

MULTIPLE CORRELATION AMONG STUDENTS' SPEAKING STRATEGY AND MOTIVATION TOWARD THEIR SPEAKING ACHIEVEMENT

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Abstract

In the context of English as a Foreign Language (EFL), speaking ability is regarded as a key indicator of language proficiency. However, it remains one of the most challenging skills for students to master due to its spontaneous nature. This study investigated the multiple correlation between speaking strategies and motivation concerning students' speaking achievement in a Survival Speaking class. This research used a quantitative correlational design involving 36 third-semester students of the English Language Education Department who had completed the Survival Speaking course. Data were collected through questionnaires adapted from the Strategy Inventory for Language Learning (SILL) and a speaking motivation questionnaire, while speaking achievement was measured using students' final course scores. The results of statistical analysis revealed that speaking strategies ($\text{sig.} = 0.818 > 0.05$) and motivation ($\text{sig.} = 0.270 > 0.05$) did not show significant correlations with speaking achievement. However, motivation demonstrated a relatively higher beta value (0.245) compared to speaking strategies (-0.077), indicating that motivation was comparatively more influential, although not statistically significant. These findings suggest that high levels of strategy use and motivation alone do not guarantee better speaking performance. Future research is recommended to examine other variables that may have a more direct impact on speaking achievement, particularly learners' linguistic competence and generational learning characteristics, to obtain a more comprehensive understanding of factors affecting speaking achievement.

Keywords: Speaking strategies, motivation, speaking achievement.

INTRODUCTION

Speaking skills are essential for communication and must be mastered to succeed in modern society, especially because English is widely used globally. Speaking is defined as the process of conveying information through words or sentences appropriate to the listener (Shofi, 2020) and is considered one of the four fundamental components of language proficiency. However, learning English as a foreign language, particularly in Indonesia, is highly challenging (Zen, 2020). Speaking is a productive skill that demonstrates learners' language mastery (Zyoud, 2016), yet many students still struggle due to linguistic limitations and psychological factors.

Learning strategies are recognized as important tools that help students understand material and improve their learning process (Oxford, 1990). Learners use strategies to manage learning effectively and respond to learning situations successfully (Lee, 2010). Implementing speaking strategies is especially important because speaking is one of the most difficult skills in foreign language learning (Ismiatun, 2019), and strong strategy use can help students overcome communication obstacles (Zagoto, 2025). Language learning strategies also support learners in processing, organizing, and evaluating information, ultimately improving learning effectiveness (Minshar, 2020). Without appropriate strategies, students may struggle to learn English efficiently (Sari & Omolu, 2021).

Motivation is another crucial factor influencing language learning success. It affects students' attitudes, effort, and learning outcomes (Lena et al., 2022) and helps learners stay consistent and goal-oriented (Pramudita et al., 2023). Motivation is considered one of the strongest affective factors affecting speaking ability (Khoiriyah, 2016), and both internal and external motivation can encourage students to improve their speaking skills (Pratiwi, 2020). Nevertheless, classroom observations often show that low motivation contributes to students' difficulties in improving speaking achievement.

Previous studies investigating the relationship among speaking strategies, motivation, and speaking achievement have produced inconsistent results. Some studies reported positive correlations between learning strategies and speaking performance (Sari et al., 2024; Lismiyati et al., 2022), while others found that motivation did not significantly affect learning outcomes or speaking achievement (Lena et al., 2022; Annisa et al., 2025). These mixed findings indicate that the interaction among these variables remains unclear.

Therefore, further research is needed to examine the relationships among students' speaking strategies, motivation, and speaking achievement simultaneously. In addition, most previous studies have focused on secondary school students, leaving a population gap at the university level. By investigating undergraduate students, this study aims to provide a more comprehensive understanding of how these variables interact and influence speaking achievement in higher education contexts. Accordingly, this study addresses the following research questions:

- 1) Is there an important link between students' speaking strategy and their speaking achievement?
- 2) Is there an important link between students' motivation in speaking and their speaking achievement?
- 3) Which independent variable between students' speaking strategies or motivation have the dominant effect on students' speaking achievement?

