The Correlation between Self-Regulated Learning and Learning Motivation toward Speaking Skill

Hana Pusvita Sari[1*], Yudhi arifani [2], Ulfatul Ma'rifah [3]

[1, 2,3] *Department of English Language, Faculty of Teacher Training and Education, Universitas Muhammadiyah Gresik.*

hanapusvita577@gmail.com [1], yudhi_arif@umg.ac.id [2], ulfamarifah@umg.ac.id [3]

*Corresponding e-mail: hanapusvita577@gmail.com

Abstract: This study aims to determine the correlation between self-regulated learning and learning motivation, which one has more influence on speaking skills. The research sample consisted of 52 students of twelfth grade (XII) at SMA N 1 Mantup in the academic year 2024/2025. The researcher used a quantitative approach, and applies a multipale correlational research design. The research employed speaking tests and questionnaires, to test student's SRL and learning motivation by using questionnaires and to test students speaking skills by using a speaking test. The result found that learning motivation shows a more significant influence on speaking skills than SRL. Learning motivation more directly influences key behaviors in language learning, such as active participation in speaking activities and the desire for further practice, which promotes effective language development. Motivation becomes the prime mover that triggers participation and perseverance in learning efforts. The research findings indicate that learning motivation has a more dominant role in improving students' speaking ability.
Keywords: Self-Regulated Learning; Learning Motivation; Speaking Skill

INTRODUCTION

Speaking is the most important language skill because it contributes greatly to human communication (Arifin et al., 2022; Maruf & Helingo, 2022; Zuhri et al., 2021). The ability to communicate effectively in a second or foreign language is an important component of language proficiency (Kamil, 2024), and researchers have explored various theories and models to uncover the factors that influence learner success in this area. Also, the ability to communicate clearly and effectively not only facilitates successful social interactions, but also provides significant advantages in achieving academic and career goals (Maruf, 2023; Maruf & Anjely, 2020). One of the key aspects in understanding the factors that influence the development of speaking skills is through the lens of SRL and learning motivation, according to (Bandura, 1991; Maruf & Halyna, 2023).

As conceptualized by Zimmerman, (1989) SRL is students' control over their learning activities, setting goals, monitoring their progress, and applying strategies to achieve desired results. This theoretical framework emphasizes the active role of learners in managing their learning experiences and highlights the importance of self-regulatory behavior in promoting academic achievement and skill development. Pintrich et al., (1993) state in language learning the

biggest factor influencing success in learning is motivation. Where they have high learning motivation is often associated with success in acquiring better speaking skills. Another statement by (Zimmerman, 2000) motivation can build and maintain positive beliefs in learning. A. S. Putra et al., (2017) State Motivation can have a positive influence and effect on students to make them feel happy to improve their speaking skills. Motivation exists in our minds and influences our bodies to move and act to achieve our goals. In addition, learning motivation is the application of learning goals and related strategies, not directly related to either extrinsic motivation or intrinsic motivation.

The background of foreign language learning, especially English in SMAN 1 Mantup, is faced with various challenges. Many factors make English learning unsuccessful, such as difficulties in speaking English well among students. Most of them are less interested in learning English and some of them have difficulty speaking in front of the class. This is due to the lack of student motivation to learn English. Also, they lack SRL which is that makes them less motivated in learning English. In recent years, there has been research on the influence of SRL and students speaking skills (Mega, 2023; Mahendra et al., 2020; Rum & Allo, 2023). Other research also has only find out a correlation between students' learning motivation and students speaking performance (Suta, 2020; Lismiyati et al., 2021; T. E. Putra & Narius, 2017; Hasbawati, 2018).

Therefore, based on previous research which still only uses two variables SRL has a significant correlation to student speaking, as well as learning motivation which also has a significant correlation to student speaking. However, in previous researchs, it was not known which one of SRL and learning motivation had a greater influence on students speaking skills. So in this research to find out which one of SRL and learning motivation has more influence on students speaking' skills.

