

**A SURVEY OF INDONESIAN EFL UNDERGRADUATE STUDENTS'
SELF-REGULATED MOTIVATION TO SPEAK ENGLISH**

A Thesis

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



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2022

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**A Survey of Indonesian EFL Undergraduate Students' Self-Regulated
Motivation to Speak English**

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STATEMENT OF WORK'S ORIGINALITY

I certify that the entire contents of my thesis are my own work. Apart for what I've included in quotations and references, it does not contain the work of other authors.

I declare that the content of my thesis is the result of my efforts to acquire a degree, and that all assistance I received during the writing process has been acknowledged in the references.

Yogyakarta, March 2023



**The Writer,
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MOTTO

Always remember that you are absolutely unique. Just like everyone else. -Margaret Mead

DEDICATION

I dedicate my thesis to:

1. My parents, I would like to say thank you so much to my father and my mother for all the love, support, and the prayer. Thank you for always encouraging and believing in me.
2. Big Family, especially my cousin, Yunan Andriansyah who always help me in any struggle.
3. My thesis supervisor, I would like to say thank you to Dr. Ista Maharsi S.S., M.Hum for guidance, suggestion and feedback, advice, and support for completing this thesis.
4. Thank you to all English Language Department lecturers who taught me their knowledge. I will never finish this thesis without them.
5. Vivi Rinawati, Riskinah, and Nina Nurjanah thank you for all the love and support. Thank you for being good listeners. Thank you for always accompanying and helping me when I feel tired with all thesis-working stuff.
6. All my friends, my dorm mates for all the support.
7. Thank you to all the good people who helped me to finish this thesis. Starting from making research permits, and collect the data.
8. Last, I would like to say thank you for all the hard work for myself. You did great!

ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah, praise to Allah SWT and Prophet Muhammad SAW for the blessing given to me to finish my thesis entitled “**A SURVEY OF INDONESIAN EFL UNDERGRADUATE STUDENTS’ SELF-REGULATED MOTIVATION TO SPEAK ENGLISH**” to obtain the Sarjana Pendidikan degree.

I would like to thank my father and mother, who have always encouraged me to accomplish this thesis. Thank you for your unconditional love, support, and prayers. Without my parents, I could not have overcome all the challenges during the writing process.

Then, I'd want to express my appreciation to my cherished supervisor, Dr. Ista Maharsi S.S., M.Hum. Thank you for your assistance and direction so far, which has helped me to complete this thesis successfully. I'd also like to express my gratitude to all the lecturers in the English Language Department at the Islamic University of Indonesia for the knowledge they've provided me.

This thesis is far from perfect, therefore, all the suggestions, criticisms, and advice for the writer are welcome. Hopefully, this thesis can be useful for the readers.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Yogyakarta, 19 March, 2023

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**A SURVEY OF INDONESIAN EFL UNDERGRADUATE STUDENTS’
SELF-REGULATED MOTIVATION TO SPEAK ENGLISH**

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ABSTRACT

Self-Regulated Motivation (SRM) is one of the Self-Regulated Learning (SRL) aspect that focuses only on motivation control or regulation. This study aims to identify students' SRM levels in speaking English and the difference between males and females. The participants were 92 English Language Department students of a private university in Yogyakarta. The data were collected through the SRMIS-EFL questionnaire. The questionnaire consists of four factors (task value evaluation, regulation of learning environment, regulation of effect, and regulation of classroom environment) with a total of 20 items. A descriptive statistic was used to analyze students' SRM levels, and an independent sample t-test was also used to see the difference in SRM levels between male and female students. The data analysis showed that students generally had a high SRM level (M= 3,96; SD= 028) . The highest factor was task value evaluation (M= 4.40; SD= 0.93), and the lowest was regulation of the learning environment (M= 3.79; SD= 0.22). Related to gender, this study revealed that male and female students show similar SRM levels and had no difference.

Keywords: Self-Regulated Motivation, English Speaking, Self-Regulated Learning

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Self-regulated Motivation (SRM) relates to students' capability to control and regulate their motivation to actively participate in the learning process. According to Bademcioglu, Karatas, and Ergin (2017) students' perceptions, attitudes, and judgments of their environment could influence their motivation level. To measure students' motivation level, Uztosun (2017) had developed a self-regulated motivation scale for speaking. He concluded that there were four factors that can be used to measure SRM in English speaking they were task value evaluation, regulation of learning environment, regulation of affect, and regulation of classroom environment (pp. 6-8).

Following this, Uztosun (2021) conducted a study using the Self-regulated Motivation for Improving Speaking English as a Foreign language (SRMIS-EFL) scale. The study concluded that SRM correlates with EFL speaking ability. Among the four factors of SRM, the task value evaluation factor was the most regulated factor. EFL students have a tendency manage their awareness of the significance of enhanced speaking ability, and they strive to nurture personal motivation, willingness, and interest to speak English and improve their speaking proficiency. On the regulation of affect factors, this study confirmed that this factor affects foreign language speaking, and students who regulate their fear and anxiety have a greater opportunity

to enhance their speaking skills. Moreover, Uztosun (2021) suggested that learners needed to understand how to control their motivation and implement motivation regulation strategies as an awareness of the role of SRM can facilitate foreign language speaking development.

