical reports, were not considered as primary data for this review. This may have resulted in overlooking valuable insights from these sources.

To make sure the comparison was thorough, this research only looked at peer-reviewed journal articles that were found using Google Scholar and Scopus. Since science and research are always evolving at a fast pace, it is very important for literature reviews to cover the major trends and the latest discoveries in a given field. This helps keep the findings relevant and ensures that they reflect the most recent information available. By focusing on these recent publications, the study aims to provide a clear picture of the current state of knowledge in the area of interest. For more details about how many articles were included in the review and the specific keywords used to find them in the databases, please see Table 1.

Table 1. The Identification Phase

Journal Sources	Initial Quantity	Keywords
Google Scholar	200	speaking, motivational factor
Scopus	84	

Phase 2. The Screening Phase

The screening phase is a crucial part of writing a systematic literature review article due to its direct impact on the quality, comprehensiveness, and reliability of the review. Efficient and accurate abstract screening reduces the potential for bias, ensuring that only relevant studies are included in the review. Two-step screening, where both titles and abstracts are assessed initially, followed by full-text evaluation, minimizes biases and increases the chances of including relevant studies while reducing the risk of excluding important ones (Waffenschmidt et al., 2019). Effective screening significantly reduces the workload in the full-text screening phase. Each incorrectly eliminated citation decreases the resource burden, making the entire review process more manageable, especially when dealing with large volumes of literature search results (Polanin et al., 2019). Duplicate entries were first removed to avoid any overlap before reviewing the results from the two databases: Scopus and Google Scholar. After that, the next step was to review the titles and abstracts of the remaining publications. Titles were selected based on how well they matched the specific search terms. Once the titles were chosen, each article's abstract was quickly read and examined to gain a better understanding of the study.

During the selection process, it was important to follow the inclusion and exclusion criteria that had been set earlier. To ensure each article was relevant to the research, the abstracts were carefully reviewed. This step is crucial because it helps determine whether the content of the study aligns with the research topic.

Phase 3. The Eligibility Phase

At this stage, the articles are carefully reviewed and checked to ensure they meet the eligibility requirements. For an article to be included or excluded, it must meet specific criteria. Articles that do not meet these criteria are considered ineligible and are not included in the final selection of downloaded articles. In other words, the purpose of the articles must align with the research topic. This is why having clear inclusion and exclusion criteria is crucial for developing a high-quality research design.

Phase 4. The Exclusion Phase

The remaining research articles were excluded from this publication after evaluating their eligibility. The rejected articles included books, conference proceedings, reviews, book chapters, and meta-analyses that were not published in English. In this phase, studies were excluded based on specific criteria outlined in the table. First, studies that

did not focus on motivation in relation to speaking skills were removed. This ensured that only relevant research addressing the role of motivation in improving speaking abilities was included. Second, any studies that did not investigate the key factors influencing English Foreign Language (EFL) learners' motivation to participate in speaking activities were also excluded. This step was essential to focus on research specifically examining motivational factors within the EFL context. Finally, articles that did not address topics such as speaking skills, motivation, motivational factors, speaking performance, or motivational factors in improving speaking abilities were excluded. This careful selection process was crucial to narrowing down the scope of the research to studies directly related to speaking performance and the role of motivation in enhancing speaking skills. This process is essential as it represents the final step in refining the research topic of the articles. Figure 2 provides a brief overview of how to use the PRISMA flowchart for searching publications.

Table 2. The Exclusion Criteria

The Exclusion Criteria
The study did not examine motivation for speaking skills.
The study did not investigate key factors influencing English Foreign Language learners' motivation to participate in speaking activities.
The article did not focus on speaking, motivation, motivational factors, speaking performance, or motivational factors in improving speaking skills.

