
Investigating Speaking Ability Through Intrapersonal Intelligence On Efl Learners: A Systematic Literature Review

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Abstract

This Study aim to investigate the speaking ability and intrapersonal intelligence in recent years. This research uses a systematic literature review. The search for relevant articles through the Pubmed, Eric, and JSTOR databases with keywords speaking ability and intrapersonal intelligence was carried out by the research team. Based on the result, Pubmed found 78 articles, Eric found 110 articles, and JSTOR found 101 articles. Furthermore, based on the criteria: speaking, speaking comprehension, multiple intelligence and intrapersonal intelligence, articles were selected. The researcher found that Implementing Learner-Centered Activities: Shifting from the traditional teacher-centered approach to learner-centered activities can empower students to take ownership of their learning process. By engaging students in activities that activate their multiple intelligences, educators can improve their speaking skills. Pair and Group Work: Encouraging collaborative activities such as pair or group work can help activate multiple intelligences in students. By engaging in interactive tasks, students can develop their speaking skills while honing their intrapersonal intelligences

Keywords: *Speaking Skill; EFL Learners; Intrapersonal Intelligence*

INTRODUCTION

The communication is very important for students' culture and social existence. Students who are able to realise a culture of calm and composure, especially when communicating with the person they are talking to, are skilled students. Therefore, every pupil must be skilled in order to be able to cope well with learning at school. Communication is said to be effective when the message is received and understood as intended by the sender of the message, when there are reciprocal actions carried out voluntarily by the recipient of the message, when it can improve the quality of personal relationships(Yin, 2022). Along with the development of the ability to process words in a communication, speaking is one of the items that has an impact on success in a conference or presentation. Speaking skills are very essential for EFL students(Salehi et al., 2023). EFL students can learn through many digital platforms such as YouTube, Instagram, Google, and others(Margaretha et al., 2023). Therefore, it is important to develop EFL students' speaking skills(Güneş & Sarıgöz, 2021). However, developing this competence is very challenging for some learners and very problematic for some learners than others. The problems faced are very diverse and different among them as foreign language learners, especially in the strengths and weaknesses in the intelligence area of each learner(Rusdin & Purwati, 2023).

Using alternatives to be able to learn a foreign language by focusing on basic brain instructions may help them in their abilities, knowledge, and intelligence in improving their speaking skills. Therefore, the importance of improving speaking ability through intrapersonal intelligence in EFL learners that researchers have tried to cover in the issues and cases in this study(Amelia et al., 2022). The need for speaking is highly sought after. Ability of speech involves understanding the conditions, purposes, and goals of communication in order to use language effectively. This understanding requires mastery of vocabulary, grammar, and situational grammar to communicate successfully. In addition, communicative competence is

achieved by considering social, psychological, and informational factors in communication, along with the relationship between speaker and listener (Tiansoodeenon & Sitthitikul, 2024). In this modern era, a good communication link that must be possessed by everyone, especially EFL learners. EFL learners are required to be able to express their opinions with ability speaking (Rusdin & Purwati, 2023). Speaking ability is a premier need today because it concerns the future of EFL learners. EFL learners must be able to follow the development of speaking ability well. The importance of speaking ability is also a direction where EFL learners can pursue it well. It is important to note that improving ability speaking cannot stand alone. There are other factors that contribute to effective communication, namely intrapersonal intelligence (Salehi et al., 2023).

LITERATURE REVIEW

Speaking Ability

In the field of English as a Foreign Language (EFL) education, the development of speaking skills is a very important goal. Among the various factors that affect language mastery, intrapersonal intelligence emerges as an interesting lens to explore and improve its understanding. According to the idea of (Rustamov & Mamaziyayev, 2022) “Development of Speaking Comprehension In Teaching Foreign Language For Professional Purpose” that the importance of developing speaking ability related to communication and language mastered. The significance of effective communication, understanding communication situations, and the relationship will be emphasized. The role of foreign language learning in cultural understanding, career preparation, and global adaption, advocating for a communication approach in language teaching to enhance students’ communicative competence.