Alotumi (2021) had also conducted research about self-regulated motivation of EFL students speaking at Sana'a University, Yemen. The study focused on measuring EFL university students' SRM levels and its effect on academic level and gender. The result showed that the SRM level of the participant had medium to high levels. He found that senior students were more engaged in classroom activities than junior students. This indicated that senior students also had higher SRM levels on regulation of classroom environment factors. Both junior and senior university students have a high level of SRMIS-EFL on task value activation, regulation of affect, and regulation of the classroom environment. They demonstrated a medium level in the regulation of learning environment factors. In terms of academic level, SRM had no major impact. In the meantime, there was a minor but significant gender effect. Male students exhibited lower SRM levels than females. The difference between senior and junior students' motivation level and its effect on gender and academic level is determined by the strategies employed to maintain motivation.

Kryshko, Fleicher, Waldeyer, Wirth, and Leutner (2020) stated that motivational regulation strategies (e.g., mastery self-talk, environmental control, performance approach self-talk and self-consequating) have the

potential to improve academic performance. Furthermore, students most consistently reported employing performance self-talk strategy, which they highlighted or emphasized performance goals connected to task completion (Wolters, 1999). Schwinger, Steinmayr, and Spinath (2009) asserted that significant indirect impacts of motivational regulation strategies on accomplishment are transmitted by an increased willingness to be more engaged than usual in the learning process. This is consistent with Uztosun (2021) that motivational regulation strategies implemented in SRM factors such as task value evaluation and regulation of affects have an essential role in enhancing EFL students' speaking ability. This indicated that the students' motivational regulation tactics were believed to be potential predictors of their speaking ability improvement.

Another study about motivational regulation strategies conducted by Wolters and Benzion (2013) in university context. They assessed and predicted motivational regulation strategies used by college students. The strategies used by college students were Regulation of Value, Regulation of Performance Goals, Regulation of Situational Interest, Environmental Structuring, Self-consequating, and Regulation of Mastery Goals (p. 209). The finding showed that motivational regulation is correlated to other aspects of SRL such as cognitive, metacognitive, and behavioral aspects (p. 217). Students who reported employing cognitive and metacognitive strategies more frequently also reported employing motivational tactics more often. Although there have been many studies on self-regulated motivation to speak English, such studies

conducted in the Indonesian context are still limited. Diasti and Mbato (2020) conducted research about SRM focused on writing skill, especially thesis writing. Therefore, the purpose of this study was to identify students' self-regulated motivation focused on students' speaking skill.

1.2 Identification of the Problems

As English language students, they are required to speak English fluently. Foreign language speaking is a complicated system comprised of linguistic competency, speaking ability and tactic usage (Chou, 2018). According to Uztosun (2021) learners acknowledged that speaking is an essential language ability; hence, they need to learn how to manage motivation and which motivating strategies to employ to use at different phases of their learning. Therefore, some motivated students practice speaking English beyond the classroom. Thus, this study investigates EFL students' SRMIS-EFL in the Indonesian context.

1.3 Limitation of the Problems

There is a limitation in this study that could be addressed. The study focused on identifying SRM levels in a university setting. It is beyond the scope of this study to identify SRM levels of high school students.

1.4 Problem Formulation

1. What is the SRM level of EFL undergraduate students to speak English?

2. Is there any significant difference of SRM levels between male and female students?

1.5 Objectives of the Study

The objective of this study is to identify students' SRM level to improve their English-speaking ability.

1.6 Significance of the Study

This study gives data regarding EFL students' motivation to enhance their speaking ability and implications for both teachers and students on the use of SRM in enhancing EFL speaking in the teaching and learning process. Students with SRM level scores between 1.0 and 1.8 on a 5-point scale indicate a very low SRM, while scores between 4.2 and 5.0 indicate a very high SRM (Alotumi, 2021).

CHAPTER II

LITERATURE REVIEW

2.1 Self-regulated Motivation in EFL Learning

Self-regulated motivation (SRM) can be defined as an individual's behavior to establish, sustain, or augment their willingness to perform, work toward, or accomplish a specific task or objective (Wolters, 2003). Meanwhile, Boekaerts (1996) defined SRM as various characteristics of behavior, including propensity, sensitivity, choice, level and duration of participation, and effort expenditure. The process of self-regulation of motivation was evaluating students' level of motivation for academic work and adjusting in order to maintain or improve the motivation level (Wolters & Benzon, 2013). Wolters (2003) stated that SRM influenced both students' learning and achievement. This was in line with Kryshko et al. (2020) that SRM improved academic performance and different SRM strategies could affect students' academic success. It may be argued that the ability of students to regulate their motivation is one of the determining aspects of the effectiveness of the learning process.

Aspects of self-regulation that come under the umbrella of SRL include motivation, cognitive, and metacognitive (Wolters, 2003). Self-regulated learning (SRL) refers to developing one's own ideas, feelings, and behaviors to achieve their own personal learning goals (Hacker et al., 2009). According to Pintrich (2000) SRL integrated by four phases and each phase had distinct regulation areas. The phases of SRL were forethought, planning, and

activation, monitoring, control, reaction and reflection; meanwhile the areas of each phase were cognition, motivation and affect, behavior, and context. Therefore, self-regulated learners know various cognitive learning strategies and can select, monitor, and regulate their performance in academic activities (Wolters, 2003). According to Collins (2009) motivation can be a predictor, influence the process, and be the outcome of SRL. Wolters and Benzon (2013) also emphasized that self-regulated learners were also extremely motivated, typically by interest, mastery goals, or other motivation intrinsic sources. The importance of motivation in SRL is significant.