METHOD

The research design in this study was a applies a multiple correlational research design. Correlation quantitative research is research to help identify relationships between variables without manipulating them (Suryani, 2015). The quantitative approach allows real research data to be recorded in the form of numbers, making it easier to analyze and interpret the data using a statistical approach. With SRL and learning motivation as independent variables and student speaking ability as the dependent variable. To see the self-regulated learning, the researcher uses a questionnaire adopted from The Self-Regulation Questionnaire (SRQ) by Brown and Miller (1999). The second questionnaire was used to find out student learning motivation, using the statements adopted from the Attitude/Motivation Test Battery (ATMB) by the Gardner questionnaire. To know students' speaking skills, the researcher assessed oral tests, then the speaking tests using the scale rating score by David P. Harris. The latest validity and reliability tests state that the instrument is very easy to understand and effective to use and has a scale of 0.868 on Cronbach's alpha coefficient test. To see the correlation between self-regulated learning and learning motivation, which one has more influence on students' speaking skills. The researcher used Multiple Correlation analysis. The data was measured using the interpretation of the correlation coefficient. As (Sugiyono,2012: 184) staated as follows: (1)0.00 – 0.199 = very weak, (2) 0.20 – 0.399 = weak, (3) 0.40 – 0.599 = moderate, (4) 0.60 – 0.799 = strong , (5) 0.80 – 1.00 = very strong.

After knowing the type of correlation, then find the significance value will be measured using a specific number, H0 is accepted if the significance value is > 0.05, but H0 is declined if the significance value is < 0.05. the final score was used to answer if there was a positive or negative significance or not significance and to know which one between self-regulated learning and learning motivation has more influence on students' speaking skills.

RESULT AND DISCUSSION

Self-Regulated Learning

The researcher used a questionnaire to measure the student's self-regulated learning. The construct of the questionnaire is adopted from The Self-Regulation Questionnaire (SRQ) by Brown and Miller (1999) with total items is 21, the indicators are as follows:

Table 1.

Self-Regulation Questionnaire (SRQ)

Variable		Indicators	Question Number	Total Question
Self-Reguated Learning (X_1)	1	Receiving relevant information	1, 8, 36	3
	2	Evaluating the information and comparing it to norms	2, 16, 23	3
	3	Triggering change	10, 24, 45	3
	4	Searching for options	25, 32, 39	3
	5	Formulating a plan	19, 26, 33	3
	6	Implementing the plan	41, 55, 62	3
	7	Assessing the plans effectiveness	49, 56, 63	3

Adopted : Brown, Miller, & Lawendowski, The self-regulation questionnaire (SRQ). 1999, p.281-292

To measure students' classification of self-regulated learning, the researcher used the table below, Gay in Anas (2015) indicated the scale to classify the gained percentage of self-regulated learning questionnaire the result shows as follows:

Table 2.

Distribution of the Self-Regulated Learning Classification

Interval	Classificstion	Frequency
85-100	Very High	8 students (15%)
65-84	Haigh	43 students (83%)
55-64	Fair	1 student (2%)
35-54	Low	0 student
0-34	Very Low	0 student

The validity using Bivariate correlation. If the Pearson correlation of an item is higher than the r-table, it means that the item is significantly correlated with the total score, which indicates that the item is valid. r-table for df = (N-2) with a significance level of $\alpha = 0.05$ (2-tailed). Testing the reliability is 0,860.

Learning Motivation

The researcher used a questionnaire to measure the students' learning motivation. The construct of the questionnaire is adopted the Attitude/Motivation Test Battery (ATMB) by Gardne, with total items is 30, the indicators are as follows:

Table 3.
Indicators of Extrinsic Motivation

Aspects	Indicators	Question Number

Teachers	Teacher gives reward to students.	1, 2, 3, 4, 4,
	Teacher becomes an inspiration.	5, 6
	Teacher uses interesting method in teaching.	
Parents	Asking students to follow English private course.	7, 8, 9, 10,
	Helping students to overcome difficulties.	11, 12
	Giving rewards to students.	
Environment	The situation in the classroom is very interesting.	13, 14, 15,
	Students are easy to speak wherever they are.	16, 17, 18
	Students have high confidence to speak.	

To measure students classification of SRL, the researcher used the table below, Gay in Anas (2015) indicated the scale to classify the gained percentage of SRL questionnaire the result show as follow:

Table 4. Distribution of the Self-Regulated Learning Classification

Interval	Classificstion	Frequency
85-100	Very Good	7 students (13%)
70-84	Good	28 students (54%)
55-69	Okay	17 student (33%)
25-54	Poor	0 student
0-24	Very Poor	0 student

The validity using Bivariate correlation. If the Pearson correlation of an item is higher than the r-table, it means that the item is significantly correlated with the total score, which indicates that the item is valid. r-table for df = (N-2) with a significance level of $\alpha = 0.05$ (2-tailed). Testing the reliability is 0,868.