The researcher simplifies the process in Figure 1 to outline the steps from selecting studies to analyzing them. Figure 1 provides a detailed explanation of the PRISMA Flow Diagram, which is based on the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines from 2020. Below is an explanation of the PRISMA method:

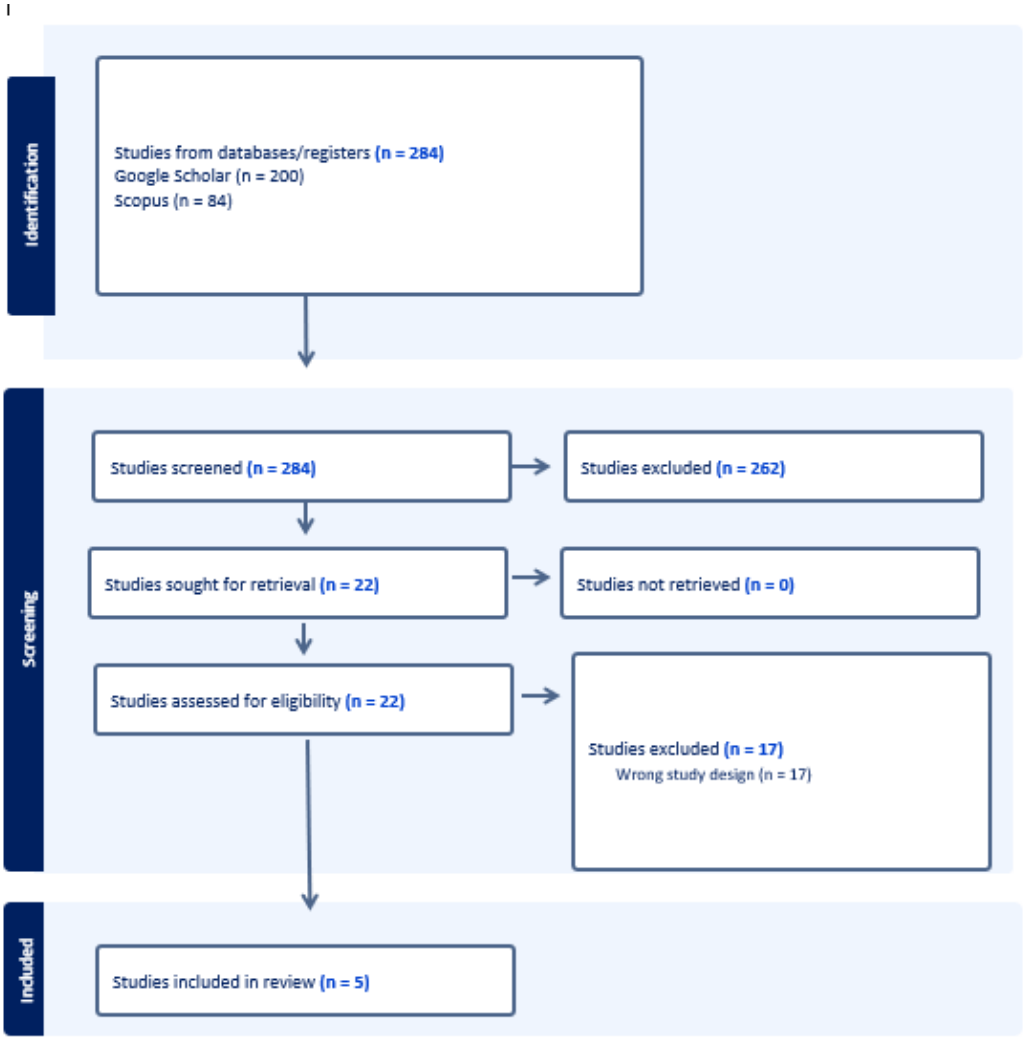

Figure 1. PRISMA flow diagram for screening articles in journal

Based on the findings from the database search as shown in the uploaded document, the researcher identified 200 articles from Google Scholar, 84 articles from Scopus, totaling 284 articles that discussed relevant studies. After screening, 262 articles were excluded for various reasons, including incorrect study design. In total, 22 studies were sought for further evaluation, out of which 17 were excluded based on design, leaving 5 articles that met the inclusion criteria and were included in the final review.

C. Results and Discussion

The PRISMA method helps organize and categorize articles into broader themes. The diagram clearly shows the steps for identifying and screening literature using specific criteria, such as eligibility, inclusion, and exclusion, that are relevant to the review's focus. A systematic review uses a structured approach to assess existing research, aiming to reduce biases that can occur in purely narrative analysis.

