

**IDENTIFYING THE FACTORS OF UNDERGRADUATE STUDENTS' SELF-REGULATED
SPEAKING MOTIVATION**

A Thesis

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



Written by:

Farah Shalika Andayu

20322139

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES ISLAMIC UNIVERSITY
OF INDONESIA YOGYAKARTA**

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APPROVAL SHEET

**IDENTIFYING THE FACTORS OF UNDERGRADUATE STUDENTS' SELF-REGULATED
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By:

Farah Shalika Andayu

20322139



Approved on 23rd December 2024

By:

A handwritten signature in black ink, appearing to read 'Adam Anshori', is positioned above the name of the approver.

Dr. Adam Anshori, S.S., M.A.

NIP. 062216004

RATIFICATION SHEET

**IDENTIFYING THE FACTORS OF UNDERGRADUATE STUDENTS' SELF-REGULATED
SPEAKING MOTIVATION**

By:

Farah Shalika Andayu

20322139

Defended before the Board of Examiners on 23rd December 2024 and Declared Acceptable.

Chairperson : Dr. Adam Anshori, S.S., M.A.

First Examiner : Dr. Rizki Farani, S.Pd., M.Pd.

Second Examiner : Anandayu Suri Ardini, S.S., M.A.

Yogyakarta, December 23 2024

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia



Head of Department,

A handwritten signature in black ink, appearing to read 'Puji Rahayu'.

Puji Rahayu, S.Pd., MLST., Ph.D

NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis titled "*Undergraduate Students' Perceptions of Their Self-Regulated Speaking Motivation in EMI-Based Program Classes at a Private University in Yogyakarta,*" which I have authored, is original work and does not contain any material from other sources, except for those duly cited and referenced, as is standard practice in academic writing.

Yogyakarta, 23 December 2024

The Researcher,



Farah Shalika Andayu

20322139

MOTTO

"So, surely, with hardship comes ease. Surely with hardship comes more ease." [Al-Quran, 94:5-6]

“No matter what happens in the world, if you do your best, there will definitely be good results. Believe in yourself and move forward more than anyone else.” - **ENHYPEN's JAY**

DEDICATION

This thesis is lovingly dedicated to:

1. Myself, Farah Shalika Andayu, for completing this thesis.
2. My lovely parents, Mr. Fauzi Rachman and Ms. Tuti Ulandari, whose unwavering love and support have been instrumental in making this achievement possible.
3. My brothers Ziel, Cessa and Thala, who have always loved and supported me unconditionally.
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7. Finally, one of my idols, my greatest strength, ENHYPEN, they are helping me to keep my energy up through their music while I am conducting this thesis.

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All praise and gratitude to Allah the Almighty and the Prophet Muhammad SAW for blessings, love, possibilities, good health, and kindness that enabled the writer to complete this thesis entitled “IDENTIFYING THE FACTORS OF UNDERGRADUATE STUDENTS' SELF-REGULATED SPEAKING MOTIVATION”, which is a partial satisfaction of the Sarjana Pendidikan degree requirements. First and foremost, I want to thank my parents for their continuous prayers and support, which have served as a continual source of encouragement for me.

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While I believe this thesis to be a valuable contribution, I acknowledge that it is not without its limitations. I therefore welcome any feedback and suggestions for future improvement. Ultimately, I hope this thesis will be beneficial to its readers.

Wassalamu'alaikum warrahmatullahi wabarakatuh.

Yogyakarta, 23 December 2024

The Researcher,



Farah Shalika Andayu

20322139

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IDENTIFYING THE FACTORS OF UNDERGRADUATE STUDENTS' SELF-REGULATED SPEAKING MOTIVATION

