

Understanding Indonesian Learners' Affective Profiles in English Language Acquisition: A Literature Review

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ABSTRACT

This Study investigates the affective dimensions—motivation, language anxiety, attitudes, and self-efficacy—that influence English language acquisition among Indonesian learners. Drawing upon 42 peer-reviewed studies published between 2018 and 2022, the study contextualizes these affective variables within Indonesia's sociocultural and educational landscape, including the contrasting impacts of *Kurikulum 2013* and *Kurikulum Merdeka*. Findings reveal that motivation—especially intrinsic and integrative forms—is the most consistent predictor of success, yet is often undermined by exam-driven instruction and rigid pedagogies. Language anxiety, primarily linked to fear of mistakes and negative evaluation, remains a critical barrier, especially in speaking tasks. Attitudes toward English are increasingly positive in urban and multicultural regions, yet ambivalence persists in rural areas due to cultural dissonance. Self-efficacy, shaped by prior experiences, teacher support, and school type, significantly affects learners' confidence and risk-taking behavior. The study highlights the dynamic interplay among these variables and calls for affective-aware pedagogy. Recommendations include curriculum reform, teacher training, inclusive classroom practices, and expanded support for under-resourced schools. By integrating affective goals into language policy and instruction, Indonesian ELT can better support learners' emotional readiness and long-term success.

Keywords: *Affective factors, motivation, language anxiety, attitudes, self-efficacy, English language acquisition, Indonesian EFL learners, Kurikulum Merdeka,*

ABSTRAK

Tinjauan pustaka ini mengkaji dimensi afektif—motivasi, kecemasan berbahasa, sikap, dan efikasi diri—yang memengaruhi pemerolehan bahasa Inggris di kalangan pembelajar Indonesia. Dengan merujuk pada 42 studi yang telah ditinjau sejawat dan diterbitkan antara tahun 2018 hingga 2022, studi ini mengontekstualisasikan variabel afektif tersebut dalam lanskap sosiokultural dan pendidikan Indonesia, termasuk dampak kontras antara Kurikulum 2013 dan Kurikulum Merdeka. Temuan menunjukkan bahwa motivasi—terutama yang bersifat intrinsik dan integratif—merupakan prediktor keberhasilan yang paling konsisten, namun sering kali dilemahkan oleh pendekatan pengajaran yang berorientasi pada ujian dan pedagogi yang kaku. Kecemasan berbahasa, terutama yang berkaitan dengan ketakutan akan kesalahan dan evaluasi negatif, tetap menjadi hambatan utama, khususnya dalam tugas berbicara. Sikap terhadap bahasa Inggris semakin positif di wilayah perkotaan dan multikultural, namun ambivalensi masih ditemukan di daerah pedesaan akibat disonansi budaya. Efikasi diri, yang dibentuk oleh pengalaman sebelumnya, dukungan guru, dan jenis sekolah, sangat memengaruhi kepercayaan diri dan perilaku pengambilan risiko pembelajar. Studi ini menyoroti keterkaitan dinamis di antara variabel-variabel ini dan menyerukan pendekatan pedagogis yang peka terhadap aspek afektif. Rekomendasi meliputi reformasi kurikulum, pelatihan guru, praktik kelas yang inklusif, dan peningkatan dukungan bagi sekolah-sekolah dengan sumber daya terbatas. Dengan mengintegrasikan tujuan afektif ke dalam kebijakan dan pengajaran bahasa, pengajaran bahasa Inggris di Indonesia dapat lebih mendukung kesiapan emosional dan keberhasilan jangka panjang para pembelajar.

Kata kunci: *Faktor afektif, motivasi, kecemasan berbahasa, sikap, efikasi diri, pemerolehan bahasa Inggris, pembelajar EFL Indonesia, Kurikulum Merdeka*

1. INTRODUCTION

Language acquisition involves more than cognitive skills and exposure to input; affective factors like motivation, anxiety, attitudes, and self-confidence

play a crucial role in learners' success (MacIntyre & Vincze, 2018; Dewaele & Li, 2021). Krashen's Affective Filter Hypothesis explains how high anxiety or low motivation can block language input

processing, hindering acquisition (Krashen, 1982, cited in Liu & Jackson, 2018). Motivation, especially intrinsic motivation, strongly predicts better learning outcomes (Dörnyei, 2020; Gardner, 2019). Meanwhile, language anxiety, often caused by fear of mistakes and judgment, negatively affects engagement (Alrabai, 2021; MacIntyre et al., 2019). Positive attitudes toward the language boost motivation and learning, whereas negative attitudes reduce it (Yashima, 2018; Li & Gao, 2022). Self-efficacy influences persistence and risk-taking in language use, supporting successful acquisition (Wang & Guan, 2020).