The systematic review of the five selected studies showed important findings about the motivational factors that help Indonesian EFL learners improve their speaking skills. These findings highlight the key motivational factors involved in developing speaking skills. This section will go into detail about these main findings, creating a clear story that links the different aspects together. The results are summarized in the table below:

Author(s) (Year)	Title	Sample	Methodology	Findings
RQ: "What are the key factors influencing English Foreign Language Learners' motivation to participate in speaking activities?"				
Rini Ria Astuty, Rismaya Marbun, Eni Rosnija (2013)	The Factors Affecting Students' Motivation in Participating Speaking Activity in Speaking for Particular Purposes Class	The participants were second-semester students of the English Education Study Program. Data collection involved 62 students completing questionnaires and 12 students participating in interviews	Methodology: The study used a descriptive method. Data collection occurred in two phases: questionnaires and interviews. The questionnaires used a 6-Likert scale based on Dornyei's classroom framework of motivation. Data were analyzed using SPSS.17 with univariant and bivariant tests	The significant factors influencing students' motivation were integrative motivational subsystem, self-confidence, course-specific motivational components, teacher-specific motivational components, and group-specific motivational components
Emilia Natalia, Rismaya, Marbun, Eni Rosnija (2012-2013)	Factors Motivating Students' Speaking in English Drama Class	The study involved 28 sixth-semester students of the English Education Study Program at Tanjungpura University, Pontianak.	This was a qualitative study using a descriptive method. Data were collected through interviews with students. The researchers recorded and transcribed the interviews to analyze the factors motivating students to	The research identified several key motivational factors: • Teacher-related factors: The teacher's love, care, humor, and interaction were significant in motivating students to speak. Humor, in particular, helped ease tensions and made learning more enjoyable. • Classroom atmosphere: An engaging and enjoyable classroom environment encouraged students to participate

			speak in the English drama class.	more actively. • Self-development and confidence: Students were motivated by personal satisfaction and a desire to improve their speaking skills. Self-confidence was found to be crucial for effective communication. • Parental influence: Parental support and expectations also played a vital role in motivating students. However, some students were less motivated by factors like competition and gaining respect, showing that motivation can vary based on individual preferences and values.
Mohammad Javad Riasati (2012)	EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study	The study involved seven Iranian EFL learners from a private language institute. The demographic details of the participants include various fields of study and both genders.	The research used a qualitative approach, employing semi-structured interviews to gather data. The interviews were transcribed and analyzed to identify recurring themes and factors influencing willingness to speak in the classroom. Peer debriefing and interrater agreement were employed to ensure the reliability and validity of the data.	Several factors were found to influence learners' willingness to speak, including: • Task type: Most learners preferred speaking in pairs or groups rather than individually. • Topic familiarity and interest: Learners were more willing to speak when the topic was familiar and of personal interest. • Interlocutor characteristics: The sex, age, and familiarity of the interlocutor affected learners' comfort level and willingness to speak. • Classroom atmosphere: A supportive and relaxed environment encouraged participation, while a stressful atmosphere

				hindered it. • Teacher's role: The teacher's behavior, including encouragement and interaction, was crucial in motivating students to speak. • Self-confidence and perceived speaking ability: Learners with higher confidence in their speaking ability were more willing to participate in class discussions.
Lai-Mei Leong and Seyedeh Masoumeh Ahmadi (2017)	An Analysis of Factors Influencing Learners' English Speaking Skill	This article is a review paper and does not involve a specific empirical sample. Instead, it synthesizes findings from existing literature on factors affecting English-speaking skills.	The article is based on a literature review. It surveys and analyzes previous research on the term "speaking," its importance, the characteristics of speaking performance, speaking problems, and the factors affecting speaking performance.	The article identifies several factors affecting English speaking skills, including performance conditions, affective factors, listening skills, topical knowledge, feedback during speaking activities, and linguistic components
Zainab Nizar Karam and Mowafaq Muhammed Al Kassab (2023)	Factors affecting the motivation of students speaking skills' progress	The sample included first-stage and foundation students from Tishk International University, specifically from faculties such as education (English language teaching, mathematics education,	The study used a questionnaire distributed to students to collect data. Multiple linear regression analysis was utilized to analyze the relationship between the dependent variable (motivation) and several	The study found that the variables that best explain the behavior of motivation are attitudes towards English language teachers, classroom environment and instructional media, and attitudes towards the English language

	biology education, computer education, and physics education), pharmacy, nursing, and medical analysis	independent variables. The analysis was based on the Ordinary Least Squares (OLS) regression method