By:
Farah Shalika Andayu
20322139

ABSTRACT

This study examines the self-regulated motivation of undergraduate students enrolled in an English-medium instruction (EMI) program at a private university in Yogyakarta to engage in spoken English. The participants were 38 students enrolled in the International Program of Communications at a private university in Yogyakarta. The data were collected using the SRMIS-EFL questionnaire, which comprises four factors: task value activation, regulation of learning environment, regulation of affect, and regulation of classroom environment. The questionnaire consisted of 20 items on a 5-point scale. A descriptive statistic was employed to analyze the students' SRM levels, which revealed that task value activation (M= 4.48, STD= .486) and regulation of the learning environment (M= 4.04, STD= .636) were the most impactful factors. As a result, students are encouraged to self-motivate their learning of English by recognising and addressing their errors in spoken communication. Additionally, students may have the opportunity to interact with native speakers in virtual or public settings, which can facilitate the development of their speaking abilities. In contrast, the data revealed that the lowest-rated factors were regulation of affect and regulation of the classroom environment. Conversely, the results indicated that the lowest factors were regulation of classroom environment (M= 3.98, STD= .757) and regulation of affect (M= 3.93, STD= .791). Students reported that they had overcome their fear of speaking English by speaking confidently, seeking opportunities to speak more during lessons or with trusted individuals, and managing their emotional responses to the fear by regulating their effect. Consequently, the participants can motivate themselves to learn English fluently and develop strategies to enhance their skills. Furthermore, participants are encouraged to implement strategies that enhance their motivation, particularly in the context of English language acquisition, both in informal settings and within the educational environment. This motivation can be fostered through various sources, including instructors, peers, and the broader community.

Keywords: *Self-regulated motivation, self-regulated learning, SRMIS-EFL*

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Despite the growing interest of Indonesian students to learn English as International language, many of them still face difficulties and challenges, such as; planning and goals, self-efficacy, self-monitoring, self-motivation and lack of motivation and confidence (Zimmerman, 2015). Moreover, Zimmerman (2015) contends that these challenges are personal endeavours to acquire knowledge and skills, and are closely related to self-regulated learning. In order to facilitate an optimal learning circumstance, it is suggested that students enhance their Self-Regulated Learning (SRL) and devise a strategy to assist them in the future management of their self-regulated learning. According to Zimmerman (2002), Self-regulated learning (SRL) can be defined as an independent and purpose-driven process in which learners actively shape and refine their academic skills by utilizing their cognitive capabilities. This process encompasses various elements, including introspection, motivation, and behavioral factors, all of which contribute to the overall learning experience (Zimmerman, 2015).

Therefore, in an academic context, SRL refers to the students taking charge of their learning condition, as Seli and Dembo (2020) said to manage the influential factors and surmount obstructive barriers to having optimal learning. Also, SRL can assist students in adapting to the learning environment within the classroom. Thus, they are able to have self-controlling, self-monitoring, and self-evaluate themselves to know their learning pace during the class.

In order to enhance their self-regulation skills, students must establish a conducive learning environment and be highly motivated to improve their engagement with the material. Put differently, to focus on completing their assignments, students must employ certain strategies to control their motivation for learning. This motivational concept is called Self-regulation Motivation (Uztosun, 2020). According to Wolters (2003), motivational regulation is defined as “those activities through which individuals purposefully act to initiate, maintain or supplement their willingness to start, to provide work towards, or to complete a particular activity or goal (i.e., their level of motivation)”.

The concept of self-regulated motivation in students can be explored by examining their learning strategies, with a particular focus on enhancing their speaking skills. Various strategies may be employed by students to self-regulate, such as overcoming fear, learning from their teachers or peers, and seeking improvement through interactions with native speakers or the viewing of English films. Further to this, Uztosun (2017) created a self-regulated motivation scale for speaking in order to measure the degree of motivation exhibited by students. He came to the conclusion that regulation of affect, regulation of classroom environment, task value activation, and regulation of learning environment were the four factors that might be utilized to quantify SRM in English speakers. Furthermore, by using the Self-regulated Motivation for Improving Speaking English as a Foreign Language (SRMIS-EFL) scale, Uztosun (2021) conducted research at one of the universities in Turkey. Among the other SRM factors, Task Value Activation is therefore the most regulated. Students who participate in Task Value Activation exhibit an intense willingness to learn English by endeavoring to build up motivation, curiosity, and an intention to speak the language fluently. The results of the Regulation of Affect study suggest that emotional management plays a role in foreign language speaking. Specifically, students who can handle anxiety and fear tend to make more progress in their speaking skills.

