Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
6 (1) 2026, Page: 15872-16879

Integrating Contextual Teaching and Learning, Epistemic Beliefs, and Authentic Assessment in EFL Curriculum for Enhancing Speaking Skills: A Systematic Review

Yosafat Tabasi
English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Kristen Tentena
Corresponding e-mail: yosafatpasapi@gmai.com

Published: March, 2026

ABSTRACT
This study explores the integration of Contextual Teaching and Learning (CTL), epistemic beliefs, and authentic assessment in enhancing speaking skills in English as a Foreign Language (EFL) instruction. A systematic literature review (SLR) methodology was employed, analyzing 9 relevant articles retrieved from the Scopus database. The aim was to identify effective curriculum strategies for improving speaking skills and understand the relationship between teaching approaches, students' epistemic beliefs, and authentic assessment in EFL classrooms. Key findings reveal that CTL, which connects learning to real-world contexts, significantly boosts student engagement and speaking proficiency. Additionally, students' epistemic beliefs, particularly their views on the developmental nature of speaking skills, play a crucial role in enhancing their speaking abilities. Authentic assessment, though challenging to implement objectively, offers a more realistic measure of speaking skills through tasks like interviews and presentations. The study concludes that an integrative curriculum combining CTL, epistemic beliefs, and authentic assessment can effectively improve speaking skills in EFL classrooms. The findings emphasize the importance of teacher readiness, resource availability, and clear assessment rubrics to optimize the effectiveness of these approaches. This research contributes to designing a more dynamic and relevant EFL curriculum, particularly in the context of Indonesia.

Keywords: Authentic assessment, Contextual Teaching and Learning, Epistemic beliefs, EFL curriculum, Speaking skills.

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION
Improving speaking skills in English as a Foreign Language (EFL) is a central objective of language education in Indonesia. Given the increasing demand for global communication, mastering English speaking is essential for students. However, EFL instruction in Indonesia faces significant challenges, particularly in enhancing students' speaking abilities. Traditional teaching methods often fail to meet students' needs, limiting the effectiveness of language learning. One promising approach is Contextual Teaching and Learning (CTL), which aims to improve speaking skills by connecting lesson content to real-world contexts. In addition, epistemic beliefs or students' perceptions of how knowledge is acquired play a critical role in shaping their motivation and ability to practice speaking. Furthermore, authentic assessment has become an important tool for evaluating speaking skills in ways that better reflect real-life situations.

Despite the extensive application of these approaches, there is a gap in research that comprehensively integrates CTL, epistemic beliefs, and authentic assessment within a unified EFL curriculum. Previous studies, such as Yasin et al. (2023), demonstrate that CTL can improve speaking skills by making learning more contextually relevant. However, its success depends on teacher preparedness and resource availability. Similarly, research by Rohmah and Emaliana (2020) suggests that students' epistemic beliefs, particularly sophisticated ones, are linked to better speaking performance, highlighting the need to address these beliefs in the curriculum. Additionally, studies by

Oktavianti et al. (2020) indicate that many EFL textbooks fail to reflect authentic conversation practices, which impedes students' speaking practice.

Moreover, Zaim et al. (2020) stress the significance of authentic assessment in measuring speaking skills. While this approach offers a more accurate evaluation of students' speaking abilities, teachers face challenges in creating clear, fair rubrics and managing the time-intensive nature of authentic assessments.

This research aims to fill this gap by integrating CTL, epistemic beliefs, and authentic assessment into a comprehensive EFL curriculum model. It seeks to address the challenges faced by teachers and improve students' speaking performance. The main objectives are to examine how the CTL approach enhances speaking skills, investigate the relationship between students' epistemic beliefs and speaking ability, and explore how authentic assessment can be effectively implemented in EFL classrooms. Additionally, the study aims to identify key elements that influence the effectiveness of these approaches in Indonesian EFL instruction.

By synthesizing existing literature, this research will contribute to the development of a more effective EFL curriculum in Indonesia. It will explore how these three approaches, Contextual Teaching and Learning, epistemic beliefs, and authentic assessment, can be combined to create a dynamic, relevant, and practical framework for improving speaking skills in EFL classrooms. The study will address the following research questions: How can the CTL approach enhance speaking skills in EFL instruction? What is the relationship between students' epistemic beliefs and their speaking ability, and how can these beliefs be integrated into the curriculum to improve speaking skills? How is authentic assessment applied in teaching speaking skills, and what challenges do teachers face in implementing it?

