

**A SURVEY OF SELF-REGULATED MOTIVATION IN SPEAKING  
ENGLISH AMONG INDONESIAN UNIVERSITY STUDENTS**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



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## STATEMENT OF WORK'S ORIGINALITY

Sincerely, I claim that the thesis I've written is entirely original, with the exception of what I've cited in quotations and references. There is no other degree or purpose for which this thesis has ever been submitted.

I affirm that the information in this thesis is the result of my efforts to earn a degree, and all of the help I received in putting this thesis together is acknowledged in the references.

Yogyakarta August 18, 2022



The Researcher

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Handwritten signature of Indan'widya Kumalasari.

## MOTTO

“It does not matter how slowly you go as long as you do not stop.”

- Confucius

“Motivation? What more do you need than pride!” - Tadashi Yamaguchi



## DEDICATION

I dedicate my thesis to:

1. My parents, to my supportive Dad and Mum, thank you for keep believing in me. I am grateful for your support and prayers. This thesis would not exist without your love and the wish to see both of you standing when i recieve my diploma.
2. My sister, Ayu, thank you for listening to my cry, laugh, and rant about my college life. You indirectly teach me so many things in college life. Your support as sister and friend is what keep me motivated in college years.
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9. *Last but not least, thank you me, for keep going through despite the sweat, blood, tears. We can close this chapter in our life.*

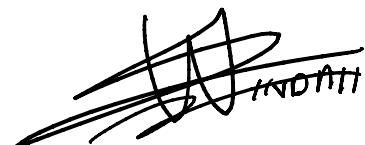
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*Assalamu'alaikum Warohmatullohi Wabarokatuh*

Alhamdulillah, praise and thanks be to Allah SWT, who has granted affection and fluency in finishing a thesis titled " **A SURVEY OF SELF-REGULATED MOTIVATION IN SPEAKING ENGLISH AMONG INDONESIAN UNIVERSITY STUDENTS** " as a student of the English Study Program at the Islamic University of Indonesia. We continually pray for His presence. There is no simple way to pass without Allah SWT's favor and goodwill. I faced numerous challenges over my extensive academic journey and while writing this thesis, but I was ultimately successful in completing it with the help of several different people. The researcher's gratitude goes to my thesis supervisor Mr. Willy Prasetya S.Pd., M.A, who has helped and guided him to be patient in preparing this thesis. All of his advice is invaluable. The researcher also thanks to the lecturers of the English Education Department, Islamic University of Indonesia, for the knowledge given, support in learning, and valuable insights for my future life.

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Yogyakarta, August 29 2022



Indah Widya Kumalasari

## TABLE OF CONTENT

### A SURVEY OF SELF-REGULATED MOTIVATION IN SPEAKING

ENGLISH AMONG INDONESIAN UNIVERSITY STUDENTS.....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
STATEMENT OF WORK ORIGINALITY .....	iv
MOTTO .....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENT .....	viii
LIST OF TABLES .....	xi
LIST OF FIGURE.....	xii
LIST OF APPENDICES.....	xiii
ABSTRACT.....	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Background of Study .....	1
1.2 Formulation of the Problem.....	3



1.3 Objective of the Study .....	3
1.4 Significances of the Study .....	3
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>4</b>
2.1 Self-Regulated Motivation .....	4
2.2 Self-Regulated Motivation in Speaking of English Foreign Language (SRMIS-EFL) .....	7
2.3 Review of Related Literature.....	8
2.4 Theoretical Framework .....	10
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>11</b>
3.1 Research Design .....	11
3.2 Population and Sample .....	11
3.2.1 Population .....	11
3.2.2 Sample .....	12
3.3 Data Collecting Technique .....	13
3.3.1 Data Analysis Technique .....	13
3.3.2 Reliability .....	14

3.3.3 Validity .....	14
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>16</b>
4.1 Research Findings .....	16
4.1.1 The Ration of Overall Factors .....	16
4.1.2 Task Value Activation .....	18
4.1.3 Regulation of Affect .....	19
4.1.4 Regulation of Peers.....	21
4.1.5 Regulation of Learning Enviroment.....	22
4.2 Discussion.....	23
<b>CHAPTER V CONCLUSION .....</b>	<b>26</b>
5.1 Conclusion.....	26
5.2 Recommendation.....	27
<b>REFERENCE .....</b>	<b>29</b>
<b>APPENDICE .....</b>	<b>31</b>

## LIST OF TABLES

Table 3.1 Result of Reliability Analysis.....	14
Table 3.2 Result of Validity Analysis .....	14
Table 4.1 Ranking of the Four Self-Regulated Motivation.....	16
Table 4.2 Descriptive Statistic of Task Value Activation .....	18
Table 4.3 Descriptive Statistic of Regulation of Affect .....	20
Table 4.4 Descriptive Statistic of Regulation of Peers.....	21
Table 4.5 Descriptive Statistic of Regulation of Learning Environment .....	22



## LIST OF FIGURE

Figure 1 .....10



## LIST OF APPENDICES

Appendix 1.....	31
Appendix 2.....	36



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**ABSTRACT**

Since English is now widely use in communication, speaking has become a mandatory skill to improve. There are many challenges when learning a foreign language. Self-regulated learning is one of the strategy, and for SRL to work effectively, one must have a self-regulated motivation (SRM). There are not many SRM study in EFL background, especially in speaking context. A study conducted by Uztosun (2017) created a scale to measure Self-Regulated Motivation in Speaking (SRMIS) for EFL learners. The purpose of the current study is to pinpoint the variables that have the greatest impact on Indonesian college students' SRMIS. To determine which factor influences students' SRMIS the most, the study used a survey approach with 130 participants and a questionnaire with 22 items on a 5-Likert scale to assess the four Uztosun factors of SRMIS: task value activation, regulation of affect, regulation of peers, and regulation of learning environment. The participants were English Language Education Department majors from the 2018 cohort at a private university in

Indonesia. According to the descriptive analysis, the two most important factors are task value activation (4,17) and regulation of affect (3,85). The lowest scores are for regulation of peers (3,48) and regulation of learning environment (3,36). The results also show that individuals can inspire themselves to speak English more fluently and that they speak the language out of their own interest.