While many research has already explored self-regulated motivation (SRM) for English speaking in other contexts, investigating it within the specific lens of Indonesia offers a valuable opportunity. This emphasis can help us better comprehend this complicated phenomenon and develop specialized teaching strategies for the Indonesian context.

As evidenced in Diasti and Mbato's (2020) study, existing research in Indonesia has primarily focused on SRM in writing abilities, specifically thesis writing. Moreover, Alotumi's (2020) study examined existing research on the subject of SRM in spoken language abilities at a Yemeni university. On the other hand, this study fills the gap by testing SRM, especially for speaking skills in English as Medium of Instruction (EMI) classes, since only a few studies have looked at this topic employing students from International Programs as study participants. Furthermore, students from the EMI-based program, particularly the International Program of Communications, were selected to participate in this study due to their frequent use of English in lessons and daily interactions. The researcher hypothesises that these students possess the necessary competencies in speaking especially in public, which are essential for future career roles such as journalism, anchoring, public relations and creative media. In addition, it explores how Indonesian students self-regulate their motivation for speaking English by adapting Uztosun's (2017) SRMIS scale into a 20-question questionnaire.

1.2 Identification of the Problem

Motivation is a crucial factor in the learning process. There are numerous types of student motivation within the context of learning, such as motivation for performance, speaking, increasing self-confidence, self-control, self-monitoring, and self-evaluation. This study concentrated on students' motivation, with an emphasis on examining Indonesian students' strategies for self-regulated motivation, particularly in the context of English communication. A potential lack of motivation in speaking

publicly, as well as a deficiency in confidence, may contribute to the challenges some students face. Additionally, the paucity of research conducted in Indonesian settings, particularly in relation to students enrolled in EMI-based programs, underscores the need for further investigation into these issues.

1.3 Limitation of The Problem

This study aimed to identify the highest factor employed by students with English as a Foreign Language (EFL) to regulate their motivation to speak English, with a particular focus on students pursuing an English as a Medium of Instruction (EMI)-based major at a private university in Yogyakarta. Hence, the research question was formulated as follows: "What are the factors for self-regulated motivation (SRM) in speaking English among students enrolled in an EMI-based program?"

1.4 Objective of The Study

This research aims to identify the SRM factors in college students, especially in EFL classes under the Emi-based program.

1.5 Significance of The Study

The findings of this study will offer various viewpoints from people who live in various contexts and learn in various ways. Moreover, it is believed that by doing this research, participants would understand which aspects participants or students find helpful in self-regulating in order to inspire change in their learning environment, particularly in Emi-based classes. Additionally, participants or students in this study can learn and practice skills for self-regulation in speaking sessions.

CHAPTER II

LITERATURE REVIEW

2.1 Self-Regulation Learning and Motivation

The importance of self-regulation in the learning process has been emphasized by Zimmerman & Schunk (2001). This highlights the significance of individuals actively managing their thoughts, emotions, and actions to optimize their learning experience and academic achievement. There are several differences in the meaning of Self-Regulation. According to Zimmerman and Schunk (1994) self-regulation can be defined as “the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of personal goals”.

Furthermore, Self-regulation is a method of attaining individual objectives by aligning one's thoughts, emotions, and behaviors to serve a specific purpose (Zimmerman, 2000). Thus, Wolters, Pintrich, and Karabenick (2003) have acknowledged it as a process in which individuals assume control over their own motivation and behaviors. Learners use these processes to turn their ideas, feelings, and behaviors into task-related knowledge, skills, and strategies. Thus, learners regulate their behavior by processing their mental states to control their effect by fostering positive states such as self-confidence, willingness, and courage. Also, they must decrease negative states such as stress, anxiety, and worry.