The communicative style allows for the student's full immersion in the language process; The main purpose of this technique is to educate the learner to speak English fluently first, and later to think in it (Li et al., 2015). A communicative strategy may be implemented much more easily in a specialized university than in a non-linguistic educational institution. Each language is so rich that in different contexts, a person only employs a portion of its possibilities, which are restricted by the form of speech, the conditions of speaking, and the purpose and aims of communication (Ibrahim et al., 2022).

Intrapersonal Intelligence

In general, previous researchers have researched intrapersonal intelligence. According to (Mastoni et al., 2019) Intrapersonal intelligence also known as self-knowledge, is intelligence that includes self-awareness or self-sensitivity, thinking processes, awareness of changes in oneself, and the ability to collaborate and communicate both verbally and nonverbally. Intrapersonal intelligence is a person's capacity to comprehend himself and act accordingly. The qualities in question include the capacity to understand one's own strengths, shortcomings, limits, emotional intelligence, wants, motives, intents, and objectives, as well as self-respect and self-control (Sadiku & Musa, 2021). Although intrapersonal intelligence cannot be considered the sole objective of education, its theoretical underpinnings nevertheless facilitate the realization of educational objectives and values. In light of the mounting imperative to deliver customized instruction to students, it becomes imperative to ascertain their learning styles and meticulously design teaching and learning activities accordingly (Meena & Lakshmi, 2023).

RESEARCH METHODS

The research methodology employed in this study is qualitative research. As defined by (Sugiyono, 2013), Qualitative research is often called a naturalistic research method because the research is conducted in natural conditions (natural settings); because initially this method was more widely used for research in the field; referred to as a qualitative method, because the data

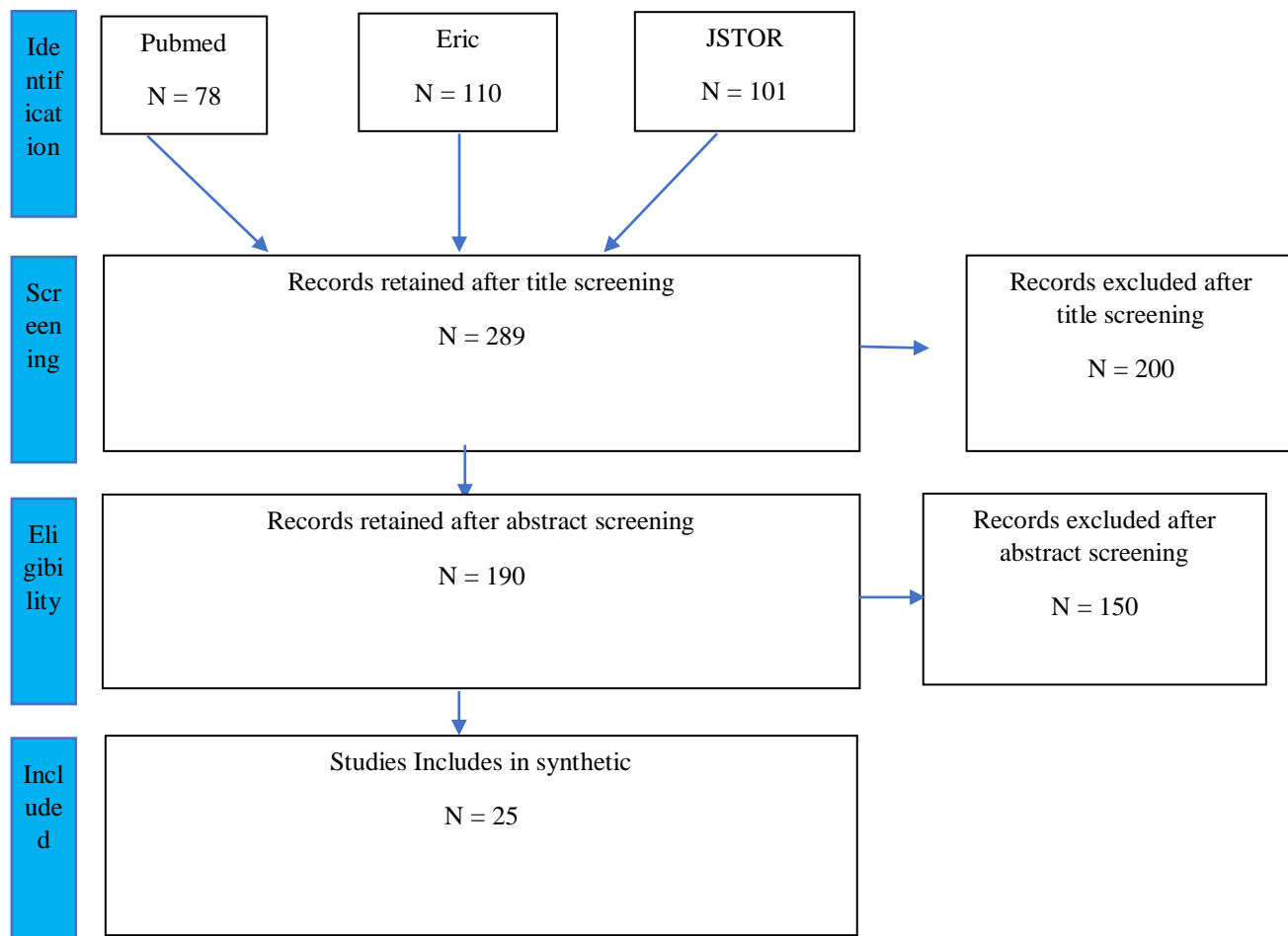
collected and the analysis is more qualitative. Philosophy. "Problems" in qualitative research are still temporary, tentative and will develop or change after the researcher is in the field.