*Keyword :Self-Regulated Learning, Self-Regulated Motivation, SRMIS, Uztosun's SRMIS scale*



## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of Study

Self-regulated learning (SRL) is one strategy for navigating the challenges of learning a foreign language (Ore et al. 2018). Ryan & Deci (2000), stated that Self-regulated learning (SRL) is the method by which students can change their mental skills , like verbal aptitude, into academic performance skills, like writing, by self-directed processes and self-beliefs. Zimmerman (1990) explained that students that engage in self-regulated learning have become active participants in their own learning from a metacognitive, motivational, and behavioral perspective.

Wolters (2003) referred SRL as the regulation of several components of learning, such as the regulation of cognitive skills and strategies, metacognition, and motivation. Wolter emphasised on the regulation of motivation, also known as Self-Regulated Motivation (SRM), as it establishes the degree to which students increase their willingness to engage in or complete a specific action or objective. This perspective sees SRM as one of the pillar of SRL and highlights that self-regulated learners are extremely motivated people (Zimmerman, 1990). As it can be seen , SRM and SRL are not separate concept, instead SRM and SRL are connected.

The idea of SRM is relevant to self-determination theory (SDT), a concept by Deci & Ryan (2008) which is concerned with how self-determined and motivated an individual's activities are. Deci & Ryan (2008) differentiated between several



forms of motivation. The most fundamental contrast is between extrinsic motivation, which is doing something because it results in a separate end, and intrinsic motivation, which refers to doing something because it is naturally interesting or enjoyable (Ryan and Deci 2000). SRM is closely related to instricive motivation. According Wolters & Benzon (2013), SRM has at least three major components: knowledge of motivation, monitoring of motivation, and control of motivation. The students' meta-level understanding, which reflects their knowledge or views about motivation, is the first components. For instance, this knowledge can contain students' opinions on the subjects, fields, or activities they find fascinating, entertaining, or intrinsically motivated (Wolters and Benzon 2013). Self-regulated of motivation in speaking (SRMIS), a research term used by Uztosun (2021), is a measure of how much students control their intrinsic motivation to become more proficient communicators.

In 2013, Indonesia had created and applied the new curriculum of 2013 (K13), the creation of this new curriculum in Indonesia places a focus on students being proactive in their quest for knowledge. SRM is important as from previous explanation; with the awareness of students' own work and self-evaluation on themselves it can be beneficial to the new teaching-learning technique of the new curriculum in Indonesia. Therefore, this study seek the dominant factor of SRMIS on college students level. The study uses a recently made SRMIS scale by Uztosun (2017) in a form of 22 questionnaires. The questionnaire will be distributed to 130 students of batch 2018 due to their experience in speaking class. The result may suggest future learning enviroment to improve the factor needed for the students.

## **1.2 Formulation of the Problem**

This study researched on the dominant factor of self-regulated motivation of Indonesian college learners, where the learners have experiences in speaking English. They integrated themselves and their daily communication (written or verbal) in English language.

“What is the highest factor of SRMIS among Indonesian college EFL learners ?”

## **1.3 Objective of the Study**

This study aims to identify the SRM factor that has the most influence of college students Indonesian college EFL learners.

## **1.4 Significances of the Study**

The result of this study will give answer from different participant with different Environment and perspective. In-depth study of SRM will provide clear view on how teacher or educator can improve learners“ metacognitive skill and their self-awareness in studying English. The factors of self-regulated motivation may link to learners“ higher achievement. Furthermore, learners will be able to understand the underlying foundation of self-regulated motivation, which can be used as self-improvement. In addition, the result of the study will be a new insight for the future study that will research the same idea.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Self-Regulated Motivation

The word "self-regulation" refers to learning that is led by *metacognition*; metacognition is the awareness that learners have of their general academic strengths and weaknesses according to Winne and Perry (2000). It means that the awareness of own's ability to learn force/push people (in this case learners) to reach for the goal of what their need.

Another definition by Schunk (2005) self-regulation, also known as self-control, is an active, constructive process in which learners set learning goals and then seek to monitor, regulate, and manage their cognition, motivation, and behavior, led and constrained by their goals and the context in which they are learning. Schunk believes that as long as learners have strong will to reach for their academic achievement then the learning process of reaching it defines self-regulation learning.

Moreover in psychology side, self-regulated or self-control is defined by Kuhl and Kazén (2006) as a highly adaptable ability. Effective self-regulation promotes health-promoting habits, psychological well-being, and strong job performance. At all stages of life, self-regulation is essential for successful completion of adaptive developmental activities (Halfon et al. 2017) . According to Halfon (2017) self-regulation, even before formal schooling, lays the framework for learning in young children, according to a growing number of evidence. After controlling for child IQ and early achievement levels, self-regulation in preschool and during the transition

to kindergarten, for example, has been found to be a distinct predictor of academic achievement gains.

Next, motivation is defined by Ryan & Deci (2000) as the drive or urge for someone to act. Thus, someone who lacks inspiration or urge to perform is said to be unmotivated, whereas one who is energised or activated in the direction of a goal is said to be motivated. The term motivation essentially refers to any general desire or desire to accomplish anything (Baumeister and Vohs, 2007). Motivation is what causes a person wants to know, act, understand, believe or gain particular skills.