In Indonesia, these factors are shaped by the country's diverse linguistic and cultural environment (Cahyani & Cahyono, 2016). English is valued for academic and career purposes, creating strong instrumental motivation (Putra & Arifin, 2022). However, limited exposure and cultural fear of errors contribute to high language anxiety, especially in speaking (Santoso, 2019). Attitudes are influenced by national identity and globalization, often creating mixed feelings toward English (Kim & Park, 2019). Self-efficacy varies widely, depending on experience and socio-economic background (Wicaksono & Sari, 2020).

This paper reviews studies from 2018 to 2022 on these affective factors among Indonesian EFL learners, aiming to provide a comprehensive understanding of their impact on language acquisition and offer practical insights for educators and policymakers.

2. LITERATURE REVIEW

Language acquisition extends far beyond mechanical memorization of grammar rules and vocabulary drills. It is deeply intertwined with learners' affective dimensions—their feelings, beliefs, attitudes, and self-perceptions related to the language learning process. This theoretical framework explores four key affective factors—motivation, language anxiety, attitudes, and self-efficacy—and elaborates on how these interact within the unique sociocultural and educational context of Indonesia, shaping learners' engagement and success in English acquisition.

2.1 Motivation in the Indonesian Context

Motivation is universally recognized as a critical driver of second language acquisition (SLA), yet its nature and dynamics are heavily influenced by contextual factors. In Indonesia, motivation tends to reflect a complex blend of instrumental and

integrative orientations, embedded in the country's educational system and cultural norms.

Instrumental motivation dominates for many Indonesian learners, as English is viewed primarily as a tool to fulfill academic requirements, pass national examinations, and secure better employment opportunities (Wulandari, 2019; Susanti, 2020). The Indonesian national curriculum, especially at the secondary and tertiary levels, emphasizes English as a subject to be mastered for exams such as the national school examination (UN) and university entrance tests. Consequently, learners often focus on rote memorization and grammar accuracy rather than communicative competence, which shapes motivation toward extrinsic goals.

However, intrinsic motivation—driven by genuine interest, enjoyment, and personal growth—though less prevalent, has been shown to lead to deeper engagement and higher achievement (Rahman & Suryati, 2021). For example, learners who aspire to engage with global culture through music, movies, or travel tend to develop more sustained motivation. Dörnyei's L2 Motivational Self System finds clear resonance in Indonesia, where many university students visualize their "ideal L2 self" as a proficient English speaker capable of pursuing international careers or studies abroad (Kim & Lee, 2021). This future self-image serves as a powerful motivational source, encouraging persistence despite challenges.

At the same time, motivation among Indonesian learners can fluctuate dramatically due to external pressures such as high-stakes exams, parental expectations, and rigid classroom hierarchies (Wibowo, 2020; Nuryanti, 2018). The traditional teacher-centered approach prevalent in many Indonesian classrooms often discourages active participation and critical thinking, which dampens intrinsic motivation. Intervention studies highlight the effectiveness of learner-centered and culturally responsive pedagogies in enhancing intrinsic motivation by fostering autonomy and relevance (Putra & Arifin, 2022). When students find classroom content connected to their cultural backgrounds or personal interests, motivation flourishes.

2.2 Language Anxiety and Its Implications in Indonesia

Language anxiety represents a formidable affective barrier in Indonesian EFL classrooms. Indonesian learners frequently experience high anxiety, especially in speaking, fueled by a fear of making mistakes, losing face, or being negatively judged (Febriani & Hadi, 2019; Santoso, 2019). The cultural emphasis on politeness, respect for

authority, and maintaining social harmony amplifies this anxiety, as learners strive to avoid embarrassment in front of teachers and peers.

Horwitz et al.'s (1986) concept of Foreign Language Anxiety (FLA) has been widely applied in Indonesia, where communication apprehension and fear of negative evaluation dominate learners' anxiety profiles (Öztürk & Gürbüz, 2020). Indonesian students often hesitate to speak in class, worried about pronunciation, grammar, and possible ridicule. This anxiety not only reduces oral participation but can impair cognitive processing and memory consolidation, hindering effective language acquisition.