The SRL incorporates behavioral, cognitive, metacognitive, motivational, and emotional factors of learning (Panadero, 2017). As one of many aspects of SRL, SRM only focused on “meta motivation, self-motivation, motivational regulation, and motivational control” (Wolters & Benzon, 2013, p. 200). Therefore, students with high levels of motivation tend to implement motivational strategies to maintain a continuous level of performance when completing tasks.

Motivational strategies referred to the terms self-efficacy, attribution orientation, action control methods, and feedback (Hacker et al., 2009). Boekaerts (1996) framed motivational skills which later she called SRM strategies. First, students must be able to comprehend their behavioral intentions. Second, linking a behavioral purpose to a plan of action using cognitive and incentive strategies. Third, the ability to monitor individual's

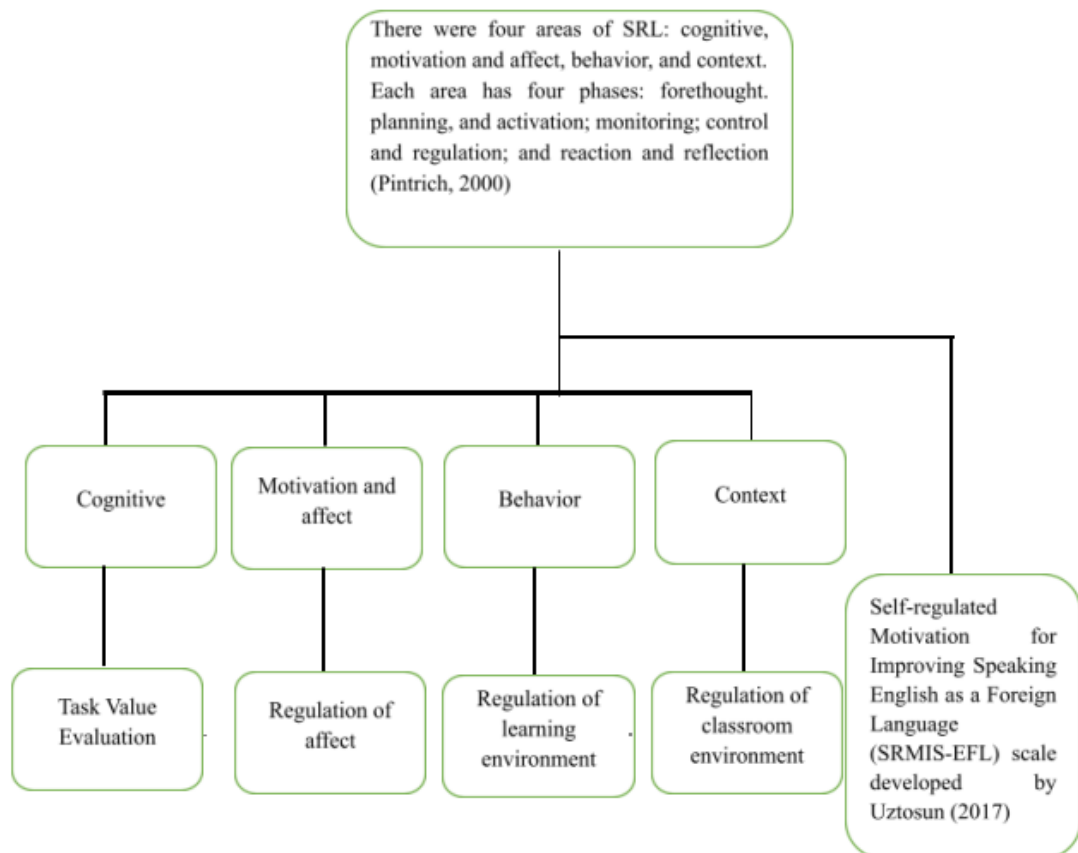
behavioral goal, maintain and perform it, and allocate resources (time and effort) to the learning process (pp. 109-110). Additionally, Wolters (2003) highlighted several core activities that are considered SRM strategies. The activities included self-consequating, goal-oriented self-talk, interest enrichment, environmental structuring, self-handicapping, attribution control, proximal goal setting, efficacy management, defensive pessimism, efficacy self-talk, and emotion regulation (pp. 194-199). Students were seeking to manage their motivation to accomplish an arduous or difficult assignment (Pintrich, 2000). Thus, each student may implement a different strategy to control and regulate their motivation since not all the strategies outlined are implemented.

2.2 Theoretical Framework

This study used a concept introduced by Pintrich (2000). In the Pintrich model, the author stated that SRL had different regulation areas: cognition, motivation and affect, behavior, and context. Each area was integrated into four phases: forethought, planning, and activation, monitoring, control, reaction, and reflection. Based on this concept, Uztosun (2017) established a scale to measure EFL students SRM to speak English. However, he emphasized the scale of the motivational areas of SRL, namely the Self-Regulated Motivation for Improving Speaking English as Foreign Language (SRMIS-EFL) scale. There were four factors in the scale that encompass four areas and phases in

SRL: task value evaluation, regulation of learning environment, regulation of affect, and regulation of classroom environment.

The theoretical framework used in this research is depicted in the following diagram.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This was a quantitative study employing a survey as the instrument. The survey can be defined as a quantitative analysis of the trends, behaviors, or thoughts of a population by conducting research on a representative sample of that population (Creswell, 2014). The objective of the study was to identify the SRM level of EFL undergraduate students to speak English.