The study by (Astuty et al., 2013) highlights that students' motivation comes from both internal factors, like self-confidence and integrative motivation, as well as external factors, such as the teacher's influence and the group dynamics in the classroom. In contrast, (Natalia et al., 2017)'s study focuses more on the emotional environment of the classroom, emphasizing the role of the teacher's care, humor, and interaction in making students feel more relaxed and willing to speak, as well as the influence of parental support. (Riasati, 2012)'s research differs because it places emphasis on how the type of speaking task (whether students work individually or in groups), as well as the characteristics of the people they speak with, affect their willingness to participate. He also stresses the importance of a relaxed classroom atmosphere for encouraging students to speak. The review by (Leong & Ahmadi, 2017) is broader and theoretical, focusing on general factors affecting English-speaking skills such as performance conditions, feedback, and affective factors like anxiety. Meanwhile, (Karam & Kassab, 2023) take a more quantitative approach, identifying attitudes towards teachers and the use of instructional media as key drivers of student motivation to improve their speaking skills. In summary, while some studies focus on emotional and interpersonal dynamics (such as humor, care, and interaction), others emphasize more task-based and external factors like the nature of speaking tasks, classroom environments, and the use of instructional media. Each study contributes a unique perspective on what motivates students to engage in speaking activities.

The Key Factors Influencing English Foreign Language Learners' Motivation to Participate in Speaking Activities

This systematic review of five studies reveals a variety of important factors that influence the motivation of English Foreign Language (EFL) learners to participate in speaking activities. These factors can be grouped into both internal factors—related to the learners themselves and external factors involving the learning environment and the people around the learners.

The internal factors primarily revolve around self-confidence and personal satisfaction. For example, Astuty et al. (2013) found that learners are more motivated to speak when they have higher self-confidence, and they are driven by a personal desire to improve their speaking skills. This internal motivation is also influenced by integrative motivation, meaning learners are motivated by the idea of using English

to connect with other cultures or achieve long-term goals, such as career advancement. Similarly, Natalia et al. (2013) emphasized the importance of self-development, where students felt motivated to speak because they wanted to grow and improve their abilities in a personal sense.

On the other hand, external factors play a significant role in shaping learners' willingness to speak. Several studies, including those by) (Natalia et al., 2017)and Riasati (2012), highlight the critical role of the teacher's behavior in motivating students. Factors like the teacher's care, sense of humor, and interaction with students help create a comfortable and supportive classroom environment that reduces students' anxiety and encourages them to speak. The classroom atmosphere itself is a major external factor, as described by Riasati (2012), who noted that learners are more willing to speak in relaxed, positive classroom environments where they feel safe to express themselves. Moreover, the type of task learners are asked to perform also affects their willingness to speak. (Riasati, 2012)found that students prefer speaking in pairs or groups rather than individually, as they feel more comfortable and less pressured in these collaborative settings. The specific characteristics of their interlocutors such as their familiarity with them, their age, and their gender—also influence how comfortable students feel when speaking.

Additionally, (Leong & Ahmadi, 2017)explored broader influences on English speaking skills, pointing to factors like performance conditions (how much time is available or the level of preparation), feedback from teachers, and affective factors like anxiety, which can either encourage or hinder students' participation in speaking activities. Finally, (Karam & Kassab, 2023) took a more quantitative approach and identified that students' attitudes toward teachers, the classroom environment, and the use of instructional media—such as technology and educational tools—are key drivers of motivation, further supporting the idea that a well-structured external environment can foster better speaking participation.

In summary, the key factors influencing EFL learners' motivation to participate in speaking activities are a combination of internal motivation, such as self-confidence and personal goals, and external influences, including the role of the teacher, the structure of classroom tasks, and the overall learning environment. Understanding this balance is crucial for creating teaching strategies that engage learners and enhance their speaking skills.

D. Conclusions

In conclusion, this systematic literature review reveals that multiple key factors significantly influence English Foreign Language (EFL) learners' motivation to engage in speaking activities. These factors include both internal elements, such as self-confidence, personal satisfaction, and integrative motivation (the desire to connect

with other cultures or achieve future goals), and external elements, such as teacher support, classroom environment, task structure, and the use of instructional media. The review emphasizes that a supportive teacher, engaging classroom atmosphere, and appropriately designed speaking tasks, such as group or pair activities, are critical in motivating learners. By addressing both internal drives and external classroom conditions, educators can effectively boost learners' participation in speaking activities, which leads to better language proficiency and confidence in communication.

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