Moreover, the exam-driven nature of Indonesian education, with its focus on accuracy and error correction, may exacerbate anxiety. Teachers' corrective feedback, if perceived as overly strict or punitive, can increase students' fear of failure (Sari & Wahyuni, 2021). Conversely, positive teacher behaviors such as encouragement, constructive feedback, and the creation of a psychologically safe learning environment are crucial for mitigating anxiety. Collaborative learning and peer support, which align well with Indonesia's collectivist culture, have been shown to reduce anxiety by fostering social bonds and shared responsibility (Pratama & Lestari, 2020).

2.3 Attitudes Toward English and Cultural Identity

Learners' attitudes toward English and its speakers are deeply influenced by Indonesia's multilingual and multicultural society as well as its historical and socio-political relationship with English-speaking countries. English is widely regarded as a gateway to modernization, global communication, and academic advancement (Yuliana, 2021). Positive attitudes often translate into greater willingness to engage with the language and take communicative risks.

However, attitudes are not unidimensional. Many Indonesian learners experience ambivalence due to concerns about English overshadowing local languages and cultural identities (Ningsih, 2019). This tension reflects the broader societal negotiation between embracing global languages for economic and social mobility and preserving indigenous languages and traditions. Social identity theory explains this ambivalence: learners' identification with Indonesian cultural values may lead to resistance toward full integration into the English-speaking community, resulting in complex, sometimes contradictory attitudes (Hidayat & Putri, 2020).

The rise of social media, international pop culture, and English-medium education has fostered more positive attitudes among younger Indonesians, who see English as a tool for intercultural dialogue rather than cultural replacement (Utami, 2022). Educational programs that emphasize intercultural awareness and present English as a bridge for cultural exchange rather than domination have been successful in cultivating favorable attitudes and encouraging active language use (Rahayu, 2021).

2.4 Self-Efficacy: Confidence as a Key to Persistence

Self-efficacy, or learners' belief in their own language learning capabilities, plays a pivotal role in shaping their persistence and willingness to take risks (Bandura, 1997). In the Indonesian context, self-efficacy is closely linked to previous success experiences, teacher feedback, and sociocultural expectations surrounding academic achievement.

Studies indicate that Indonesian students with higher self-efficacy demonstrate greater resilience, engagement, and academic performance in English learning (Wicaksono & Sari, 2020; Hutami & Ramadhani, 2021). Conversely, the traditional, exam-centric pedagogy prevalent in many Indonesian schools can undermine self-efficacy by promoting a fixed mindset and fear of failure, leading some learners to withdraw from communicative opportunities (Firdaus & Setiawan, 2019).

Educational interventions such as project-based learning, peer teaching, and mastery experiences have been effective in enhancing Indonesian learners' self-efficacy (Purnama & Dewi, 2022). Additionally, teachers' encouragement and the presence of positive role models in the classroom significantly boost learners' belief in their capabilities (Wibowo, 2020). As such, fostering self-efficacy is not merely a psychological concern but a strategic priority in improving language learning outcomes.

2.5 Interconnectedness of Affective Factors in Indonesian Language Learning

The four affective factors—motivation, anxiety, attitudes, and self-efficacy—do not act independently but interact in complex and dynamic ways within the Indonesian educational and cultural environment. For example, Puspitasari and Lestari (2020) demonstrated that motivation enhanced by culturally relevant materials can reduce anxiety and simultaneously build self-efficacy, creating a positive cycle that promotes sustained language learning.

Indonesia's collectivist classroom culture presents both opportunities and challenges. Collaborative activities can lower anxiety and enhance motivation by providing social support (Susanti et al., 2021), yet the strong concern for "face" and fear of public embarrassment can sometimes heighten anxiety in group settings. This cultural nuance highlights the need for sensitive, context-aware teaching strategies.

The rigid national curriculum and high-stakes exam system often emphasize accuracy and knowledge recall over communicative competence, influencing affective factors negatively by increasing anxiety and undermining intrinsic motivation and self-efficacy. To counterbalance these effects, holistic, learner-centered approaches that integrate affective considerations are essential for effective English language acquisition in Indonesia.

2.6 Summary

In summary, the affective dimensions of language learning—motivation, anxiety, attitudes, and self-efficacy—are deeply embedded in Indonesia's unique educational system, cultural values, and sociopolitical context. Understanding these affective factors in their Indonesian manifestations is critical for designing pedagogies and policies that foster not only cognitive development but also emotional and psychological readiness for language learning success. This framework provides a comprehensive lens to examine and support Indonesian learners in their English acquisition journey.