3.2 Population and Sample

According to Marczyk, DeMatteo, and Festinger (2005) the population is all people or individuals of interest to the researcher. The researcher chose English Language Education Department students in their third, second, and first years of a private university in Yogyakarta. The total population was 113 students. As English language students, they were required to speak a significant amount of English, and fluent in English speaking. Therefore, the focus of this study was the strategies they used to regulate their SRM level to speak English.

The sample represents a subgroup of the population (Marczyk, DeMatteo, & Festinger, 2005). This study used a total population sampling. This total of students in their first, second and third years of college was 113 and the response received was 92.

3.3 Data Collecting Techniques

3.3.1 Instrument

The questionnaire in this study was SRM for Improving Speaking English as a Foreign Language (SRMIS-EFL) scale from Uztosun (2017). The instrument had 4 factors that consist of 20 items: (1) Task Value Evaluation (items 1-7), (2) Regulation of Learning Environment (items 8-12), (3) Regulation of Affect (items 13-15), and (4) Regulation of Classroom Environment (items 16-20).

The questionnaire has been translated into Bahasa Indonesia to make the participants have a better understanding of each statement of the questionnaire.

Table 3.1 Questionnaire

No.	Item	
1.	I remind myself that I need to speak English well.	Saya mengingatkan diri sendiri bahwa saya harus berbicara Bahasa Inggris dengan baik.
2.	When the teacher speaks English, I listen carefully to his/her speech.	Saat dosen berbicara Bahasa Inggris, saya mendengarkan dengan seksama.
3.	I try to be interested in and willing to learn English.	Saya mencoba untuk tertarik dan memiliki kemauan belajar bahasa Inggris.
4.	When I speak English, I learn from my mistakes.	Saat saya berbicara Bahasa Inggris, saya belajar dari kesalahan.
5.	In order to speak English more correctly, I learn from the mistakes other people make when they speak English.	Untuk dapat berbicara Bahasa Inggris dengan benar, saya belajar dari kesalahan orang lain saat mereka berbicara Bahasa Inggris.

- | | | |
|-----|---|---|
| 6. | In English lesson, I try to pay attention all the time. | Saya berusaha untuk selalu memperhatikan di kelas Bahasa Inggris. |
| 7. | I try to find ways to increase my motivation to speak English. | Saya mencoba mencari cara untuk meningkatkan motivasi saya berbicara Bahasa Inggris. |
| 8. | I try to find friends from abroad. | Saya mencoba mencari teman dari luar negeri. |
| 9. | I try to chat with foreigners in English on the internet. | Saya mencoba mengobrol dengan orang asing menggunakan Bahasa Inggris di internet. |
| 10. | I make contact with people whose mother tongue is English. | Saya berinteraksi dengan orang-orang yang bahasa ibunya adalah Bahasa Inggris. |
| 11. | 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 turis untuk meningkatkan kemampuan berbicara Bahasa Inggris. |
| 12. | When I meet foreigners, I try to practice my English. | Saat saya bertemu orang luar negeri, saya mencoba untuk melatih Bahasa Inggris saya. |
| 13. | I can overcome my fear when I speak English. | Saya dapat mengatasi ketakutan saya saat berbicara Bahasa Inggris. |
| 14. | I can overcome my anxiety when I speak English. | Saya dapat mengatasi kecemasan saat saya berbicara Bahasa Inggris. |
| 15. | I try to keep a high level of self-confidence when I speak English. | Saya selalu mencoba untuk menjaga tingkat kepercayaan diri saya yang tinggi saat berbicara Bahasa Inggris. |
| 16. | I use every opportunity to speak English during lessons. | Saya menggunakan setiap kesempatan untuk berbicara bahasa Inggris selama pelajaran. |

- | | | |
|-----|--|--|
| 17. | I talk English with people I know (e.g classmates, flatmates) | Saya berbicara menggunakan Bahasa Inggris dengan orang-orang yang saya kenal (contoh: teman kelas, teman kost) |
| 18. | I try to participate as much as possible in English speaking activities class. | Saya mencoba untuk berpartisipasi sebanyak mungkin di aktivitas kelas berbahasa Inggris. |
| 19. | I make a point of speaking English in class. | Saya menekankan berbicara bahasa Inggris di kelas. |
| 20. | 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. |

3.3.2 Validity

After collecting the data, the researcher analyzed the data using SPSS v.26. From 90 responders, the r-table value with a 5% significance level is 0.207. Items are considered valid if the r-count > r-table.

Table 3.2 Validity Test

Items	R-count	R-table	Criteria
1	0.646	0.207	Valid
2	0.701	0.207	Valid
3	0.703	0.207	Valid
4	0.740	0.207	Valid
5	0.325	0.207	Valid
6	0.766	0.207	Valid

7	0.772	0.207	Valid
8	0.652	0.207	Valid
9	0.669	0.207	Valid
10	0.562	0.207	Valid
11	0.558	0.207	Valid
12	0.764	0.207	Valid
13	0.602	0.207	Valid
14	0.668	0.207	Valid
15	0.644	0.207	Valid
16	0.713	0.207	Valid
17	0.594	0.207	Valid
18	0.781	0.207	Valid
19	0.757	0.207	Valid
20	1	0.207	Valid

Table 3.2 demonstrated that the r-count of all SRMIS-EFL questionnaire items was higher than the r-table. As a result, all items on the questionnaire have been shown to be valid in measuring SRM speaking of EFL students.