METHOD

This study employs a Systematic Literature Review (SLR) design to examine and synthesize various relevant literatures on curriculum strategies for enhancing speaking skills in English as a Foreign Language (EFL) instruction. This research design was chosen because it provides a systematic and structured approach in evaluating and summarizing findings from previous studies. The research process begins with document identification, where the researcher conducts a literature search through the Scopus database on December 15, 2025. The keywords used in the search were "EFL curriculum" and "speaking skills" to ensure that only articles relevant to the selected research topic were included. The initial search yielded 108 documents, which were then screened to remove duplicates, resulting in 92 documents for further consideration.

After screening, a feasibility assessment was conducted on the remaining 92 documents to ensure their relevance to the study. At this stage, 14 documents met the inclusion criteria and were forwarded to the next evaluation phase. The evaluation process involved a thorough review of the selected articles to assess their quality and relevance to the more specific research questions. The result of this evaluation phase was 9 articles that met the criteria for inclusion in the research synthesis. This means that, out of the 14 selected articles, only 9 were sufficiently relevant and of appropriate quality to be used in the synthesis of this study.

The instrument used in this study is a synthesis matrix, designed to organize and analyze various elements found in the selected literature. This matrix allows the researcher to categorize the main findings from each article relevant to the topic being investigated, particularly related to the implementation of the EFL curriculum, speaking skills, and factors influencing the effectiveness of the curriculum. The data collection procedure involved scanning and recording data from the selected articles based on the search keywords used. The selected articles were then read in-depth and analyzed to obtain information related to the implementation of curriculum approaches, the effectiveness of speaking skills teaching strategies, and assessments conducted in speaking instruction in EFL classrooms.

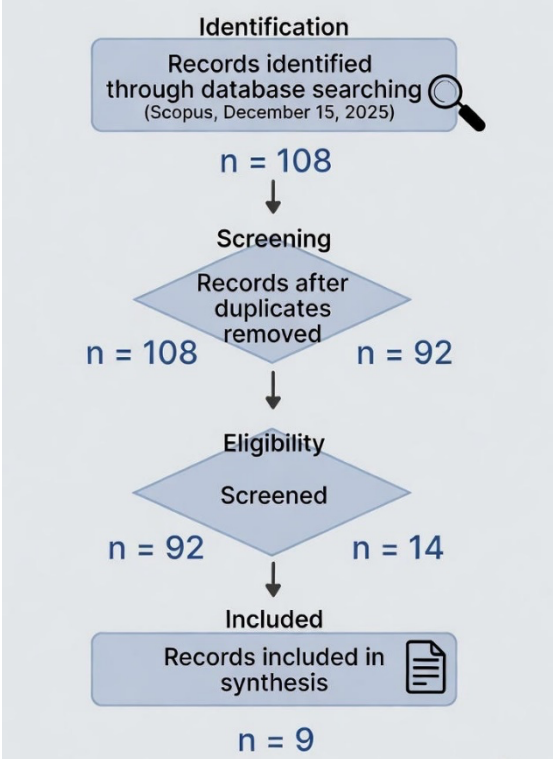
The analysis method used in this study is narrative synthesis, where findings from various relevant articles are collected and analyzed to identify patterns or themes that can answer the research questions. This synthesis is done by comparing results from different studies to identify key elements in the EFL curriculum that influence the improvement of students' speaking skills. The researcher

also considers the theories used, as well as factors affecting the effectiveness of speaking instruction within the EFL curriculum, such as students' epistemic beliefs, authentic assessment, and context-based approaches.

Additionally, this study utilizes the PRISMA flow chart as a guide to illustrate the systematic process of literature screening and selection, including the stages of identification, screening, feasibility assessment, and evaluation. By using PRISMA, this study ensures transparency and reliability in the selection of literature, as well as providing a methodology that can be replicated by future researchers. This guarantees that the study was conducted with a rigorous approach, ensuring that only relevant and high-quality literature was included in the research synthesis.

Through this approach, the study aims to provide deeper insights into how appropriate curriculum strategies can enhance students' speaking skills in EFL instruction, as well as contribute to the development of more effective speaking curricula in Indonesia and globally.

Figure 1. Flowchart of the Literature Selection Process Based on the PRISMA Method



RESULT

This section presents the key findings derived from the literature review on the integration of Contextual Teaching and Learning (CTL), epistemic beliefs, and authentic assessment in enhancing speaking skills in English as a Foreign Language (EFL). The results are summarized across several key themes identified during the synthesis process.