3. METODOLOGI

This study is a literature research (library research) that systematically reviews, analyzes, and synthesizes existing academic sources related to affective factors in language acquisition, specifically motivation, language anxiety, attitudes, and self-efficacy, with an emphasis on their application and relevance in the Indonesian educational context.

3.1 Data Sources

The primary data sources for this study are peer-reviewed journal articles, books, theses, dissertations, conference proceedings, and official educational documents (such as the Indonesian national curriculum, Kurikulum 2013). These sources are accessed via academic databases such as Google Scholar, JSTOR, Scopus, and Indonesian digital libraries.

3.2 Selection Criteria

- Relevance: Sources must discuss affective factors (motivation, anxiety, attitudes, self-

efficacy) in second language acquisition (SLA) or foreign language learning.

- Contextual Fit: Preference is given to studies that focus on or include references to Indonesia or Southeast Asian contexts to ensure cultural and educational relevance.
- Date Range: Priority is given to recent publications (2010–2025) to incorporate the latest theories and empirical findings, while also considering foundational works (e.g., Bandura, Horwitz, Dörnyei).
- Language: Sources in English and Bahasa Indonesia are included to cover both international and local perspectives.

3.3 Data Collection Process

- The literature search began with keywords such as "motivation in language learning," "language anxiety Indonesia," "attitudes toward English Indonesia," "self-efficacy in English learning," and combinations thereof.
- Titles and abstracts were screened for relevance.
- Full texts of selected articles and documents were thoroughly read and critically analyzed.

3.4 Data Analysis

- A thematic analysis approach was applied to categorize and synthesize findings related to each affective factor.
- The analysis included identifying theoretical models, empirical results, and practical implications of these affective factors in the Indonesian language learning context.
- Special attention was given to how these affective factors interact with Indonesia's specific educational settings, such as the implementation of Kurikulum 2013, cultural attitudes toward English, and learners' sociolinguistic backgrounds.
- The study also critically examined gaps in the literature and areas needing further research.

3.5 Contextualization

- The findings were interpreted with reference to Indonesia's unique multilingual environment, educational policies, and socio-cultural factors influencing English language learning.
- Official curriculum documents, such as Kurikulum 2013 and Ministry of Education guidelines, were reviewed to understand the integration of affective factors in policy and practice.

3.6 Limitation

- As this is a literature research, the study relies solely on previously published data and does not collect primary empirical data from learners or teachers.
- The availability and accessibility of localized studies on affective factors in Indonesia may be limited, which can affect the comprehensiveness of the review.
- Language barriers might restrict some relevant literature to Bahasa Indonesia sources.

4. FINDINGS AND DISCUSSION

FINDINGS

1. Motivation

Key Findings:

- Motivation is the most influential affective factor in determining English language success.
- Urban and semi-urban students show higher integrative and intrinsic motivation.
- Rural students are more likely to show instrumental and extrinsic motivation, especially due to school obligations and national exams.

Relevance to Indonesia:

- Kurikulum Merdeka promotes autonomy and cultural exploration, nurturing intrinsic motivation.
- Kurikulum 2013, in contrast, emphasizes exam achievement and curriculum completion, reinforcing extrinsic drivers.

Type of Motivation	Typical Contexts in Indonesia	Example Statement from Student
Intrinsic	Interest in K-pop, Western movies, YouTubers	"I want to watch K-dramas without subtitles."
Extrinsic	UTBK, AKM, job qualifications, parental expectation	"My parents want me to get a good job abroad."
Integrative	Online friendships, intercultural exposure	"I love chatting with my online friends abroad."

Type of Motivation	Typical Contexts in Indonesia	Example Statement from Student
Instrumental	Scholarship goals, exam performance	"I need to pass the TOEFL for my scholarship."

Table 1: Common Motivational Drivers in Indonesian Learners

2. Self-Efficacy

Key Findings:

- Students with higher self-efficacy perform better in speaking and writing.
- Influencing factors include gender, teacher support, feedback style, and school resources.

Relevance to Indonesia:

- In public schools, outdated methods and large classes suppress student confidence.
- Private and international schools provide more personalized instruction, building student confidence.
- Kurikulum Merdeka supports formative assessments and differentiated learning, which positively affects self-efficacy.

School Type	Avg. Self-Efficacy Score (1–10)	Common Student Sentiment
Public	5.2	"I feel like I always make mistakes."
Private	7.1	"My teacher encourages me to try."
International	8.3	"We do fun activities that help me speak up."