3.3.3 Reliability

Table 3.3 Reliability Test on Each Factor

SRM Factors	N of Item	Cronbach's Alpha
Task Value Evaluation	7	.903
Regulation of Learning Environment	5	.826
Regulation of Affect	3	.802
Regulation of Classroom Environment	5	.875

Figure 1. Reliability Test on All Items

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded ^a	0	.0
	Total	92	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.933	20

The reliability of all items and each item of the questionnaire has been calculated using Cronbach's coefficient. Table 3.3 showed that each item has high reliability. Furthermore, the reliability for all items is 0.933, indicating that

the questionnaire is extremely reliable in measuring students' Self-regulated Motivation in Speaking.

3.4. Data Analysis Technique

3.4.1 Data Indicator

The study used a 5 Likert-type scale for the respondent to respond to each statement. The scale was indicating participants' SRM level to speak English. Participants' SRM profile in 4 factors (task value evaluation, regulation of learning environment, regulation of affect, and regulation of classroom environment) in speaking English. The 5 Likert-scale ranging from 1= strongly disagree (minimum value) to 5= strongly agree (maximum value).

Table 3.5 Scale for SRM Level

Scale	Value
1	Strongly disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

3.4.1 Step of Data Analysis Technique

1. Used SRMIS-EFL scale from Uztosun (2017).

2. Distributed the questionnaire to the chosen sample.
3. Checked the validity and reliability of the questionnaire.
4. Analyzed the data using SPSS v.26 to identify students' SRM level to speak English.
5. Interpreted the data based on the result.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of data based on the SRMIS-EFL questionnaire that has been analyzed. The results show the overall factor of the questionnaire as well as each item of the SRMIS-EFL factors.

4.1 Research Findings

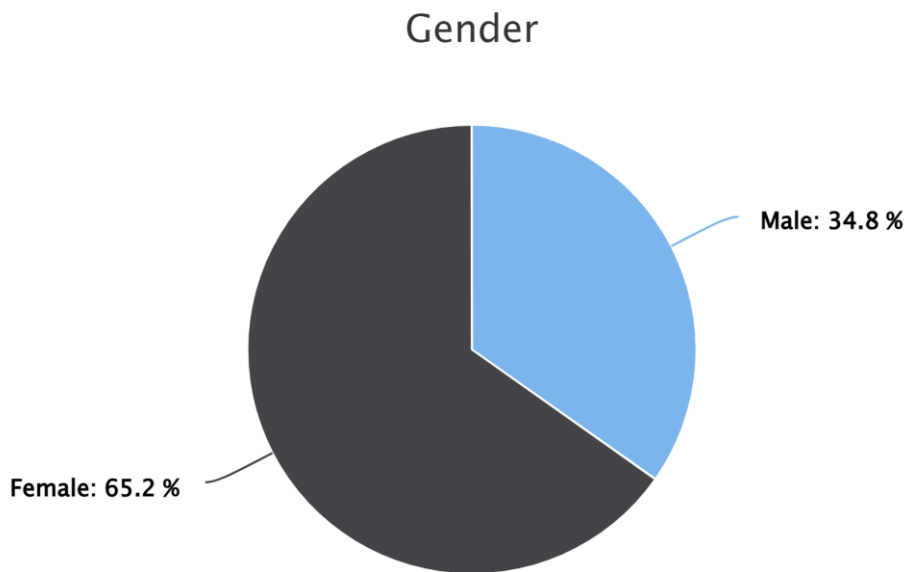


Figure 2. Participants' Gender Chart

According to figure 1, female students predominated. There were 60 female responders (65.2%), and 32 male respondents (34.8%).

4.1.1 Mean Score of All Factors

SRM in Speaking Factors	Mean	SD
Task Value Evaluation	4,40	0.93
Regulation of Learning Environment	3,79	0.22
Regulation of Affect	3,86	0.20
Regulation of Classroom Environment	3,82	0.73
Overall SRMIS-EFL	3,96	0.28

Table 4.1 Mean Score of All SRMIS-EFL Factors

Based on the preceding data, the SRM factor with the highest mean score was task value evaluation (4,40). The result showed that most students responded positively to each item of this factor. This factor consists of seven items related to the interest and goals of students to speak English proficiently. After task value evaluation, regulation of affect received the second-highest mean score with a 3.86. This factor associated with students' strategies for overcoming fear and maintaining self-confidence is significant.

The mean score of regulation of classroom environment factor was 3.82. This factor was related to students' self-control to actively participate in class speaking activities. The last factor with the lowest mean score was regulation of learning environment. The mean score was 3.79. This factor is related to the efforts made by students to study and practice speaking English with tourists or native English speakers.

Alotumi (2021) created a mean score interpretation framework for indicating the SRM level. 1.0 to ≤ 1.8 M considered as a very low motivation level. Mean score of 1.8 to ≤ 2.6 considered as low. 2.6 to ≤ 3.4 M considered as medium. 3.4 to ≤ 4.2 considered as high. Lastly, a mean score of 4.2 to ≤ 5.0 considered as very high motivation level.

According to the findings, SRMIS-EFL participants demonstrated a high to a very high level. The factor with the highest mean score was task value evaluation (M= 4.40, SD= 0.93) whereas the variable with the lowest mean score was regulation of learning environment (M= 3.79, SD= 0.73). However, the mean score for all factors was 3.96. This indicated that the participants had a high SRM level in speaking English.