1. Effectiveness of CTL in Enhancing Speaking Skills

CTL has shown significant potential in improving students' speaking skills by linking learning materials to real-life contexts. Several studies suggest that CTL encourages active student participation in discussions, thereby fostering better speaking proficiency. The key elements identified in studies by Yasin et al. (2023) and others include:

a. Real-life Contexts: Linking lesson content with real-world situations significantly increases student engagement.
b. Project-based Learning: Tasks based on real-life experiences help develop speaking skills more effectively.
c. Teacher Preparation and Resources: Successful implementation of CTL requires well-prepared teachers and sufficient learning resources (e.g., technology and real-life examples).

However, the implementation of CTL is not without challenges. Effective teacher training and the availability of adequate resources are essential for maximizing the benefits of this approach.

2. Role of Epistemic Beliefs in Speaking Performance

Students' epistemic beliefs, particularly their views on the nature of learning and knowledge acquisition, significantly influence their speaking abilities. Research by Rohmah and Emaliana (2020) highlighted that students with more sophisticated epistemic beliefs tend to perform better in speaking tasks. Key findings include:

a. Mature Epistemic Beliefs: Students who perceive speaking as a skill that can be developed through consistent practice are more motivated to engage in speaking activities.
b. Fixed vs. Growth Mindset: Students with fixed beliefs about their speaking ability tend to avoid speaking tasks, which limits their improvement.

Integrating epistemic beliefs into the EFL curriculum can boost students' motivation and engagement in speaking activities. Curricula that encourage self-reflection and constructive feedback help foster more mature epistemic beliefs, leading to improved speaking performance.

3. Importance of Authentic Assessment

Authentic assessment is essential for evaluating speaking skills in a manner that reflects real-life communication. Studies by Zaim et al. (2020) emphasize that authentic assessment—such as presentations, interviews, and discussions—offers a more accurate measure of students' speaking abilities. Key findings include:

a. Real-life Evaluation: Authentic assessments offer a more realistic way to measure speaking skills compared to traditional written tests.
b. Challenges in Rubric Development: Teachers often struggle to create clear and fair rubrics for assessing speaking skills.
c. Time and Effort: Authentic assessments require more time to implement and evaluate than traditional methods, which can be burdensome for teachers.

To address these challenges, it is crucial to develop structured assessment rubrics that include relevant criteria for evaluating pronunciation, fluency, vocabulary use, and the ability to engage in conversations. Additionally, teacher training in providing constructive feedback is necessary to enhance the effectiveness of authentic assessments.

4. Summary of Key Findings in a Table

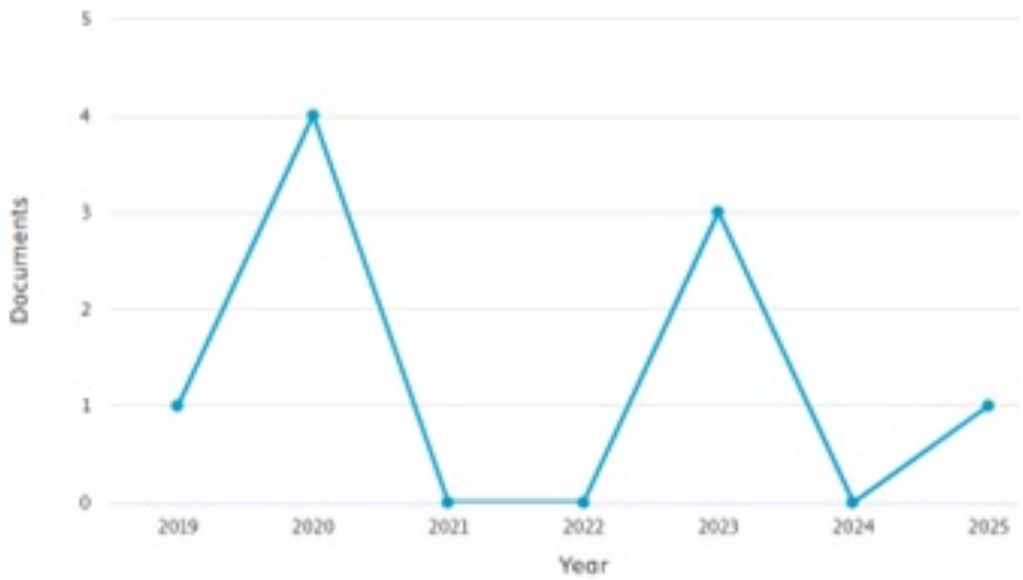
The following table synthesizes the key findings related to each of the three approaches—Contextual Teaching and Learning (CTL), epistemic beliefs, and authentic assessment. It also identifies the challenges associated with their implementation, providing a clear overview of the findings discussed in the previous sections. This table will help readers better understand the significant contributions of each approach and the obstacles that need to be addressed for more effective application in EFL instruction.