Speaking Skill

To know students' speaking skills, students were assessed by oral tests. In this study, the researcher took students' speaking skill scores from an English teacher using the assessment rubric used for speaking tests. The test was evaluated into three criteria: vocabulary, pronunciation, and fluency. The three criteria are the components of speaking skills and this study will use the scale rating score of David P. Harris. To measure students' classification of SRL, the researcher used the table below, Gay in Anas (2015) indicated the scale to classify the gained percentage of SRL questionnaire the result shows as follows:

Table 5.
Distribution of the Speaking Skill Classification

Interval	Classificstion	Frequency
85-100	Very Good	7 students (13%)
70-84	Good	28 students (54%)
55-69	Okay	17 student (33%)
25-54	Poor	0 student
0-24	Very Poor	0 student

Correlation between SRL toward Speaking Skill

The researcher used Person Product Moment to analyze whether "Is there any significant correlation between SRL toward speaking skills?". The results of the correlation will be presented in the following table:

Table 6.
The result of Correlation between X_1 and Y

Correlations

		X1	Y
X1	Pearson Correlation	1	,444**
	Sig. (2-tailed)		,001
	N	52	52
Y	Pearson Correlation	,444**	1
	Sig. (2-tailed)	,001	
	N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).

The computation showed the Pearson correlation coefficient between X_1 (self-regulated learning) and Y (speaking skill) is 0.444 indicating a moderate positive colleration between SRL and speaking skill. However, the significance value $0.001 < 0.05$, meaning that is a positive significant correlation. Thus, there is strong evidence to reject the null hypothesis (H0) and support the alternative hypothesis (Ha), namely that there is a positive correlation between SRL and speaking skills. If students have increased SRL, their speaking skill also tends to increase. Conversely, if students have decreased SRL, then their speaking skill also tends to decrease.

From Brown et al.s (1999) theory that language learners must take ownership of their learning to succeed. This autonomy is a cornerstone of SRL, where students independently plan, execute, and evaluate their learning strategies. On the other hand, the study conducted by (Rum and Allo, 2023), showed that their study SRL has a significant correlation between speaking skills. As well as these findings support research by (Mega, 2023) who also states that there is a significant correlation between SRL and students' speaking performance at MA Darul Hikmah Pekan Baru, in his research showing a moderate correlation with that the value r is 0.567. The implications of these findings suggest the importance of improving student SRL to improve student speaking skills, as stated (Brown, Miller 1999) that the self-regulation releted to learner autonomy is considered helpful in improving students speaking skills.

Correlation between Learning Motivation toward Speaking Skill

The researcher used Person Product Moment to analyze whether "Is there any significant correlation between learning motivation toward speaking skills?". The results of the correlation will be presented in the following table:

Table 7.
The result of Correlation between X_2 and Y

Correlations

		X2	Y
X2	Pearson Correlation	1	,702**
	Sig. (2-tailed)		,000
	N	52	52
Y	Pearson Correlation	,702**	1
	Sig. (2-tailed)	,000	
	N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).

The computation showed that the coefficient of correlation between X_2 (learning motivation) and Y (speaking skill) is 0.702 indicating a strong positive correlation between learning motivation and speaking skill. However, the significance value $0.000 < 0.05$, meaning that is a positive significant correlation. Thus, there is strong evidence to reject the null hypothesis (H0) and support the alternative hypothesis (Ha), namely that there is a positive correlation between learning motivation and speaking skills. If students have increased learning motivation, their speaking skill also tends to increase. Conversely, if students have decreased learning motivation, their speaking skill also tends to decrease.

The study conducted by the researcher, the result shows that learning motivation toward speaking skills indicates a positive correlation in the strong correlation category, which means that an increase in students learning motivation can result in a positive increase in students speaking skills. The results clearly show that learning motivation has a positive impact on students speaking skills. Gardner's AMTB highlights the role of both types of motivation in language learning success. Students with positive attitudes and motivation perform better, especially in term of communication skills like such as speaking.