4.1.2 Task Value Evaluation Factor

No.	Statement	N	Mean	SD
1.	I remind myself that I need to speak English well.	92	4.50	1.04
2.	When the teacher speaks English, I listen carefully to his/her speech.	92	4.41	0.80
3.	I try to be interested in and willing to learn English.	92	4.51	0.95
4.	When I speak English, I learn from my mistakes.	92	4.36	0.92
5.	In order to speak English more correctly, I learn from the mistakes other people make when they speak English.	92	4.25	0.93
6.	In English lesson, I try to pay attention all the time.	92	4.34	0.88

7.	I try to find ways to increase my motivation to speak English	92	4.45	0.95
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Table 4.2 Mean Score of Task Value Evaluation Factor

The highest item statement of task value evaluation was “I try to be interested in and willing to learn English” with the mean score 4.51 and standard deviation 0.95. Meanwhile the lowest statement was “In order to speak English more correctly, I learn from the mistakes other people make when they speak English” with the mean score was 4.25 and standard deviation 0.93. However, all statements of the factor were indicated to be very high.

4.1.3 Regulation of Learning Environment

No.	Statement	N	Mean	SD
8.	I try to find friends from abroad.	92	3.87	1.12
9.	I try to chat with foreigners from abroad in English on the internet.	92	4.00	0.98
10.	I make contact with people whose mother tongue is English.	92	3.70	1.03
11.	During the holidays, I try to visit places with a lot of tourists, in order to improve my spoken English.	92	3.45	1.08
12.	When I meet foreigners, I try to practice my English.	92	3.95	1.07

Table 4.3 Mean Score of Regulation of Learning Environment Factor

Regulation of learning environment factor refers to students’ effort to find other ways to learn and practice English speaking to overcome learning distractions.

All statements in table 4.3 refer to strategies that students may employ to learn and practice English beyond the classroom. The highest mean score was 4.00 for item number 9 “I try to chat with foreigners from abroad in English on the internet.” The standard deviation was 0.98. The lowest mean score was 3.45 with standard deviation 1.08 for statement number 11 “During the holidays, I try to visit places with a lot of tourists, in order to improve my spoken English.”

4.1.4 Regulation of Affect

No.	Statement	N	Mean	SD
13.	I can overcome my fear when I speak English.	92	3.79	0.97
14.	I can overcome my anxiety when I speak English.	92	3.70	0.95
15.	I try to keep a high level of self-confidence when I speak English.	92	4.10	0.85

Table 4.4 Mean Score of Regulation of Affect Factor

There were only three item statements in regulation of affect factor. However, the mean score for this factor was relatively high. The highest item of regulation of affect factor was the statement number 15 “I try to keep a high level of self-confidence when I speak English” (Mean = 4.10, SD = 0.85). Meanwhile, the lowest statement of the factor was item number 14 “I can overcome my anxiety when I speak English” (Mean = 3.70, SD = 0.95). However, all statements showed a high mean score which concluded that students apply strategies to overcome unpleasant feelings, such as anxiousness when speaking English.

4.1.5 Regulation of Classroom Environment

No.	Statement	N	Mean	SD
16.	I use every opportunity to speak English during lessons.	92	3.93	0.92
17.	I talk English with people I know (e.g classmates, flatmates).	92	3.73	1.09
18.	I try to participate as much as possible in English speaking activities class.	92	3.84	0.89
19.	I make a point of speaking English in class.	92	3.79	0.87
20.	I spend time with friends who encourage each other to speak English.	92	3.83	0.99

Table 4.5 Mean Score of Regulation of Classroom Environment Factor

Regulation of classroom environment factor relates to how students control themselves to keep actively participating in speaking activities in class. The highest score for this factor was statement number 16 “I use every opportunity to speak English during lessons” (Mean = 3.93 and SD = 0.92). Moreover, the lowest statement was number 17 “I talk English with people I know (e.g classmates, flatmates)” (Mean = 3.73 and SD = 1.09). From the highest score of the factor it can be assumed that students always try to engage in English speaking class.

4.1.6 SRM Level Difference Based on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total Semua Item	Female	60	78.65	13.274	1.714
	Male	32	83.91	11.501	2.033

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total Semua Item	Equal variances assumed	.001	.971	-1.892	90	.062	-5.256	2.778	-10.775	.263
	Equal variances not assumed			-1.977	71.682	.052	-5.256	2.659	-10.557	.045

Figure 3. Independent Sample Test of SRM Level on Gender

From table 4.6, the Sig. (2-tailed) value was 0.06. If the Sig. value was <0.05 it is possible to conclude that there was a significant difference between SRM level and gender. However, the Sig. value of the result was 0.06 which means $p>0.05$, it can be concluded that there was no significant difference between SRM level and gender.

4.2 Discussion

According to the findings, SRMIS-EFL participants demonstrated a high to very high level. The SRMIS-EFL questionnaire contains four factors that can predict students' SRM level. There was task value evaluation, regulation of learning environment, regulation of affect, and regulation of classroom environment. The factor with the highest mean score was task value evaluation (mean score = 4.40), whereas the variable with the lowest mean score was learning environment regulation (mean score = 3.79). However, the mean score for all factors was 3.96. This was indicated that the participants had a high SRM level in speaking English.

Among other SRMIS-EFL factors, task value evaluation was the most regulated and could predict students' self-regulated motivation. This factor was associated with students' learning goal, willingness, and interest to speak English proficiently. According to the findings, as prospective teachers, they regard the speaking task to be valuable. Therefore, students always attempt to enhance their

motivation and interest in speaking English because they were aware of the importance of speaking skill. This study's findings support Collins' (2009) that task values are a motivational source that has an essential role in self-regulation.