This study uses a systematic literature review approach. The research data collection was carried out by the researcher himself by searching for articles contained in online journals using the Pubmed database, Eric database and JSTOR database. The keywords used by the researcher himself in searching for articles were the multiple intelligence, intrapersonal intelligence and speaking ability, 78 articles have been published on Pubmed, 110 articles on Eric and 101 on JSTOR.

RESULTS AND DISCUSSION

Based on the results of the systematic search on three online platforms, only articles relevant to speaking ability through intrapersonal intelligence were selected. The search on all online research platforms resulted in 289 articles identified through combined screening. After removing duplicate articles, titles, and abstracts, the authors were left with 190 studies ready for further review. From there, the authors obtained 25 articles that were selected for further analysis. The results of the studies from each platform are described in Table 1. This report complies with the Preferred Items for Systematic Reviews and Meta-analyses (PRISMA) reporting guidelines (Moher et al., 2009). The PRISMA flowchart explains the article selection process.

Figures, Tables, and Schemes



No	Authors	Variable/Study Design/Measure	Findings
1	Edy Mastoni, M. Syarif Sumantri, Nurdin Ibrahim (2019)	Brain Based Learning (BBL), Intrapersonal Intelligence, Junior High School Mathematics Learning/Qualitative descriptive/Documentation studies, observations, and interviews.	The study highlights the importance of incorporating BBL [Brain – Based Learning] strategies that cater to students' internal factors, such as intrapersonal intelligence, to improve mathematics learning outcomes in junior high school settings.
2	I. T. Rustamov, Z. X. Mamaziyayev (2022)	Speaking Skill, Developing Speaking Comprehension, Teaching Foreign Language/Qualitative/Independent scientific projects involving surveys	The Study includes the significance of learning a foreign language in non-linguistic universities, the challenges associated with it, and the need for students to develop communicative skills for business communication and intercultural interactions. Additionally, the document provides insights into the methods and principles for forming professional, communicative, and intercultural competences in the process of teaching foreign languages.
3	Nia Margaretha, Mai Zuniati, Umar Alfaruq A.H (2023)	Describing Pictures Strategy, Speaking Ability, Students/Qualitative descriptive/Interviews	The results of this study indicate that the implementation of the Describing Pictures strategy in junior high schools can improve students' speaking ability in English. This strategy helps students in vocabulary mastery, correct pronunciation, sentence structure, and increases their interest in learning English. The assistance provided by the teacher at each stage of the strategy is very important for student progress.
4	Mongkolchai Tiansoodeenon, Pragasit Siththitikul (2023)	Multiple intelligence theory, multiple intelligencebased instruction, English language teachers/Qualitative/interview	The findings of this paper suggest that incorporating Multiple Intelligences (MI) theory-based teaching can improve language skills, foster positive attitudes towards English language learning, and provide an additional learning method. In addition, the application of MI theory in the classroom can result in better memory development, deeper understanding, and improved attitudes towards learning. This paper emphasizes the importance of understanding MI theory and using a variety of teaching techniques to engage all intelligences effectively.
5	Didem Leblebici (2024)	Qualitative research methods/specifically technobiographic interviews and inductive analysis	The study reveals that both technological constraints and cultural discourses shape multilingual speakers' interactions with voice assistants. English is not only dominant due to its technical advantages but also because of language ideologies that link it to modernity, intelligence, and digital literacy. The findings highlight how AI design reinforces linguistic hierarchies and biases in human-machine interactions.