Furthermore, according to Alberth (2018) in the study of motivation of EFL students, students with high motivation in English simply enjoy the language itself, when a person's behavior is motivated exclusively by a sensation of pleasure, or satisfaction, the person is said to be intrinsically motivated, meaning that the control over the behavior comes from inside. This is supported by Deci and Ryan (1985), the rewards or consequences for completing a task are found inside the action itself with *intrinsic motivation*. It is defined by enjoyment, a preference for a more difficult activity, interest in the task, and, most crucially, a sense of self-determination in doing specific mannerisms. *Extrinsically motivated* individuals, on the other hand, execute tasks in order to escape punishment or receive rewards. Individuals who are extrinsically motivated either do not engage in volitional behavior or have a limited feeling of volition in their actions. Deci & Ryan also detailed the characteristics and pressures that support versus hinder intrinsic motivation is crucial since it results in high-quality learning and creativity.

Motivation is part of self-regulated learning. The regulation of a variety of components of learning, such as the regulation of motivation, metacognition, and cognitive capacities and strategies, is what Wolters (2003) characterized as SRL. Self-regulated motivation (SRM), also known as the regulation of motivation, is a concept that Wolter emphasized heavily since it affects how willingly students engage in or complete a given action or objective. This perspective focuses on the fact that self-regulated learners are driven people and sees SRM as one of the cornerstones of SRL (Zimmerman 1990). As can be seen, SRM and SRL are related ideas rather than standing alone.

Now onto the definition of SRM, Smit et al. (2017) stated that Self-Regulated Motivation is the ability of a person-or a student in this case- to be aware of their ability to accomplish a goal. Self-regulation is the ability to regulate one's own reactions (Winne and Butler, 1995). It greatly improves the behavior's flexibility and adaptability, allowing people to adjust their actions to a wide range of social and situational demands. Self-regulation is what makes people aware of their action and reaction and their needs.

Moreover, in his study in 2021 on his report of SRMIS, Uztosun (2021) defined SRM as the indicator of how much learners manage their intrinsic incentive to enhance their speaking ability. The study explores whether self-regulated motivation in speaking (SRMIS) predicts EFL speaking and learners with varied skills who suggest distinct SRMIS. In simple definition, self-regulated motivation (SRM) refers to the ability to regulate the drive to satisfy one's need-in this case learners' need to study and learn English.

Uztosun also explained the 4 factors of SRMIS, the four factors are regulation of affect, task value activation, regulation of learning environment, and last but not least; regulation of peers. Regulation of affect which focusing on mentality and the thought process of the students; then task value activation which is the student's desire to learn; regulation of learning environment focusing on student's interaction outside of classroom; and finally regulation of peers, the relationship between student's and their friends or classmates.

### **2.3 Review of Related Literatures**

Below are the recent studies of SRM that had been conducted. There are few studies conducting in topic of SRM. The most recent study conducting in matters of SRM topic in EFL country is a development of scale which measuring SRMIS-EFL (Self-Regulated Motivation in Speaking-EFL) that was conducted by Uztosun (2020). When tools for measuring self-regulation are evaluated, it is clear that there is a scarcity of Self-Regulated Learning (SRL) measures in EFL contexts when it comes to specific elements of the target language (Uztosun 2021) .To this extent, the author believes that other specific element of language (writing, listening, etc) are not researched in-depth yet. The scale has four components: regulation of affect, task value activation, learning environment regulation, and classroom environment regulation. These variables are consistent with Pintrich's hypothesized SRL phases . Uztosun's study was conducted on college students of Turkey.

Another study is by Paulino, Sá, and Silva (2016) where the paper's goal was to uncover attitudes about motivation to learn, specifically those that encourage

middle school children to employ self-regulation of motivation tactics. The result showed that task value beliefs were found to be the most frequently expressed, implying that students place a higher emphasis on the worth and utility of school content and assignments.

A study by Banisaeid and Huang (2015) the effect of the relationship between motivation and self-regulation suggests that these two variables have important relationships. Previous statement supported by Baumeister and Vohs (2007) where they stated that motivation is one of the pillar of self-regulation. Motivation may be especially effective at substituting for willpower; action to improve or change the self are difficult, and as a result, require a certain amount of strength. Even if the willpower or the self-regulatory strength has been depleted, the person may be able to self-regulate effectively if motivation is high.

Another study where the usage of motivational methods by students as a mediator between motivational beliefs and motivational engagement was investigated by Smit et al. (2017). The result showed that students can use motivational tactics to help them get started with schoolwork, stay motivated in the face of obstacles, or redirect their focus from non-learning to learning goals. These tactics can lead to increased effort, enjoyment, and interest, as well as persistence and improved results. That means that it is expected that students will employ strategies more frequently if the task is valuable to them and if they believe they are capable to do the task successfully.

## 2.4 Theoretical Framework

The present study will be guided by a framework that focuses on SRMIS on EFL learners.



Figure 1



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The methodology of the study is explained further in this chapter. It includes topics such as research design, population and sample size, the techniques of data collecting and data analysis.

#### **3.1 Research Design**

The current research used survey design to collect data. A survey design analyzes a sample of a population to produce a quantitative or numerical description of trends, attitudes, or views within that community. The researcher extrapolates or makes population-wide inferences from sample results. The quantitative design has its advantage and disadvantage. The advantage is the ability to gain data from sum amount of sample, the collected data can be interpret as generalization in large population. However, this method has limitation too. It occasionally misses when it comes to deducing deeper meanings and explanations.