METHOD

This study employed a quantitative approach using a correlational design with multiple regression analysis to examine the relationships among students' speaking strategies, motivation, and speaking achievement. A correlational design is appropriate for identifying the degree of association among variables and determining whether they vary concurrently (Creswell, 2012). This design allowed the researcher to investigate how the independent variables contributed to variations in students' speaking performance.

The population of this study consisted of 36 third-semester students of the English Education Department at the University of Islam Malang. This study employed a total sampling technique, in which all members of the population are included as research participants (Sugiyono, 2007). This technique was selected because the population size was relatively small and manageable, allowing the researcher to obtain comprehensive and representative data from all students. All participants were drawn from two Survival Speaking classes, meaning that the entire population also served as the research sample. The participants were specifically chosen because they had completed the Survival Speaking course in the previous semester, making them suitable for examining speaking performance at the university level. This selection ensured that all respondents shared relevant academic experience related to the research variables, thereby supporting the accuracy and relevance of the findings.

Data were collected using questionnaires and students' speaking achievement scores. Two questionnaires were administered to measure the independent variables. The first instrument was the Strategy Inventory for Language Learning (SILL) Version 7.0 developed by Oxford (1990), consisting of 50 items covering six categories of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. The second instrument was a motivation questionnaire adapted from Husin and Supardi (2015), consisting of 20 items designed to measure intrinsic and extrinsic motivation. A Likert scale was used to record participants' responses. Speaking achievement was measured using students' final scores from the Survival Speaking course, which represented their actual speaking performance.

The questionnaires were distributed online via Google Forms, and the links were shared through WhatsApp to facilitate efficient data collection. To ensure accurate responses, each questionnaire item was accompanied by an Indonesian translation so that participants could clearly understand the statements. Students' speaking scores were obtained from course records provided by the lecturer.

The collected data were analyzed using multiple linear regression in IBM SPSS Statistics version 27 to determine the relationships among speaking strategies, motivation, and speaking achievement, as well as to identify the relative contribution of each independent variable.

FINDINGS AND DISCUSSION

This section reports the results of the statistical analyses and discusses the implications in relation to the research objectives and previous studies. The findings address the relationships among speaking strategies, motivation, and speaking achievement, and further examine which variable demonstrates a more dominant influence on students' speaking achievement.

Findings

Table 1. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SILL	36	130	250	185.86	32.961
Motivation	36	57	100	78.36	12.613
Speaking Achievement	36	60.00	95.00	75.6625	9.52787
Valid N (listwise)	36				

Descriptive statistics were calculated to describe students' speaking strategies, motivation, and speaking achievement. The results show that the mean score for speaking strategies was 185.86 and the Std. Deviation was 32.961, which corresponds to an average of 3.71 per item, indicating a high level of strategy use based on Oxford's classification.

Students' motivation had a mean score of 78.36 and the Std. Deviation was 12.613, which falls into the high motivation category according to Husin and Supardi's criteria. This indicates that the students have high motivation toward their speaking achievement.

Meanwhile, speaking achievement scores ranged from 60 to 90, with a mean of 75.66 and the Std. Deviation was 9.527, indicating that students generally performed at a level between good and excellent. It means that the students perform at high academic levels.

Table 2. The Result of Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.326	10.302		6.341	.000
	SILL	-.022	.097	-.077	-.231	.818
	Motivation	.185	.253	.245	.732	.470
a. Dependent Variable: Speaking Achievement						

Based on the regression output, the constant value is 65.326. It indicates that if speaking strategies and motivation are assumed to be zero, the speaking achievement values would be 65.326. The regression coefficient of students' speaking strategy is -

0.022, which indicates that students' speaking strategy has a negative relationship. This means that for every one-unit increase in students' speaking strategies, the speaking achievement score decreases by 0.022 points, assuming the students' motivation remains constant. However, this effect is very small.

Meanwhile, the regression coefficient of students' motivation in speaking is 0.185, which shows a positive relationship. It means that for every one-unit increase in motivation, the speaking achievement score increases by 0.185 points, assuming students' speaking strategy is constant.

However, based on the significance values, students' speaking strategy (0.818) and students' motivation in speaking (0.470) both have significance values higher than 0.05. This shows that neither SILL nor Motivation has a statistically significant impact on speaking achievement in this study.