6	Bimba Dissanayake, Sabina Valente, Thilakshi Kodagoda (2024)	Quantitative research method /Descriptive-correlational / Non-experimental cross-sectional design.	This study provides new evidence that Need for Power (nPow) influences how Emotional Intelligence (EI) is applied in conflict resolution. Students with high EI do not necessarily choose a cooperative style; rather, their motivation for power determines whether they use EI for dominance or collaboration. Universities should integrate conflict management training to balance students'

			emotional intelligence and leadership tendencies.
7	Pekka Isotalus, Marja Eklund, Karoliina Karppinen (2024)	Qualitative research method / Case study approach.	AI speaking training enhances public speaking training, by providing immediate and unbiased feedback. However, AI has limitations in contextual understanding and should be used in conjunction with human feedback for a more effective learning experience.
8	Zhanna Hunter, Lisa Mangion, Louise Noell (2024)	Qualitative research method / Literature review and task design approach.	This study highlights that EAP programs must move beyond language skills to encompass multiple literacies. Integrated assessment is a valuable approach to assessing real-world communication and academic skills. The proposed listening-speaking assessment tasks and rubrics provide a practical framework for incorporating multiliteracies into DEP programs.
9	Grace Hui Chin Lin (2024)	Mixed-methods approach /Combining qualitative and quantitative research methods.	AI-powered simulation games enhance English learning by making it interactive, engaging, and personalized. Students experienced significant improvements in oral presentation and communication skills through AI-assisted games. AI should be integrated into formal curricula to maximize its educational benefits.
10	Bantigegn Tegegne, Habtamu Wondimu (2024)	Quantitative research method / Cross-sectional survey design	The study highlights that emotional intelligence and communication skills are critical to organizational commitment, but they are not the only determinants. Universities must take a holistic approach by enhancing both personal and institutional factors to retain and engage their academic staff.
11	Jianting Pei, Cavin F. Pamintuan (2024)	Quantitative research method / Multiple linear regression analysis approach	The study highlights that Balancing Educational Resources: Policies should support mainstream and non-major secondary schools to improve English language education. Gender-Specific Teaching Approaches: Adapting English language education to motivate and engage male students can help bridge the proficiency gap. Encouraging Family Involvement in Education: Fathers' involvement in children's English learning should be strengthened through awareness programs.
12	Rustam Shadiev, Xun Wang (2022)	Systematic literature review / Web of Science (WoS), Peer-Reviewed Instructional Materials Online Database (PRIMO)	The study concluded that technology enhances language learning and 21st century skills, but teachers must provide appropriate guidance. Future research should focus on under-explored skills, such as problem-solving and career readiness. Universities should offer teacher training programs to enhance the integration of technology in language education.
13	Songcun Zhang, Zuwati Hasim (2023)	Systematic literature review methodology / Web of Science (WoS), Scopus, ERIC, Google Scholar	This study suggests that gamification is a valuable tool for increasing motivation, engagement, and language proficiency in EFL/ESL education. However, teachers must balance competition with collaboration to avoid discouraging students. Future research should explore the long-term effects of gamification and its application in various educational settings.
14	Ümran Üstünbaş (2024)	Qualitative research method / Case study	The study explored that ChatGPT is a valuable tool for out-of-class speaking practice,