The findings of this study are in line with existing theory, which emphasizes that motivation significantly impacts students' speaking skills. Highly motivated students are more persistent, proactive and engaged, leading to greater fluency, accuracy and confidence gains. By understanding and nurturing motivation, educators can help students unlock their potential to communicate effectively in English. On the other hand, the study conducted by (Putra et al., 2017), (Yuliana, 2018), and (Suta, 2020) showed that their study found that there was a significant correlation between motivation and speaking skills.

Correlation between SRL and Learning Motivation toward Speaking Skill

The researcher used Person Product Moment to analyze whether "SRL and learning motivation Which one has more significant influential toward speaking skills?". The results of the correlation will be presented in the following table:

Table 8.
The result of Correlation and Coefficient Determination X_1, X_2 toward Y
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	30,526	8,912		3,425	,001		
	X1	,147	,131	,130	1,125	,266	,757	1,320
	X2	,500	,090	,638	5,528	,000	,757	1,32

The computation showed the regression coefficient (B) for X_1 is 0.147 with a value of t is 1.125 and a significance value is 0.266. Because the significance value is 0.266 > 0.05, the coefficient of X_1 is not statistically significant. This means the variable X_1 has no significant effect on Y in this model. While the regression coefficient (B) X_2 is 0.500 with a value of t 5.528 and a significance value is 0.000. Since the significance value is 0.000 < 0.05, the X_2 coefficient is statistically significant. This shows that X_2 has a significant effect on Y in this model. It can be concluded variabel X_2 (learning motivation) has more influence on the Y (speaking skill) than X_1 (SRL). This influence is greater both in terms of regression coefficient value, standardized coefficient (Beta), and statistical significance.

The result shows that learning motivation has more influence on speaking skills than SRL, which means the influence of learning motivation was more prominent than SRL when predicting speaking skills. While SRL offers a framework for independent and active management of learning tasks, its efficacy may be contextually dependent on factors such as the availability of structured support and learner readiness. On the other hand, learning motivation appears to exert a more direct and powerful influence on language performance, supporting the view that desire, effort and a positive attitude towards learning significantly promote language development.

Motivation influences key behaviors such as active participation in speaking activities, seeking additional practice opportunities, and as a key driver in language learning. This is in line with Gardner's (1985) theoretical statements, which highlight motivation as a key driver of second language acquisition, and emphasize the role of intrinsic and extrinsic motivation in language acquisition. Motivated students, driven by internal desires (intrinsic factors) or external rewards (extrinsic factors), tend to show better levels of engagement, perseverance and results in their learning efforts. Empirical studies, such as those conducted by Putra et al. (2017) and Istianti (2013), also found that high student motivation is positively correlated with improved speaking ability, reflecting a consistent pattern of better academic performance and language acquisition.

CONCLUSION

Based on the findings and results of the study, the researcher concluded that learning motivation shows a more significant influence on students' speaking skills than self-regulated learning at twelfth-grade students of SMA N 1 Mantup in the 2024/2025 academic year. The regression coefficient for learning motivation the regression coefficient (R^2) is 0.500 with a value of t is 5.528 and a significance value is 0.000 < 0.05, is higher than SRL the regression coefficient (R^2) is 0.147 with a value of t is 1.125 and a significance value is 0.266 > 0.05. Learning motivation more directly influences key behaviors in language learning, such as active participation in speaking activities and the desire for further practice, which promotes effective language development.

In this study, the researcher has a different contribution to Previous research. In this study, the researcher used three variables to find out which of the SRL and learning motivation has more influence on students speaking ability than the previous study which still focused on

two variables. Previously, there were differences in the questionnaires used and there were no categories of results from the results studied. In this study, there are categorical indications from the research results. Also there are different research participants from previous researchers. in previous studies had a different focus from participants such as in junior high school groups, vocational schools, and college students.

This study has several limitations, including the narrow scope of the sample and focus on one school, limiting the generalizability of the findings to a broader context. In addition, this study did not comprehensively take into account external factors such as socioeconomic status or cultural influences that may affect learning outcomes. For future research should include a wider sample across different regions to improve the generalizability of the results. Researchers also hope that there will be design and test specific interventions aimed at increasing motivation and SRL to measure their impact on speaking skills.