The most common method of gathering quantitative primary data is through questionnaire. A questionnaire allows for the collection of quantitative data in a standardized manner, resulting in data that is internally consistent and coherent for analysis.

## **3.2 Population and Sample**

### **3.2.1 Population**

The author chose a cohort of 2018 English Education Department, which has roughly 130 active students. The participant was chosen due to experience in speaking class; such as Public Speaking, Academic Speaking, Public Speaking and Interpreting, and Teaching Listening and Speaking.

### **3.2.2 Sample**

In this study, 130 students from the English department in cohort of 2018 were recruited as the population. The questionnaire was sent to the 130 students and 100 responds were received.

## **3.3 Data Collecting Technique**

### **3.3.1 Data Analysis Technique**

To conduct this research, the author conducted various steps:

1. Uztosun's SRMIS questionnaire was translated into participants' language in order for easy understanding by the participant. The translated questionnaire then approve by the lecturer.
2. The researcher chose all students of English Education department in 2018 cohort due to their experience of talking English in real-life class before the pandemic.
3. In order to obtain the data from participant, the questionnaire link was shared with 130 students in the 2018 English Education cohort, and minimum of 98 responses will be received. If a case of the return responds are slow or not reaching

expectation, each lecturer will be contacted and asked to share the link to their respective group to maximize the responds.

4. Data received moved into Microsoft Excel for easy input, and then calculate the data using SPSS. All data will be analyse by *mean* and used as a generalization of the entire data.

5. After the data is calculated using SPSS, the data that has been calculated earlier will then be presented in concise summaries of a data set, which may be a sample of a population or a representation of the complete population.

6. The data interpretation was using *Descriptive Statistic* by explaining the relationship between variables in an example or population, descriptive statistics are used to organizely summarize data. Description will be refering to Likert Scale; such as score 3,60 will be interpret as *neutral-leaning agree*.

### **3.4 Research Instrument**

#### **3.4.1. Self-Regulated Motivation in Speaking of English Foreign Language (SRMIS-EFL)**

This questionnaire was first developed by Uztosun (2017). The responses ranged from "strongly disagree"(1) to "strongly agree"(5) on a 5-point scale (5).

The questions contain 4 factors :

1. The first component, regulation of affect, accounts for a considerable portion of the variance and comprises items that deal with affective difficulties, such as overcoming fear and anxiety and developing drive and self-confidence. These factors consist of 6 questions.

2. Due to next 9 questions mostly relate increasing desire in speaking English, factor 2 is dubbed task value activation.
3. Factor 3 is dubbed regulation of learning environment since it comprises things that deal with providing opportunities to practice English outside of the classroom. Factor 3 contains 5 questions.
4. Factor 4 is referred to as regulation of peers. This factor consists of two components: „conversing in English with individuals I know“ and „spending time with friends who encourage one another to converse in English“. This factor has 2 questions, which makes the only factor that has the least amount of questions than the others.

### 3.4.2 Reliability

Self-Regulated Motivation in Speaking Factors	N of items	Alpha
Task Value Activation	9	0,86
Regulation of Affect	6	0,85
Regulation of Peers	2	0,76
Regulation of Learning Environment	5	0,86

Table 3.1 Result of Reliability Analysis

The reliability of the research result was assessed using Cronbach's coefficient. The standard used is  $\alpha > 0.70$  (sufficient reliability). The questionnaire correlation coefficients were all in the 0,76-0,865 range. The result has a high level of internal consistency, as seen by these findings. Table 3.1

shows the Cronbach's coefficients for each factors. This proves the result of this research is reliable.

### 3.4.3 Validity

No	R	R table	Description	No	R	R table	Description
1	0,579	0,199	VALID	12	0,689	0,199	VALID
2	0,545	0,199	VALID	13	0,528	0,199	VALID
3	0,686	0,199	VALID	14	0,577	0,199	VALID
4	0,610	0,199	VALID	15	0,609	0,199	VALID
5	0,598	0,199	VALID	16	0,586	0,199	VALID
6	0,668	0,199	VALID	17	0,581	0,199	VALID
7	0,607	0,199	VALID	18	0,616	0,199	VALID
8	0,655	0,199	VALID	19	0,480	0,199	VALID
9	0,559	0,199	VALID	20	0,639	0,199	VALID
10	0,589	0,199	VALID	22	0,542	0,199	VALID
11	0,646	0,199	VALID				

Table 3.2. Result of Validity analysis

Table 3.2 shows the validity of each questionnaire items using Pearson Correlation. The r-table used is 0,199 from 98 respondents. Each item have to be above r-table to be consider as valid. Each 22-items“ rare above the r-table, the result of this research are proven to be valid.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The findings and discussion of this study are covered in this chapter. The chapter will present the findings, descriptive analysis, validity and reliability, then interpretation of the results after collecting the data.

#### 4.1 Research Findings

The data analysis is divided into an overall and 4 parts that focus per factor in Self-Regulated Motivation (SRM). This aims to get more detailed and thorough results, the overall analysis all discussions to get the connection between the answers and determine what factors determine the SRM level of Indonesian college students. The analysis focuses on the mean (average) of the participants' answers of each factors.

##### 4.1.1 The Ratio of Overall Factors

The result consisted of the respondents' Self-Regulated Motivation in Speaking of English Foreign Language (SRMIS-EFL). After the results of the questionnaire returned, there were 100 replies from participants, exceeding the required minimum of 98 people.