Table 1. Summary of Key Findings in a Table

Approach	Key Findings	Challenges
Contextual Teaching and Learning (CTL)	Increases student engagement and improves speaking skills.	Requires teacher training and resources.
Epistemic Beliefs	Sophisticated epistemic beliefs lead to better speaking performance.	Needs integration in the curriculum to foster a growth mindset.
Authentic Assessment	Provides a realistic measure of speaking skills.	Development of clear rubrics and time constraints.

As part of the results analysis, the following chart illustrates the distribution of publications by year. This chart provides insights into the trends and evolution of topics discussed in the relevant literature over the reviewed time period.

Figure 2. Distribution of Documents Based on Publication Year



DISCUSSION

Research Question 1: How can the Contextual Teaching and Learning (CTL) approach enhance speaking skills in EFL instruction, and what are the key elements that influence its effectiveness?

This study found that the Contextual Teaching and Learning (CTL) approach has a significant impact on improving students' speaking skills in EFL instruction, as explained in the study by Yasin et al. (2023). The CTL approach links learning material to the students' real-life contexts, encouraging them to be more actively engaged in conversations and discussions. This shows that students taught with a context-based approach are better able to relate the knowledge they learn to relevant situations, which in turn improves their speaking skills. Yasin et al. (2023) emphasize that key elements influencing the effectiveness of CTL include student involvement in learning, the use of project-based techniques and realistic tasks, as well as effective classroom management by the teacher. The study found that real-life experiences provided in speaking instruction, such as conversations in real-world situations, offer students the opportunity to master their speaking skills more effectively.

Previous studies also indicate that the effectiveness of CTL is highly dependent on teacher readiness and the availability of supporting resources. Yasin et al. (2023) revealed that although CTL offers many benefits, without adequate support—both in terms of teacher training and resources—the implementation of this approach will be hindered. The study highlights the challenges faced by teachers in implementing CTL, which requires deeper knowledge and skills to effectively manage the classroom so that every student can actively participate. This indicates that, while CTL has great potential to improve students' speaking skills, its success depends largely on the training teachers receive and the availability of adequate facilities and resources.

This study also contributes to enriching the literature on the implementation of CTL in EFL instruction. In addition to the findings of Yasin et al. (2023), this study identifies that the use of technology (e.g., video or conversation simulations) can be a key element in supporting the more effective application of CTL. Thus, the results of this study are highly significant as they provide deeper insights into how to optimize CTL by integrating technology and highlight the importance of teacher readiness in implementing this approach in the classroom.

Research Question 2: What is the relationship between students' epistemic beliefs and their speaking ability in EFL instruction, and how can elements of epistemic beliefs be integrated into the curriculum to enhance speaking skills?

This study found that students' epistemic beliefs play a crucial role in enhancing their speaking skills in EFL instruction. The study by Rohmah and Emaliana (2020) shows that students with more mature (sophisticated) epistemic beliefs have better speaking abilities compared to students with

simpler (simple) epistemic beliefs. More mature epistemic beliefs allow students to view learning as a developmental process, encouraging them to practice speaking more consistently and actively. This is related to students' motivation to practice speaking. Students who believe that speaking ability can develop through practice are more likely to actively participate in speaking lessons.

This study identifies that to integrate elements of epistemic beliefs into the curriculum, teachers need to help students understand that speaking is a skill that can be improved with consistent practice, and that mistakes are part of the learning process. In line with the findings of Rohmah and Emaliana (2020), this study indicates that speaking lessons based on self-reflection and constructive feedback are crucial for developing students' epistemic beliefs. With this approach, students not only learn theory but also are given the opportunity to reflect on how they learn language and how they can improve their speaking skills.

Furthermore, this study shows that a curriculum that integrates the development of mature epistemic beliefs can enhance students' motivation to learn in speaking instruction. This is highly relevant to the needs of EFL curricula, which should not only focus on students' linguistic abilities but also on their attitudes and motivation toward learning the language. Therefore, this study highlights the importance of including elements such as epistemic beliefs in the speaking curriculum to effectively improve students' speaking skills.

Research Question 3: How is authentic assessment applied in teaching speaking skills in EFL classrooms, and what challenges and solutions do teachers face in its implementation?