ACKNOWLEDGMENT

REFERENCES

Arifin, S., Arifani, Y., Maruf, N., & Helingo, A. (2022). A Case Study of EFL Teacher Scaffolding of an ASD Learner's Shared Reading with a Storybook App. *Journal of Asia TEFL*, *19*(4). https://doi.org/10.18823/asiatefl.2022.19.4.6.1234

Bandura, A. (1991). Social Cognitive Theory of Self-Regulation. *Organizational Behavior and Human Decision Procces 50, 248-281 (1991).*

Hasbawati. (2018). The Student's Learning Motivation in Speaking Course at the Third Semester of English Program Tarbiyah Departement in IAIN Parepare. *New England Journal of Medicine*, *372*(2), 2499–2508.

Kamil, A. T. (2024). *Exploring the Relationship Between Students ' Listening to English Pop Songs and Vocabulary Mastery*. *1*(1), 39–53.

Lismiyati, L., Simaibang, B., & Mulyadi, M. (2021). *Correlations among learning strategy , learning motivation , and speaking ability of students in junior high school*. *6*(3), 683–688.

Mahendra, I. G. A. B., Adnyani, L. D. S., & Budiarta, L. G. R. (2020). The Impact of Flipped Learning 3.0 and Self Regulated Learning Toward Eleventh Grade Student's Speaking Performance in SMA Negeri 1 Sukasada. *International Journal of Language and Literature*, *4*(3), 111–122. https://doi.org/10.23887/ijll.v4i3.30296

Maruf, N. (2023). The Interplay Of Teachers' Beliefs, Attitudes, And The Implementation Of Differentiated Instruction In Indonesian Efl Contexts. *English Review: Journal of English Education*, *11*(2). https://doi.org/10.25134/erjee.v11i2.7251

Maruf, N., & Anjely, A. M. R. (2020). Utilizing Cooperative Integrated Reading and Composition (CIRC) with mobile Learning to Enhance Students' Reading Comprehension. *British (Jurnal Bahasa Dan Sastra Inggris)*, *9*(2), 10–19.

Maruf, N., & Halyna, K. (2023). Investigating EFL Teachers' Perceptions and Meanings on Digital Storytelling in Language Learning: A Narrative Approach. *JEELS (Journal of English Education and Linguistics Studies)*, *10*(2). https://doi.org/10.30762/jeels.v10i2.912

Maruf, N., & Helingo, A. (2022). Assessment Strategy to Rectify EFL Students' Performance: A Need Analysis. *JET ADI BUANA*, *7*(02). https://doi.org/10.36456/jet.v7.n02.2022.6191

Mega, L. (2023). *The Correlation Between Students' Self-regulated Learning and Their Speaking Performance at Ma Darul Hikmah Pekanbaru*.

Pintrich, P. R., Smith, D. A. F., Garcia, T., & Mckeachie, W. J. (1993). Reliability and Predictive Validity of the Motivated Strategies for Learning Questionnaire (Mslq). *Educational and Psychological Measurement*, *53*(3), 801–813. https://doi.org/10.1177/0013164493053003024

Putra, A. S., Education, E., Program, S., Training, T., & Faculty, E. (2017). *The Correlation Between Motivation And*. *II*(1), 36–57.

Putra, T. E., & Narius, D. (2017). The Relationship Between Students' Motivation in learning Speaking and Speaking Ability of English Department Students of Universitas Negeri Padang Academic Year 2017. *English Language Teaching*, *7*(1), 303–330.

Rum, E. P., & Allo, M. D. (2023). *The Analysis of Self-regulated Learning in Improving Speaking at the Classroom Context*. *2*(1), 25–31.

Suta, R. R. (2020). *The Correlation Between Motivation and Speaking Perfomance of the Eleventh Grades at SMAN 1 Jenangan Ponorogo*. *January*.

Zimmerman, B. J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. *Journal of Educational Psychology*, *81*(3), 329–339. https://doi.org/10.1037/0022-0663.81.3.329

Zimmerman, B. J. (2000). Attaining self-regulation : A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation. *Handbook of Self-Regulation*, 13–39.

Zuhri, S., Anwar, K., & Maruf, N. (2021). The correlation between extensive reading , critical reading , and self- esteem in students ' reading abilities. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *4*(3).