<b>Self-Regulated Motivation in Speaking Factors</b>	<b>Mean</b>
Task Value Activation	<b>4,17</b>
Regulation of Affect	3,85
Regulation of Peers	3,48
Regulation of Learning Environment	3,36

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Note The above data has been ordered from the highest to lowest

Table 4.1. Ranking of the four Self-Regulated Motivation in Speaking Factors

Table 4.1 shows the factors that affected SRM from the highest rank with a mean score of 4,17 and the lowest factor with a mean score of 3,36. The result shows that the participants' SRM in speaking English is affected by task value activation factor because the score can suggest that many participants choose to agree on the questions that are on this factor. Since task value is determined by intrinsic interest, it can be presumed that participants' interest in speaking English is by participants' own choice, not because of how it relates to other things (example : grades or school works). Regulation of affect holds the place after task value activation with score not far different with task value activation, it is possible that the affective state of participants and task value activation simultaneously became influential factors with how the score is 3,85 (neutral-leaning-to-agree) .

Next, Table 4.1 shows that the last two factors are regulation of peers followed by regulation of learning environment. Regulation of peers relates to the influence of friends and the participants' social environment in motivating them to speak in English, based on table 4.1 it is possible that classmates have influence effect on the SRMIS, the reaction or feedback from classmate may gave important encouragement, which in theory, creating a safe space to speak in English and provided a sense of comfort to speak to friends or in front of the class,

Furthermore, the last but not least is regulation of learning environment. This factor looks at the influence of participants' interactions with foreign people. Based on table 4.1 with the score not far behind with Regulation of Affect, it can indicate that participants may still interact or an attempt to interact with foreigners. Conversating and making friends with another EFL or ENL people may increase participants' experiences in English.

Table 4.1 shows the first two factors are from intrinsic (inside) of the participants whereas the last two factors are from extrinsic (outside). Presumably participants high-awareness of participants' SRM in speaking English contribute to the factors result. However, the score of each factor point needs to be considered, it can be seen that the difference between the scores is not too much different.

#### 4.1.2 Task Value Activation

No	Question	Mean	Std. Deviation
3	When the teacher speaks English, I listen carefully to his/her speech.	4,42	,79
4	I try to be interested in and willing to learn English.	4,40	,71
5	I remind myself that I need to speak English well.	4,38	,78
7	In English lessons, I try to pay attention all the time.	4,36	,73
9	I try to find ways to increase my motivation to speak English.	4,35	,70
6	When I speak English, I learn from my mistakes.	4,30	,71
8	In order to speak English more correctly, I learn from the mistakes other people make when they speak English.	4,13	,83
1	I use every opportunity to speak English during lessons.	3,65	,92
2	I make a point of speaking English in class.	3,60	,92



Note The above data has been ordered from the highest to lowest

Table 4. 2. Descriptive Statistic of Task Value Activation

This factor main focus is on the increasing interest in speaking English, in which case participants are aware of the value in the learning activity. Participants' perceptions of the activity's relevance and their personal interest in executing task. Table 4.2 reveals that participants pay attention when teacher speaks English and observing the teacher's speech. Considering with how task value determined by participants' interest, then there is a possibility that with the high task value, the interest of participants is also high, it is as supported by the next highest item (No.4). There is a code word in those items, „try to be“ and „willing“ suggesting participants learning English of one's own accord.

Next, the last two items with scores 3,65 and 3,60 which means most participants chose „neutral“ on these items. The score may suggest two points; that participants listen more than speak in the class; or it could be that participants are still neutral in speaking in class or emphasizing using English when speaking.

There is a point that need to be consider, the difference between scores are not too big therefore it is possible that the activities of the two final questions are carried out or occur simultaneously when the participants doing active listening to the teacher in class.

### 4.1.3 Regulation of Affect

No	Question	Mean	Std. Deviation
3	I can motivate myself to improve my English.	4,13	,86
6	I encourage myself to speak English.	4,12	,94
4	I try to keep a high level of self-confidence when I speak English. .	3,89	,85
1	I can overcome my fear when I speak English.	3,72	,91
5	I try to participate as much as possible in English speaking activities in class.	3,67	,97
2	I can overcome my anxiety when I speak English.	3,60	,95

Note The above data has been ordered from the highest to lowest

**Table 4. 3.** Descriptive Statistic of Regulation of Affect

This factor consists of 6 questions that refers to affective issue such as motivation, anxiety and self-esteem. This is the only factor that focusing on the psychological and the individual awareness. Table 4.3 shows that out of the 6 questions, „I can motivate myself to improve my English“ gets highest result with score of 4,13. This followed by „I encourage myself to speak English“ with score of 4, 12. This suggest that most participants choose agree on these items. Participant able to acknowledge the importance of improving their English and capable of self-motivate. Additionally, the self-esteem of the Participants“ seems to be manageable, using the keyword „try to keep“, participants“ attempt to sustain a prominent self-esteem when speak English. Since table 4.3 gives the mental perspective from the participants, based on the explanation above, it may

implied that participants are able to fostering their motivation and self-confidence.

On the other hand, the last two are „I try to participate as much as possible in English speaking activities in class“ (No.5) and „I can overcome my anxiety when I speak English.“(No.2). The item number 5 may show that participants are making attempts in participateing much in activity that involves speaking in class, either participants prefer to be attentive rather than take initiative. It can be presume due to stage-fright, participants feels comfortable when practicing or speaking by themselves. In addition, to the item number 2 may suggest that participants still try to regulate their anxiety when speaking up in public and in front of the class.