			especially for learners with limited speaking opportunities. However, training on effective sentence writing is needed to avoid misunderstandings and improve AI interactions. Future research should explore AI tools with speech and emotion recognition to enhance spoken language learning.
15	Mehmet Sercan Uztosun, Muhammed K�k (2023)	Quantitative research method / Correlational design	This study suggests that Rethinking Traditional Classroom Learning: Combining game-based learning and real-world speaking opportunities can help reduce L2 anxiety. Parental and Teacher Awareness: Parents and teachers should encourage more interactive English activities outside of school to support L2 development.
16	I Wayan Eka Dian Rahmanu, Gyongyver Molnar (2024)	Systematic review methodology / PRISMA	The findings of this study are: Improved English Language Skills: Multimodal learning improves learners' skills in English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Digital Multimodal Dominance: Higher education classrooms often use nonverbal communication modes such as gestures, facial expressions, gaze, and 3D environments such as Virtual Reality (VR). Improved Language Skills: Multimodal approaches improve vocabulary, reading, speaking, and writing skills, while fostering better communication skills.
17	Jingxuan Liu, Courtney B. Hilton, Erika Bergelson, Samuel A. Mehr (2024)	Meta-Analysis / Large – Scale Citizen Science Experiment	The study provides strong evidence that language experience shapes music perception. Specifically, speaking a tonal language enhances melody discrimination but impairs beat processing. These findings suggest that linguistic experience can influence auditory processing in ways that extend beyond language to music.
18	Biju Theruvil Sayed, Zein Bassam Bani Younes, Ahmad Alkhayat, Iroda Adhamova, Habesha Teferi (2024)	Concurrent mixed methods design	The study highlights that AI-powered tools like ChatGPT can transform language learning by: Improving speaking proficiency, Reducing the language anxiety, Encouraging self-directed learning, and Increasing academic resilience. The findings suggest that integrating AI into language assessment and pedagogy can offer a flexible and supportive learning environment, benefiting both students and educators.
19	Charinee Chansria, Akadet Kedcham, Montha Polrak (2024)	Descriptive correlational research design	This study found that students who used self-directed learning strategies performed better in English language tests. Interpretation, guessing, self-evaluation, and persistence strategies were the most effective. Memorization and note-taking strategies may not significantly help language learning. Educators should incorporate SRL strategies into English language courses to enhance learning.
20	Chunping Zheng, Xu Chen, Huayang Zhang, Ching Sing Chai (2024)	Quasi-experimental mixed-methods design	This study examined that AI-based assessment is a valid alternative to peer assessment for public speaking skills. The social interaction of peer feedback remains valuable for engagement. Combining AI with peer feedback can provide the best learning experience.
21	Laila Dawoud, Zuwati Hasim,	Qualitative research design / Semi-structured interviews	This study explains that drama technique significantly improves students' speaking skills,