This study also highlights authentic assessment as a primary method for evaluating students' speaking skills in EFL instruction. Authentic assessment offers a way to evaluate students' speaking abilities in more realistic situations that are relevant to their lives, such as interviews, discussions, and presentations. Zaim, Refnaldi, and Arsyad (2020) show that while authentic assessment provides a more accurate depiction of students' speaking abilities, many teachers face difficulties in designing objective and consistent assessment rubrics. This is related to the subjectivity in speaking assessments, which involve multiple aspects such as fluency, pronunciation, and vocabulary mastery, which may vary from one teacher to another.

This study identifies the main challenges faced by teachers in implementing authentic assessment, including difficulties in developing structured and objective rubrics. In addition, authentic assessment requires more time and effort compared to conventional written tests, which often becomes a burden for teachers. As a solution, this study recommends the development of clearer and more structured assessment rubrics that can help teachers evaluate students' speaking skills more fairly and objectively. These rubrics should include relevant criteria for speaking skills, such as pronunciation clarity, vocabulary mastery, and the ability to interact in conversation.

Furthermore, this study emphasizes the importance of teacher training in understanding how to provide constructive feedback to students. With appropriate feedback, students can understand their strengths and weaknesses in speaking, as well as how they can improve their speaking skills. Therefore, this study makes an important contribution to the development of more effective authentic assessment strategies in EFL speaking instruction.

Significance of the Research Findings

The findings of this study are highly significant as they provide deeper insights into how a more integrative curriculum strategy can enhance students' speaking skills in EFL instruction. By combining Contextual Teaching and Learning (CTL), students' epistemic beliefs, and authentic assessment, this study offers a holistic approach that can be applied in EFL classrooms to more effectively improve students' speaking skills. This research provides a broader understanding of how these approaches can work synergistically to support more dynamic, relevant, and authentic speaking learning experiences.

Additionally, these findings contribute to the existing literature by integrating technology as part of the CTL approach and authentic assessment. The use of technology in speaking instruction, as demonstrated by Misnawati et al. (2023) and Hamzah et al. (2024), opens up opportunities for students to practice speaking flexibly and independently. This study also highlights the importance of

developing students' epistemic beliefs in the speaking learning process, which helps increase their motivation to learn and encourages them to practice more actively and confidently.

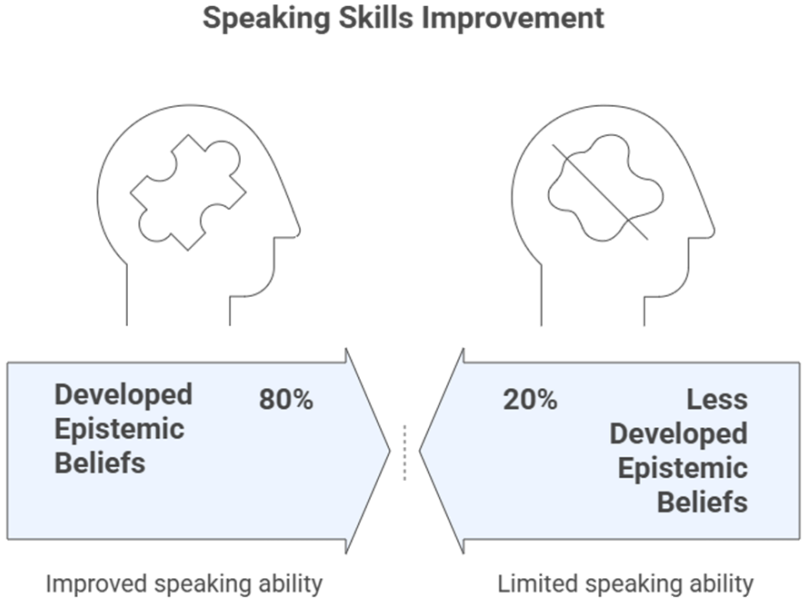
Implications and Limitations of the Research

The implications of this study are highly significant for the development of EFL curricula in Indonesia. By integrating the CTL approach, authentic assessment, and the development of students' epistemic beliefs, the EFL curriculum can become more relevant, dynamic, and effective in enhancing students' speaking skills. Additionally, this study emphasizes the importance of more intensive teacher training to effectively implement these approaches in the classroom.

However, this study has several limitations. First, this research only covers existing literature and does not test the direct implementation of the proposed curriculum model in EFL classrooms. Second, this study is limited to a descriptive literature review and does not include experiments or field trials to measure the effectiveness of the proposed approaches. Therefore, future research could develop experiments to test the effectiveness of integrating these approaches in the practical teaching of speaking in EFL classrooms.