#### 4.1.4 Regulation of Peers

No	Question	Mean	Std. Deviation
1	I talk English with people I know (eg classmates. flatmates).	3,51	1,16
2	I spend time with friends who encourage each other to speak English.	3,41	,95

Note The above data has been ordered from the highest to lowest

**Table 4.4.** Descriptive Statistic of Regulation of Peers

Practicing and utilizing English are not just from environment and self-motivation, but also from friends or family. In this factor, the regulation comes from friends or peers of the learners. Table 4.4 shows item number 1 with the

score of 3,51 with neutral-leaning-to-agree, it is possible that participants have practicing their English to their friends presumably due to the supportive environment or the background of learner's friends. Benson and Reinders (2011) explained that learners' friends supplied social resources such as information, support, feedback, and learning or performance models. It can also be assume that item number 1 and number 2 happens at the same time , the encouragement may happens during discourse, when participants talking in English with their peers, it may create a friendly and comfortable environment which can encourage the others to speak English.

#### 4.1.5 Regulation of Learning Environment

No	Question	Mean	Std. Deviation
2	I try to chat with foreigners in English on the internet.	<b>3,58</b>	1,17
5	When I meet foreigners, I try to practice my English.	3,49	1,09
1	I try to find friends from abroad.	3,48	1,20
3	I make contact with people whose mother tongue is English.	3,43	1,24
4	During the holidays, I try to visit places with a lot of tourists. in order to improve my spoken English.	2,86	1,19

Note The above data has been ordered from the highest to lowest

**Table 4.5.** Descriptive Statistic of Regulation of Learning environment

The 5 items mainly focus on providing opportunities for students to practice English outside of the classroom, creating their own English-active environment and relationship with the language. The 5 items put attention around interacting with foreigners either through online or direct conversation. table 4.5 may show that participants have tried to make effort in talking and utilize their speaking skill in talking to foreigners online and offline (No.2 and No.5).

However, the lowest score item (No.4) with 2,86 which is disagree-leaning-to-neutral may suggest that participants rarely seek out to find foreigner and practice their English, it can be due the lack of foreigners in the participants' area. It can also be assume that the participants practices their English when they encounter a foreigners and chatting online with friends (No.1) or simply only online interaction, however seeking out foreigners seems nonviable for real-life authentic interaction.

#### **4.2 Discussion**

The results of this study indicate that SRM is a predictor of proficiency in speaking a foreign language and that there is a positive association between these two categories. This seems to support the findings of research studies that determined that SRL is significant to the development of specific language abilities and suggests that SRM may be relevant to the development of EFL speaking ability.

Task value activation was the part of SRSM that was most tightly regulated among the parameters that were examined in this study. Regardless of their speaking

abilities, participants generally reported managing their opinions about the importance of acquiring EFL speaking skills; they work to increase their desire, enthusiasm, and motivation to speak English well. This result appears to offer empirical confirmation for the notion that task value is a crucial motivational concept (Dunn & Zimmerman, 2020) and a key component of SRL (Ryan and Deci 2000).

The main point of this research is to see the SRM self-reports of Indonesian college EFL learners and the highest factors of Self-Regulated Motivation in Indonesian college. The results shows that the task value activation factor is the highest with then score of 4,17. Participants have high interest in English and participants are interested in paying attention to the teacher in class, and are aware of the importance of using English in class. The reason to this could be explained by Bai and Guo (2021) who stated that students (participants) who have a growth mindset usually welcome challenges and put in more effort to achieve better results, thus pays more attention in class .

The result also shows the second highest factor is regulation of affect. This factor focusing on the affective issue. It shows the will of participants to motivate and regulate themselves in speaking English is still high with the score of 3,85. Participants are able to fostering their motivation and self-confidence. However, participants are still making attempt to overcome their anxiety, possibly due to stage fright or embarrassment, on speaking English in public. According to Rajitha and Alamelu (2020)(Rajitha and Alamelu 2020) speaking in front of the class and other on-the-spot activities, in the students' eyes, cause a very high level of nervousness. This anxiety is called language anxiety, the sense of uneasiness or fear that results from a person's

perception of learning or utilizing a second language. It is an expression of anxiety, unease, and emotional turmoil when performing speaking in second language.

Supportive environment in speaking English also plays part in SRMIS, although not as significant as the previous factors that have been mentioned, this factor is on the third place with the score of 3,48; which is regulation of peers. The results showed that participants received support from the surrounding environment, such as classmates. The next point implies that the support can occur simultaneously when participants speak in English, more precisely in form of conversing or feedback that can encourage participants.

The last but not least factor according to this result is regulation of learning environment with 3,36 score, which is below average of 3,50. This factor contains five questions related to participants and their ability to speak English with foreigners. This can be due to the lack of tourists in the area around the participants. Even so, the results showed that participants still tried to make new friends by practicing their English with foreigners online. This shows that participants often communicate with strangers online but not in person. This is one of the example of English as medium for communicate, share, and transact commerce using information, communication, and transportation technologies as explained by Zülküf (2017).

Based on data that has been collected and described earlier ,the result shows the most influential factors are from intrinsic (inside) of the participants whereas the lowest factors are from extrinsic (outside). Participants have awareness of their interest in English and pays attention by actively listening when the teacher is speaking. They also seems to be able to regulate their self-esteem when speaking although they may

experience nervousness presumably due to stage-fright or fear of mistake. Participants also surrounded by supportive environment that encourage them in speaking English. In addition, the high interest in speaking English with foreigner and making friends possibly give participants experience in talking to another EFL or ENL (English as Native Language).

In addition, in each table explanation, it can be seen that the difference between the scores are not significant and in most cases the lowest score is still above average (3,50). It can be deduce that the high-awareness of participants' SRM in speaking English contribute to the factors result. However, in reverse, the factors themselves can be the one influence participants' SRMIS.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

The purpose of this study is to see the highest factor of SRMIS on EFL Indonesian college students. The SRMIS-EFL Scale, which was recently developed by Uztosun (2017), was used in the study. The data revealed that Indonesian college students have a strong intrinsic interest in learning English and are eager to do so for personal reasons. The most important component is the task value activation.