The concept of task value evaluation is a part of intrinsic motivation, in which both high and low levels of motivation come from within the individual learner. In most cases, situational and personal interests, as well as personal objectives, are the sources of intrinsic motivation (Ilishkina et al., 2022).

Each item on the questionnaire demonstrates that students have strategies for regulating their effort and perseverance in academic tasks (Wolters, 1998). Students with a high task value evaluation demonstrate a high willingness to learn, the ability to complete speaking-related educational tasks, and have clear goals. So that they are aware of how to prepare and what to do to accomplish the goal.

This finding revealed that regulation of affect is the highest factor following task value evaluation. To support empirical evidence, Uztosun (2021) emphasized that regulation of affect strongly predicts EFL speaking competency significantly. The regulation of affect is associated to the anxiety and fear that students experience when speaking English. Previous research established that anxiety affects students' speaking and communication skill negatively (Aguila & Harjanto, 2016).

Students with a high level of regulation of affect typically exert considerable effort to reduce negative feelings associated with language acquisition, particularly speaking. According to Bown and White (2010), unpleasant feelings have been

shown to have specialization in various aspects of language acquisition. Negative emotions also absorb students' cognitive resources. When students are experiencing strong negative emotions, it will impair their ability to concentrate on language, remember the forms of the target language, or process language in a productive manner (p. 441).

The third item of regulation of affect factor “I try to keep a high level of self-confidence when I speak English” showed that students committed to preserving their English-speaking confidence in and out of the classroom. Building one's self-confidence is essential to successful language acquisition, particularly when it comes to speaking English. If an individual is willing to practice speaking English with confidence, their ability will improve. Krashen (1981) confirmed that self-confidence is associated with motivational factors that impact second language acquisition success.

However, the results of this study revealed that students may control or overcome their fear and anxiety and attempt to maintain a high level of confidence when speaking English. Students who can control their negative emotional state have more chances to enhance their EFL speaking ability (Uztosun, 2021).

The third factor was the regulation of the classroom environment. This factor item emphasized student strategies to actively engage in class activities and find opportunities to speak more English with their classmates.

The classroom environment is one of the most essential factors in determining whether students will feel comfortable studying (Bima & Adi, 2021). According to Ali, Masroor, and Khan (2020), a stressful classroom environment can cause students to not feel comfortable when learning and can also have a negative impact on their confidence when communicating with English. Consequently, teachers and classmates play a crucial role.

According to the findings of the study, students always attempted to participate in every speaking activity in class and regularly practiced English speaking with their colleagues. This indicates that participants (students) are highly motivated. Therefore, highly motivated students tend to participate in classroom activities and seek out opportunities to speak English with their classmates or friends (Uztosun, 2021).

The last factor with the lowest mean score (3.79) was regulation of the learning environment. Nonetheless, the data indicated a high SRM level. Regulation of learning environment pertains to how students discover opportunities to learn and improve speaking English beyond the classroom by interacting with tourists or native English speakers. Students' high level of SRM might be affected by the fact that participants reside in tourist-heavy city, where they have greater possibilities to communicate with foreigners. Learning environment can impacts students' autonomous motivation (Baeten, Dochy, & Struyven, 2013)

The city where the students (participants) reside has many tourist attractions that are frequented by many tourists, so they have a great opportunity to practice

their English by communicating directly with travelers. The statement "I try to chat with foreigners from abroad in English on the internet" indicated that students not only attempt to communicate face-to-face, but also via the internet and social media. This means that students with a high SRM level will practice their English-speaking skills in a variety of manners.

In terms of gender, this study found that there was no significant difference between the SRM level between male and female students. This indicated that the SRM level of male and female students was comparable. However, prior study showed contradictory results. Alotumi (2021) discovered that SRM had a small but significant effect on gender, female students generally had higher levels of SRM than male students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study identified SRM level of English Language Education Department students in their first, second, and third years of a private university in Yogyakarta. This study aims to identify the SRM level of students and the difference between male and female students. Students had a high level of SRM, indicating that they utilized all motivational regulation strategies to enhance their speaking abilities. Their awareness of the importance, goals, and interests of speaking encourages them to seek out ways to preserve their motivation, willingness, and self-confidence to learn and practice speaking inside and outside the classroom.

All SRMIS-EFL factors played a crucial role in the improvement of students' speaking skills. Particularly task value evaluation and regulation of affect. participants have proven that they can manage their anxiety and fear while speaking English. Speaking is closely related to anxiety. Therefore, anxiety and fear can influence the development of their speaking abilities.

The study's findings have implications for English speaking teaching and learning processes. Regarding the regulation of the classroom environment, teachers play a crucial role in encouraging students' participation in class activities. It is also crucial for the teachers to establish a comfortable learning environment to

lessen students' fear or anxiety to speak English. Teachers should also emphasize to students the significance of regulating their motivation (Uztosun, 2021). Understanding the importance of SRM and how to control their speaking motivation could help foreign language speaking proficiency (p. 423).

5.2 Suggestion

There is a limitation that can be addressed. The research is limited to university settings. This study's findings cannot be applied to all contexts, such as middle or high school. Therefore, it is recommended to investigate the self-regulated speaking motivation of junior or senior high school students. They may be utilizing a variety of SRM strategies to maintain their motivation for enhancing their English-speaking skills.