As a follow-up to the discussion presented, the following visualization illustrates the main findings of this study. This visualization aims to provide a clearer and more comprehensive overview of the data interpretation and the findings that have been analyzed.

Figure 3. Illustration of Main Findings in the Research



The visualization of the research findings reinforces the results of the analysis and discussion presented earlier. Based on this visual representation, a more comprehensive understanding of the interrelationships among the findings can be derived, which subsequently serves as the basis for formulating the conclusions of this study.

CONCLUSIONS

This study highlights the significant role of integrating Contextual Teaching and Learning (CTL), epistemic beliefs, and authentic assessment in improving speaking skills in English as a Foreign Language (EFL) classrooms. The findings indicate that CTL enhances speaking skills by connecting learning materials to real-world contexts, increasing student participation and motivation. Additionally, students with more developed epistemic beliefs are more likely to engage in speaking tasks, suggesting the importance of addressing these beliefs in the curriculum. Authentic assessment, although challenging to implement, provides a more realistic evaluation of speaking abilities and offers valuable insights into students' communication skills.

The integration of these three approaches offers a comprehensive and effective curriculum strategy to improve speaking skills. However, for this model to be successful, teacher readiness and

the availability of resources are essential. Teacher training in both CTL implementation and in providing constructive feedback during authentic assessments is crucial for optimizing the effectiveness of these approaches.

Practical Implications

For Teachers: Incorporate real-life contexts and project-based tasks in speaking lessons to improve engagement and skills. Additionally, encourage a growth mindset by addressing students' epistemic beliefs and promoting consistent practice.

For Curriculum Developers: Design EFL curricula that integrate CTL, authentic assessment, and strategies for developing epistemic beliefs, ensuring that materials reflect real-world conversations and promote meaningful language use.

By addressing these elements, teachers can create more dynamic, engaging, and effective language learning environments that significantly enhance students' speaking abilities.

REFERENCES

Fansury, A. H., Rahman, A. W., Rampeng, N., & Hamsiah, A. (2025). Students need analysis in developing mobile English application for English as a foreign language young learner. Journal of Education and Learning, 19(2), 1134–1143. doi:10.11591/edulearn.v19i2.21159

Inayah, N., Komariah, E., & Nasir, A. (2019). The Practice of Authentic Assessment in an EFL Speaking Classroom. Studies in English Language and Education, 6(1), 152–162. doi:10.24815/siele.v6i1.13069

Misnawati, M., Yusriadi, Y., & Bin-Tahir, S. Z. (2023). QR Code Scanning System as a Meaning-Focused Input Approach in English Textbook. Mextesol Journal, 47(3). doi:10.61871/mj.v47n3-21

Oktavianti, I. N., Prayogi, I., Amal, M. A. B., & Pertiwi, R. S. (2020). An Analysis of Conversations in Curriculum-based EFL Textbooks for Senior High School in Indonesia and the Comparison with Corpus-based English Textbooks. Universal Journal of Educational Research, 8(9), 4151–4162. doi:10.13189/ujer.2020.080941

Rohmah, K., & Emaliana, I. (2020). EFL Students' Speaking Achievement And Its Relationship With Epistemic Beliefs. International Journal of Emerging Technologies in Learning, 9(2), 131–140. doi:10.15642/IJET2.2020.9.2.131-140

Senowarsito, U., Suwandi, N., Musarokah, S., & Ardini, S. N. (2023). The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka. Arab World English Journal, 2023-July, 305–319. doi:10.24093/awej/call9.21

Setyarini, S., Musthafa, B., & Muslim, A. B. (2020). 'I start learning English through speaking': Social agency demand and inter-school readiness for Indonesian young English learners. Indonesian Journal of Applied Linguistics, 10(1), 218–225. doi:10.17509/IJAL.V10I1.25062

Yasin, B., Yusuf, Y., Mustafa, F., Khairuddin, N., Safina, D., & Sarinauli, B. (2023). Introducing Contextual Teaching and Learning as a Transition from Textbook-Based Curriculum to the National Curriculum. European Journal of Educational Research, 12(4), 1767–1779. doi:10.12973/eu-jer.12.4.1767

Zaim, M., Refnaldi, N., & Arsyad, S. (2020). Authentic assessment for speaking skills: Problem and solution for english secondary school teachers in Indonesia. International Journal of Instruction, 13(3), 587–604. doi:10.29333/iji.2020.13340a