The self-motivated quality of self-regulated learners is connected to task value, which is defined by perceived efficacy and intrinsic interest. Task value activation appears to be an important component of self-regulated motivation in terms of improving speaking in EFL contexts, as people are more likely to engage in spoken communication in English if they perceive that enhancing their spoken target language



competence is desirable. As a result, it is vital for foreign language learners to comprehend the significance of honing their target language speaking skills. The participants in this study, who come from a high-input environment, consider learning English as something pleasurable and engaging to do for their own personal reasons. Participants recognize that in order to properly experience and comprehend the learning process, they must be able to self-regulate and motivate themselves while searching out learning activities.

In addition, the highest mean score in this factor, „When the teacher speaks English, I listen carefully to his/her speech“, is supported by Leong and Ahmadi (2017). EFL learners can't improve their speaking abilities unless they also improve their listening skills, according to Leong & Ahmadi (2017). Learners must understand what is stated to them in order to have a productive discourse. When students speak, the other students respond by listening. Speakers take on the role of both listener and speaker. It might be said that if learners do not grasp what is being spoken to them, they are unable to respond. Speaking and listening, in other words, are closely intertwined.

In Uztosun (2021)“s research, he discover that the importance of becoming a self-regulated learner to manage the learning environment's drawbacks is demonstrated by the difficulty of learning foreign languages in low-input situations. Uztosun“s participants understand that learning a foreign language does not have to be limited to the classroom. As a result of this perspective, they are more motivated to find solutions to transcend the constraints of their learning environment, hence higher result on the regulation of learning environment factor. However, in this case which the participants have high-input background, regulation of learning environment has the lowest score

amongst other factors. Even so, this can happen due to the lack of strangers in the area around the participants.

These findings can help researchers and educators who want to encourage learners in class in order to improve their speaking and creating self-regulate learners with high motivation and interest. In addition, with these results also, teachers can find out the factors that influence students' English speaking motivation and create a learning environment that supports these factors or that increases all four factors.

## **5.2 . Recommendation**

Because this research is restricted to a single context (speaking; college students; students' proficiency) , the author suggests conducting additional research in the following generation to perform on other various data in order to further understand SRMIS on a bigger scale.

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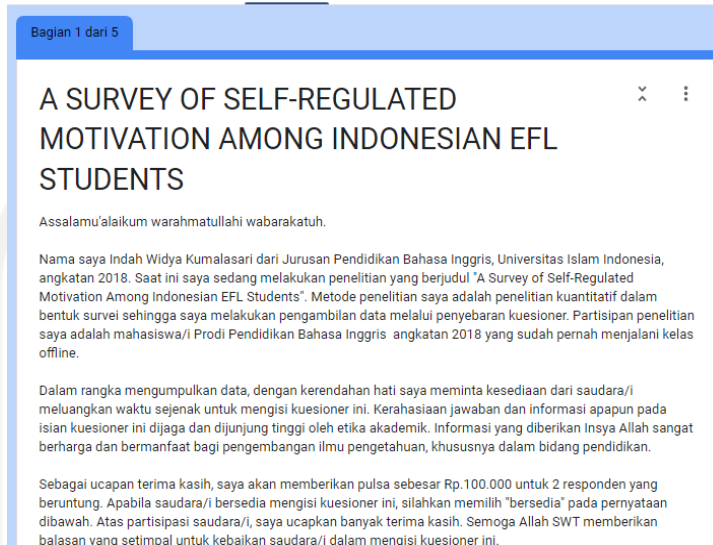
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## APPENDICES

### APPENDIX 1



([https://docs.google.com/forms/d/e/1FAIpQLSfhURRbIqPivwLAeOkNfXDTh70JIYH2IKYuS84F7Hzb\\_g3kHA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfhURRbIqPivwLAeOkNfXDTh70JIYH2IKYuS84F7Hzb_g3kHA/viewform?usp=sf_link))

(Factor 1) Regulation of Affect (Regulasi afeksi)		
1	I can overcome my fear when I speak English.	Saya dapat mengatasi rasa takut saya ketika saya berbicara dalam bahasa Inggris.
2	I can overcome my anxiety when I speak English.	Saya dapat mengatasi kecemasan saya ketika saya berbicara dalam Bahasa Inggris.
3	I can motivate myself to improve my	Saya dapat memotivasi diri saya untuk