	Mohd Rashid Mohd Saad (2024)		self-confidence, and motivation. Students prefer interactive role-playing activities over traditional speaking methods. Clear guidance and structured activities contribute to effective learning. Drama fosters better social relationships and improves communication skills.
22	Ratirat Poolperm, Atipat Boonmoh (2024)	Mixed-methods study /Quantitative survey / Qualitative interviews	The study revealed that students experience more speaking anxiety in face-to-face classes than in online classes. The main reasons are: nervousness, limited vocabulary, and difficulty remembering words. Despite higher anxiety, students prefer face-to-face learning because of its interactive nature. Teachers should create a stress-free environment and implement strategies to reduce speaking anxiety.
23	Syamsudin, Istiadah, Syafiyah, Agus Eko Cahyono, Sugeng Mulyono (2024)	Qualitative case study approach	This study suggests that fillers help EFL learners overcome speaking challenges by providing time to think and reducing anxiety. The use of fillers increases self-confidence, making learners more comfortable speaking. Fillers increase motivation, leading to greater engagement in English conversation. Teachers should incorporate fillers into speaking practice to improve fluency.
24	Laleh Fakhraee Faruji, Samira Soleimanian, Mahdieh Shafipoor (2024)	Quantitative /Quasi-experimental research design	This study showed that shadowing significantly improves speaking skills in EFL learners. Reflective learners benefit more than impulsive learners from technology-mediated shadowing. Mobile phone-based shadowing (MALL) is slightly more effective than computer-based shadowing (CALL). Educators should integrate technology-enhanced shadowing into language learning programs.
25	Talitha Segar, Adelina Asmawi (2024)	Qualitative research approach	This study showed that Multimedia improves students' speaking fluency, pronunciation, and self-confidence. Students are more actively involved in discussions when multimedia is used. Speech recognition software and Prezi help in self-directed learning and self-development. Challenges such as limited resources and internet access need to be addressed.

Discussion

The First previous study conducted by (Mastoni et al., 2019) highlights the importance of combining BBL [Brain-Based Learning] strategies that pay attention to students' internal factors, such as intrapersonal intelligence, to improve mathematics learning outcomes in junior high school environments. Internal factors are very important in honing speaking ability. Here it is agreed that intrapersonal intelligence plays an important role in cultivating speaking ability. This does not only include brain intelligence but emotional intelligence also plays an important role in exploring the speaking ability of EFL learners.

The second previous study conducted by (Rustamov & Mamaziyayev, 2022) covers the importance of learning a foreign language in a non-linguistic university, the challenges associated with it, and the need for students to develop communicative skills for business communication and intercultural interaction. In addition, this article discusses the techniques and concepts for developing professional, communicative, and intercultural competencies when

teaching a foreign language. In learning a foreign language, especially English, good communication is also needed, meaning that the speaking ability used must be understood by foreign speakers in order to facilitate communication and understanding between the two parties. If speaking skills are not mastered, good communication will not occur, that is the importance of speaking ability.

The third previous study conducted by (Margaretha et al., 2023) indicates that the implementation of the Describing Pictures strategy in junior high schools can improve students' speaking ability in English. This strategy helps students in vocabulary mastery, correct pronunciation, sentence structure, and increases their interest in learning English. The assistance provided by the teacher at each stage of the strategy is very important for student progress. The use of teaching materials can be a tool to master speaking ability, looking at the condition of EFL to be interested in mastering speaking ability, interesting teaching materials are needed to facilitate speaking learning for EFL learners.

The fourth study conducted by (Tiansoodeenon & Sitthitikul, 2024) shows that improving language skills by fostering positive attitudes towards learning English, and providing additional learning methods. In addition, the application of Intrapersonal Intelligence theory in the classroom can result in better memory development, deeper understanding, and improved attitudes towards learning. Cultivating an interactive environment in learning speaking is very necessary, so that students feel comfortable in learning English to be applied in their daily communication. The application of communicative English learning can have a good effect on the intrapersonal intelligence of each student.