Although neither predictor was statistically significant, motivation showed a relatively higher standardized coefficient than speaking strategies, indicating that it was the more dominant variable among the two predictors. Based on Table 2. The analysis showed that the beta value for motivation is 0.245, while the beta value for speaking strategy is -0.077. Since the value of motivation is higher than that of speaking strategy, it can be concluded that motivation is a more dominant variable in influencing students' speaking achievement at the University of Islam Malang. This indicates that students' motivation played a slightly more significant role in their speaking achievement compared to the speaking strategies they use.

Discussion

The findings indicate that students' speaking strategies did not significantly correlate with their speaking achievement. This result contrasts with previous studies reporting positive relationships between strategy use and speaking performance (Sari et al., 2024; Lismiyati et al., 2022). One possible explanation is that although students reported frequent use of strategies, the negative beta value suggests that the strategies applied may not have been effectively aligned with the spontaneous communicative demands of the speaking assessment. In performance-based speaking contexts, learners are required to produce language immediately, which depends heavily on their linguistic resources. Linguistic competence, which includes vocabulary mastery, grammatical knowledge, and pronunciation accuracy, forms the foundational component of communicative ability. Therefore, students with stronger linguistic competence may achieve higher speaking scores regardless of their frequency of strategy use, while those with limited linguistic resources may struggle despite employing multiple strategies.

Similarly, motivation was not found to have a significant relationship with speaking achievement. This finding is consistent with previous research showing that motivation does not always predict academic achievement (Lena et al., 2022; Agustina et al., 2021). Although students reported high levels of motivation, motivation may function

primarily as a facilitating factor that encourages participation rather than as a direct determinant of achievement. Another possible explanation relates to the characteristics of Generation Z learners. Research indicates that Generation Z students tend to prefer technology-supported, independent, and task-oriented learning styles (Shorey et al., 2021). These tendencies may influence how motivation operates in learning contexts, as students may demonstrate situational engagement without necessarily sustaining long-term effort. As a result, motivation may affect students' participation in speaking activities without directly influencing their achievement scores.

Although neither speaking strategies nor motivation showed statistically significant effects, motivation demonstrated a relatively higher standardized coefficient than speaking strategies, suggesting that it was the more dominant variable among the two predictors. This indicates that motivation may serve as a psychological foundation that supports learners' engagement in speaking activities, even though it may not independently determine performance outcomes. Such findings support the view that language achievement is influenced by multiple interacting factors rather than a single variable. Previous studies have also suggested that motivation contributes to learning engagement but does not guarantee higher achievement (Lena et al., 2022). Therefore, speaking achievement appears to be shaped by a combination of linguistic, psychological, and contextual factors, with linguistic competence and learning characteristics potentially exerting stronger effects than strategy use or motivation alone.

CONCLUSION

This study investigated the relationship between students' speaking strategies, motivation, and speaking achievement among third-semester students of the English Education Department. The results revealed that neither speaking strategies nor motivation showed a statistically significant correlation with speaking achievement. Although students reported high levels of strategy use and motivation, these factors did not directly translate into higher speaking scores. This suggests that the effectiveness of learning strategies depends more on their appropriate application in real communicative situations rather than on their frequency of use.

Furthermore, motivation, while slightly more dominant than speaking strategies, functioned mainly as a supportive factor that encouraged students' participation rather than as a direct predictor of achievement. These findings indicate that speaking performance is influenced by multiple interacting variables, particularly linguistic competence, which includes vocabulary knowledge, grammar mastery, and pronunciation ability. Without sufficient linguistic resources, students may struggle to perform well in speaking tasks even when they are highly motivated and actively using strategies.

Overall, this study highlights that speaking achievement cannot be explained solely by strategy use or motivation. Instead, it should be understood as the result of a complex interaction among cognitive, linguistic, and psychological factors. Therefore,

future research should explore additional variables that may have a more direct impact on speaking performance, such as linguistic competence, performance anxiety, and learners' generational learning characteristics, in order to gain a more comprehensive understanding of factors influencing speaking achievement.

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