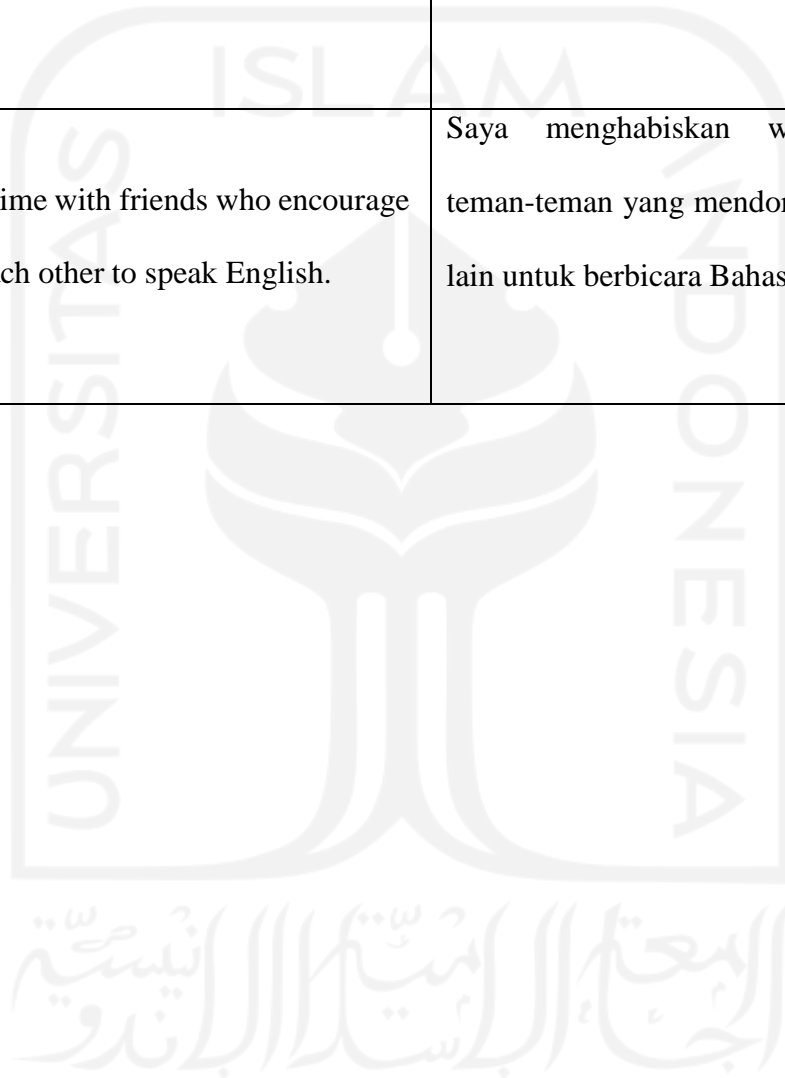
	English.	meningkatkan kemampuan Berbahasa Inggris saya.
4	I try to keep a high level of self-confidence when I speak English.	Saya mencoba untuk menjaga tingkat kepercayaan diri yang tinggi ketika saya berbicara dalam Bahasa Inggris.
5	I try to participate as much as possible in English speaking activities in class.	Saya mencoba untuk berpartisipasi sebanyak mungkin dalam kegiatan berbicara Bahasa Inggris di kelas.
6	I encourage myself to speak English.	Saya mendorong diri saya untuk berbicara dalam Bahasa Inggris.
(factor 2) Task Value Activation (Aktivasi Capaian Tugas )percieving apakah tugas mau dikerjakan atau tidak, seberapa mau seseorang mengerjakan suatu tugas		
7	I use every opportunity to speak English during lessons.	Saya menggunakan setiap kesempatan untuk berbicara dalam Bahasa Inggris selama pelajaran berlangsung.
8	I make a point of speaking English in class.	Saya berusaha untuk menekankan pembicaraan Bahasa Inggris di kelas.

9	When the teacher speaks English, I listen carefully to his/her speech.	Ketika guru berbicara dalam Bahasa Inggris, saya mendengarkannya dengan seksama.
10	I try to be interested in and willing to learn English.	Saya berusaha untuk tertarik Bahasa Inggris dan ingin mempelajarinya.
11	I remind myself that I need to speak English well.	Saya mengingatkan diri sendiri bahwa saya perlu berbicara Bahasa Inggris dengan baik.
12	When I speak English, I learn from my mistakes.	Ketika saya berbicara dalam Bahasa Inggris, saya belajar dari kesalahan saya.
13	In English lessons, I try to pay attention all the time.	Dalam pelajaran Bahasa Inggris, saya berusaha untuk selalu memperhatikan.
14	In order to speak English more correctly, I learn from the mistakes other people make when they speak English.	Agar bisa berbicara Bahasa Inggris dengan lebih akurat, saya belajar dari kesalahan orang lain ketika mereka berbicara dalam Bahasa Inggris.
15	I try to find ways to increase my	Saya mencoba mencari cara untuk



	motivation to speak English.	meningkatkan motivasi saya untuk berbicara Bahasa Inggris.
(factor 3) Regulation of Learning Enviroment (Regulasi lingkungan belajar)		
16	I try to find friends from abroad.	Saya mencoba mencari teman yang berasal dari luar negeri.
17	I try to chat with foreigners in English on the internet.	Saya mencoba mengobrol dengan orang asing di internet menggunakan Bahasa Inggris.
18	I make contact with people whose mother tongue is English.	Saya melakukan kontak dengan orang-orang yang bahasa ibunya adalah Bahasa Inggris.
19	During the holidays, I try to visit places with a lot of tourists. in order to improve my spoken English.	Saat liburan, saya mencoba mengunjungi tempat-tempat yang dikunjungi banyak turis untuk meningkatkan kemampuan Bahasa Inggris lisan saya.
20	When I meet foreigners, I try to practise my English.	Ketika saya bertemu orang asing, saya mencoba untuk melatih Bahasa Inggris saya.

(factor 4) Regulation of Peers (regulasi rekan/teman)		
21	I talk English with people I know (eg classmates. flatmates).	Saya berbicara Bahasa Inggris dengan orang yang saya kenal (misalnya teman sekelas,teman satu kos).
22	I spend time with friends who encourage each other to speak English.	Saya menghabiskan waktu dengan teman-teman yang mendorong satu sama lain untuk berbicara Bahasa Inggris.





4	0,610	0,199	VALID	15	0,609	0,199	VALID
5	0,598	0,199	VALID	16	0,586	0,199	VALID
6	0,668	0,199	VALID	17	0,581	0,199	VALID
7	0,607	0,199	VALID	18	0,616	0,199	VALID
8	0,655	0,199	VALID	19	0,480	0,199	VALID