Educators can use the results of the study on the association between intrapersonal intelligences and EFL learners' speaking skills to analyze the language learning experience (Orfan, 2020). It is imperative for educators to acknowledge the heterogeneity of intelligences among students, underscoring the necessity for ability understanding of each individual's unique conditions and intelligences within the classroom setting. By acknowledging and recognizing these varied intelligences, educators can alter their teaching approaches to accommodate different learning types. The integration of learner-centered activities constitutes a pivotal aspect of this approach (Rustamov & Mamazyayev, 2022). This paradigm shift involves transitioning from a teacher-centered to a learner-centered approach, thereby empowering students to assume ownership of their learning process. Engaging students in English learning activities, particularly speaking, has been demonstrated to facilitate the activation of their intrapersonal intelligence (Sihotang et al., 2021). Educators can also employ this strategy to assess their students' proficiency in English. In addition to focusing on the role of the teacher, it is crucial to prioritize student learning by fostering collaborative activities, such as pair or group work, which can facilitate the activation of intrapersonal intelligence in students.

Engaging in interactive tasks is an effective strategy for teachers to develop students' speaking skills while cultivating their intrapersonal intelligence. The role of educators extends beyond mere instruction; they must also foster a conducive learning environment. The cultivation of a supportive and inclusive learning environment, characterized by a sense of ease and confidence in expressing oneself, has been shown to foster heightened confidence in speaking skills (Adiantika & Purnomo, 2020). Educators can provide a secure environment for language practice and motivate students to investigate their linguistic capabilities. Personalized Learning Strategies, which entail adapting teaching strategies to suite each student's intelligence, have the potential to enhance the language learning experience. By incorporating activities that align with students' unique strengths, educators can optimize their speaking skill development.

Through the integration of these strategies in accordance with research findings, educators can foster a dynamic and effective language learning environment that caters to the multiple intelligences of EFL learners, thereby enhancing their speaking skills and overall language proficiency (El-Yunusi et al., 2022). Intrapersonal intelligence has been identified as a significant predictor of EFL learners' speaking skills. It was observed that learners demonstrating

higher levels of intelligence tended to exhibit greater success in enhancing their speaking abilities (Agnesiana et al., 2023). Following an in-depth analysis of Intrapersonal Intelligence for Learners, it can be posited that individuals who possess this skill set tend to excel in self-reflection and self-analysis, which in turn contributes to their enhanced capacity to refine their speaking abilities (Cong & Li, 2022). This finding underscores the positive correlation between intrapersonal intelligence and spoken language proficiency. The findings of the present study underscore the pivotal role that both intrapersonal and interpersonal intelligence play in the improvement of speaking abilities among EFL learners (Jiang et al., 2022). Educators who acknowledge and employ these intelligences can enhance the language learning experience and effectively support students in developing their speaking skills (Kovalchuk et al., 2022).

CONCLUSION

The systematic literature is evaluated to determine how intrapersonal intelligence might improve speaking comprehension in English as a Foreign Language (EFL) learners. The investigation of Intrapersonal Intelligence is a discussion of how intrapersonal intelligence components such as self-awareness, self-regulation, and motivation help EFL learners develop their speaking abilities. Implications for Teaching and Learning: Educators and practitioners could consider including intrapersonal intelligence development into EFL teaching style or curriculum design. Study Gaps and Future Directions identify gaps in the existing literature and make recommendations for future study to better understand the link between intrapersonal intelligence and speaking comprehension in EFL situations. An overall synthesis of the evaluated studies to emphasize the consensus or contrasting opinions about the influence of intrapersonal intelligence on EFL speaking comprehension, gives a complete picture of the present state of research in this field. In summary, the literature review's findings provide light on how intrapersonal intelligence might be used to increase speaking comprehension among EFL learners, with implications for language education research and practice.

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