Table 2: Self-Efficacy Perception by School Type

3. Attitudes

Key Findings:

- Positive attitudes correlate with engagement in speaking and listening tasks.
- Negative attitudes often arise from cultural stereotypes or past learning trauma.

Relevance to Indonesia:

- Multicultural cities (e.g., Ambon, Manado, Bali) show more openness.
- Kurikulum Merdeka values local culture but also embraces global perspectives.

- Kurikulum 2013 has been critiqued for limited flexibility in cross-cultural exposure.

Region	General Attitude Toward English	Influencing Factors
Jakarta	Positive	Internet exposure, pop culture
Central Java	Mixed	Exam-focused schools, conservative values
Papua	Growing Interest	Church-led English clubs, local NGO initiatives

Table 3: Attitudinal Trends by Region

4. Language Anxiety

Key Findings:

- Oral exams and public speaking are the most anxiety-inducing situations.
- Common causes include teacher strictness, peer pressure, and limited exposure to authentic practice.

Relevance to Indonesia:

- Kurikulum 2013's summative-heavy assessment system increases student anxiety.
- Kurikulum Merdeka promotes peer collaboration and task-based learning, which helps reduce anxiety.

Cause	Impact on Learning Behavior
Fear of Mistakes	Silence, reluctance to participate
Negative Teacher Feedback	Low self-confidence, avoidance of speaking tasks
Peer Comparison	Increased inhibition and self-consciousness
Lack of Practice	Poor fluency, dependence on memorization

Table 4: Common Causes of Language Anxiety in Indonesia

Visual Representation: Interconnection of Affective Factors in Indonesian Learners
Description of the Circular Flow Diagram

(To be placed visually in the document)

- Motivation leads to → Higher Self-Efficacy
- Self-Efficacy leads to → Positive Attitudes
- Positive Attitudes help reduce → Language Anxiety
- Lower Anxiety leads to → Improved Performance and Motivation

Each element reinforces the next, forming a positive feedback loop.

Discussion

1. Motivation: The Bedrock of Learning Initiatives

Motivation emerged as the most consistent predictor of language achievement, aligning with Gardner's (1985) socio-educational model and Dörnyei's (2009) L2 motivational self system. Urban Indonesian students demonstrate more integrative and intrinsic motivation due to increased digital exposure, online communities, and globalized culture. This supports the idea that imagined communities (Norton, 2013) deeply influence learner identity and motivation.

By contrast, students in rural or under-resourced schools often rely on extrinsic and instrumental motivation—exam-focused and parent-driven. The Kurikulum 2013 intensified this issue with high-stakes assessments like *UN* and *UTBK*, which inadvertently reduced intrinsic joy in language learning.

However, Kurikulum Merdeka, with its emphasis on student agency and cross-cultural understanding, opens a new motivational space. It supports project-based tasks, peer collaboration, and cultural expression, which align with Self-Determination Theory (Deci & Ryan, 1985). Early data suggest students become more motivated when they're allowed to express themselves freely in English—whether through journaling, storytelling, or creating content for social media.

Implication: Teachers should shift focus from test-driven lessons to *authentic, culturally relevant, and student-led tasks* to spark intrinsic motivation.

2. Self-Efficacy: Confidence as a Performance Engine

The role of self-efficacy aligns with Bandura's (1997) theory—students' belief in their ability to succeed significantly shapes outcomes, especially in speaking and writing tasks. The gap in confidence between public and international school students reflects systemic inequality in access to language input, teacher quality, and feedback mechanisms.

In Kurikulum Merdeka, formative assessments and student reflection aim to enhance learners' belief in their capabilities. However, many Indonesian teachers still lean toward corrective feedback rather than constructive scaffolding, which can demotivate low-performing students (Sulistyo, 2016).

The findings show that schools emphasizing scaffolded interaction, positive reinforcement, and learner autonomy (e.g., through flipped classrooms or creative writing) are more likely to boost self-efficacy.

- Implication: Professional development must train teachers to nurture self-efficacy by shifting from correction to *growth-oriented support*.
- Suggested Visual: A bar graph comparing *Self-Efficacy Scores* across school types, showing steady increase from public → private → international schools.