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APPENDICIES

Appendix 1. Questionnaire

Section 1 of 3

STUDENTS' SELF-REGULATED MOTIVATION TO SPEAK ENGLISH

Nama saya Dwika Salsabila dari Jurusan Pendidikan Bahasa Inggris angkatan 2019, Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian untuk memenuhi tugas akhir yang berjudul "A Survey of EFL Undergraduate Students' Self-Regulated Motivation to Speak English". Partisipan penelitian ini adalah mahasiswa/i Prodi Pendidikan Bahasa Inggris angkatan 2020, 2021 dan 2022 Universitas Sarjanawiyata Tamansiswa.

Dalam rangka mengumpulkan data, saya meminta kerendahan hati dan kesediaan saudara/i untuk meluangkan waktunya sejenak untuk mengisi kuesioner ini. Kerahasiaan identitas dalam penelitian ini dijaga dan dijunjung tinggi oleh etika akademi. Selain itu, semua data hanya akan digunakan untuk kepentingan penelitian saja.

Kuesioner ini berisi 20 pernyataan dan diharapkan untuk diisi dengan sebaik dan sejujur mungkin sesuai dengan kondisi Anda yang sebenarnya. Anda diminta untuk mengisi jawaban dengan skala likert dengan keterangan berikut.

(https://docs.google.com/forms/d/e/1FAIpQLScrtT8FOTM2sWXI6mWsvuaYfB83Es1RHocAHQIBIzayyb_YQ/viewform?usp=sf_link)

No.	Item	Scale				
Task Evaluation Factor						
1.	I remind myself that I need to speak English well. (Saya mengingatkan diri sendiri bahwa saya harus berbicara Bahasa Inggris dengan baik)	1	2	3	4	5
2.	When the teacher speaks English, I listen carefully to his/her speech. (Saat dosen berbicara Bahasa Inggris, saya mendengarkan dengan seksama)	1	2	3	4	5
3.	I try to be interested in and willing to learn English.	1	2	3	4	5

4.	When I speak English, I learn from my mistakes.	1	2	3	4	5
5.	In order to speak English more correctly, I learn from the mistakes other people make when they speak English.	1	2	3	4	5
6.	In English lesson, I try to pay attention all the time.	1	2	3	4	5
7.	I try to find ways to increase my motivation to speak English.	1	2	3	4	5
Regulation of Learning Environment Factor						
8.	I try to find friends from abroad.	1	2	3	4	5
9.	I try to chat with foreigners in English on the internet.	1	2	3	4	5
10.	I make contact with people whose mother tongue is English.	1	2	3	4	5
11.	During the holidays, I try to visit places with a lot of tourists, in order to improve my spoken English.	1	2	3	4	5
12.	When I meet foreigners, I try to practice my English.	1	2	3	4	5
Regulation of Affect Factor						
13.	I can overcome my fear when I speak English.	1	2	3	4	5
14.	I can overcome my anxiety when I speak English. (Saya dapat mengatasi kecemasan saat saya berbicara Bahasa Inggris)	1	2	3	4	5
15.	I try to keep a high level of self-confidence when I speak English. (Saya selalu mencoba untuk menjaga tingkat kepercayaan diri saya yang tinggi saat berbicara Bahasa Inggris)	1	2	3	4	5
Regulation of Classroom Environment Factor						

16.	I use every opportunity to speak English during lessons. (Saya menggunakan setiap kesempatan untuk berbicara bahasa Inggris selama pelajaran)	1	2	3	4	5
17.	I talk English with people I know (e.g classmates, flatmates) (Saya berbicara menggunakan Bahasa Inggris dengan orang-orang yang saya kenal (contoh: teman kelas, teman kost))	1	2	3	4	5
18.	I try to participate as much as possible in English speaking activities class. (Saya mencoba untuk berpartisipasi sebanyak mungkin di aktivitas kelas berbahasa Inggris)	1	2	3	4	5
19.	I make a point of speaking English in class. (Saya menekankan berbicara bahasa Inggris di kelas)	1	2	3	4	5
20.	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)	1	2	3	4	5

Appendix 2. Consent Form



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Nomor : 151 /UST/FKIP/Dkn/IP/XI/2022
Hal : Jawaban Izin Pengambilan Data Skripsi
Lamp. : -

29 November 2022

Kepada Yth :
Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Salam dan bahagia,
Menanggapi surat dari Dekan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia nomor: 2389/Dek/70/DURT/XI/2022 tanggal 21 November 2022 perihal Permohonan Ijin Pengambilan Data Skripsi. Bersama ini Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Sarjanawiyata Tamansiswa (UST) memberikan izin kepada mahasiswa yang tersebut di bawah ini untuk dapat melakukan pengambilan data dalam rangka penyelesaian studi tingkat sarjana, yaitu :

Nama	Dwika Salsabila
NIM	19322023
HP	0812-9868-3610
Program Studi	S1-Pendidikan Bahasa Inggris
Judul Tugas Akhir	A SURVEY OF INDONESIAN EFL UNDERGRADUATED STUDENTS' SELF-REGULATED MOTIVATION TO SPEAK ENGLISH
Subjek Penelitian	mahasiswa Program Studi Pendidikan Bahasa Inggris
Tempat Penelitian	Program Studi Pendidikan Bahasa Inggris FKIP-UST
Alamat Penelitian	Jalan Batikan UH III nomor 1043 Tahunan, Umbulharjo Yogyakarta

Demikian surat jawaban atas permohonan ijin pengambilan data skripsi untuk mahasiswa ini. Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih. Salam.

Dekan

Dr. Siti Marrah, M.Pd.
NIDN. 0005126508

Tembusan :
1. Kaprodi PBI FKIP UST
2. Mahasiswa yang bersangkutan