3. Attitudes: Cultural Perceptions Shape Cognitive Openness

Attitudes toward English are not only shaped by linguistic ability but also by cultural, regional, and socio-economic backgrounds. Students in Ambon, Bali, or Manado—regions known for intercultural exposure—show more positive affective stances. This supports Krashen's Affective Filter Hypothesis (1981), which states that positive attitudes lower anxiety and enhance input reception.

In more traditional or exam-centric contexts, English is often perceived as a *foreign, difficult, or colonial language*. Here, cultural dissonance plays a role. Students associate English with rigid classroom rules, not communication. This is especially prevalent under Kurikulum 2013, which often failed to bridge textbook content with real-world relevance.

Conversely, Kurikulum Merdeka fosters more open attitudes through contextual materials, local-global integration, and exposure to multiple registers of English (e.g., formal, informal, academic, digital).

Implication: Teachers should design culturally responsive English materials that balance local identities with global narratives.

4. Language Anxiety: The Silent Inhibitor

Language anxiety remains a hidden yet powerful inhibitor of performance, especially during speaking. Public school students, in particular, suffer from *classroom formality, fear of judgment, and lack of speaking practice*. This aligns with Horwitz's (1986) theory of communication apprehension and test anxiety as major affective barriers.

Rote-based learning and one-way instruction (dominant in Kurikulum 2013) make students passive recipients, not participants. Many associate English with being "tested," not "used."

Kurikulum Merdeka offers relief by allowing more student-led dialogue, pair work, and real-life simulations—thus reducing affective filters. However, implementation gaps remain: many teachers still penalize errors instead of celebrating effort.

Implication: School systems must prioritize safe speaking environments, such as conversation clubs, roleplays, and peer teaching, to reduce anxiety.

Suggested Graphic: A pie chart showing percentages of students citing different anxiety sources (e.g., fear of mistakes, teacher feedback, peer judgment).

5. Interconnections: Affective Ecology in the Indonesian Context

The four affective variables are deeply interconnected, forming a dynamic feedback system. For example:

- High motivation increases self-efficacy, which improves attitudes, and thereby reduces anxiety.
- Conversely, low self-efficacy amplifies anxiety and deteriorates attitudes, undermining motivation.

This reflects Dörnyei's (2009) view that affective variables function in a "motivational conglomerate," not isolation. Indonesian classrooms that integrate student choice, emotional support, and peer interaction (as promoted in Kurikulum Merdeka) tend to show improvement across all four dimensions.

Summary of Implications for Indonesian ELT

Affective Factor	Key Strategy Aligned with Kurikulum Merdeka
Motivation	Encourage student-led projects, connect English with students' passions
Self-Efficacy	Use scaffolded tasks, praise effort, set achievable goals
Attitudes	Localize content, integrate multimedia, honor cultural identities
Anxiety	Foster a safe, peer-supported, and low-stakes classroom climate

5. CONCLUSION

This literature-based study investigated four major affective variables—motivation, language anxiety, attitudes, and self-efficacy—and their influence on English language acquisition among Indonesian learners. Drawing from 42 peer-reviewed studies and grounded in sociocultural realities of Indonesia, the findings underscore the deep entanglement of emotional, psychological, and contextual factors in language learning outcomes.

1. Motivation remains the most prominent predictor of success, particularly when it aligns with learners' personal interests (intrinsic) or cultural integration (integrative). While *Kurikulum Merdeka* promotes learner autonomy and project-based learning that can nurture intrinsic motivation, remnants of extrinsic pressure persist due to national exams and parental expectations—a hallmark of *Kurikulum 2013*'s performance orientation.
2. Self-efficacy significantly determines learners' willingness to take risks in speaking or writing. Students in supportive environments—often in private or international schools—show higher self-confidence. The lack of feedback, large class sizes, and exam-focused teaching in public schools often erode learners' belief in their capabilities.
3. Attitudes toward English are improving, especially in urban areas and among younger learners exposed to English-rich digital content. However, in some rural or conservative settings, lingering stereotypes and cultural disconnects still hinder engagement.
4. Language anxiety continues to be a substantial barrier. It manifests most acutely in oral communication and testing situations. Formal teacher-student relationships and limited communicative practice time, particularly in traditional classrooms under *Kurikulum 2013*, exacerbate these anxieties.

These four variables are not isolated; they form an interactive network. High motivation boosts self-efficacy and mitigates anxiety. Positive attitudes create safer emotional spaces and drive motivation. Low anxiety enhances willingness to participate, reinforcing learning confidence.

The convergence of insights suggests that a shift toward affective-aware pedagogy is essential in Indonesia's journey toward English proficiency.

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