Pintrich's (2004) model, rooted in Bandura's social cognitive theory (1986), highlights the significance of self-regulated learners who possess the ability to effectively regulate and control various metacognitive elements such as motivation, task management, behavior, and learning environment to align with their individual learning requirements. According to Uztosun (2020), the key aspect of these

processes is Self-Regulated Motivation (SRM). Effective self-regulation is crucial for learners to manage and control their metacognitive elements, ensuring a conducive learning environment. Regulating emotions and behaviors is essential to avoid excessive stress, anxiety, and worry, fostering a comfortable space for learning. Through self-regulation, students gain greater control over their behavior, thoughts, and feelings, shaping a positive learning environment of their design. Furthermore, self-regulation is critical in establishing pleasant learning environments and increasing confidence and courage in the face of academic challenges. As prior research has shown, metacognitive aspects enable students to organize and regulate their learning environment, allowing it to be tailored to their specific requirements. Improving students' learning motivation also works as a motivator for good self-regulation.

Self-regulated motivation strategies refer to the methods or approaches employed by students to internally motivate themselves, aiming to maintain or boost their dedication towards accomplishing specific academic assignments (Wolters and Benzon, 2013). According to this, Pintrich and Garcia (1991) emphasize that self-regulated learning models have three different basic items that can be summarized as planning, monitoring and evaluating the outcomes. Three conclusions may be drawn from these points of view: they freely participate in the learning process, they choose how they will learn, and they have control over their education. In addition, setting objectives, employing successful tactics, tracking performance, reorganizing the physical and social surroundings, managing time, self-evaluating techniques, attributing outcomes, and adjusting future ways, are only a few of the SRL component abilities listed by Zimmerman (2002). Therefore, students have the ability to enhance and strengthen their own self-motivation by managing and overseeing factors such as the importance they attach to their tasks, the environment in which they learn, their emotions, and the overall atmosphere of the classroom (Boekaerts and Corno, 2005).

According to Pintrich (2004), *the activation of task value* pertains to the recognition and assessment of the worth, significance, appeal, and practicality of an educational assignment. Thus, Wang et al. (2021) add that students have the ability to enhance task value by establishing a connection between it and their academic objectives, personal interests, or by finding ways to make it more enjoyable. In this context, it was discovered that students who possess greater levels of task value and interest tend to utilize a greater number of self-regulatory metacognitive strategies, such as concentration, planning, monitoring, evaluating, and regulation (Bai and Wang, 2021). Regarding English-speaking abilities, EFL students who demonstrate higher task value may exhibit increased enthusiasm for engaging in oral communication in English when they perceive the development of English-speaking proficiency to be valuable (Uztosun, 2020).

The regulation of the learning environment involves students' efforts to overcome disruptions, annoyances, and obstacles present in their learning environment. They do this by exploring alternative methods to improve their learning and practice (Pintrich, 2004). Hence, Self-regulated students are known to actively monitor and control their learning context, recognizing the importance of regulating their environment as part of their self-regulated learning process.

Regulation of affect refers to the different techniques and approaches students to employ to manage and deal with undesirable emotions and feelings like fear and anxiety (Pintrich, 2004). These strategies encompass self-regulatory processes involving emotions, cognition, and metacognition. Efklides et al. (2017) propose that metacognitive experiences and cognitive processing are influenced by either positive or negative emotional reactions, which consequently affect students' inclination to engage in or avoid learning tasks.

Further to this, Zimmerman (1989) describes other strategies in SRL as follows: *Self-evaluating*, a statement indicating the students initiate the effort to assess their learning progress. *Organizing and Transforming*, is a statement indicating the students to organize the subjects to enhance the process of acquiring knowledge and skills. *Goal-setting and Planning*, is a statement indicating the students' process of establishing goals and crafting plans for organizing, scheduling, and accomplishing activities tied to those goals. *Seeking Information*, a statement indicating the students to seek any information about the assignment from a nonsocial source, in order to help the students understand the explanation about the materials. *Keeping Records and Monitoring*, a statement indicating the students to take notes about the events and the results of the materials. *Environmental Structuring*, is a statement indicating the students to determine or organize the physical environment in order to facilitate a more conducive learning experience. *Self-consequating*, is a statement indicating the students to express the arrangement or creative ideas of students regarding potential consequences, whether positive or negative, for achieving goals or experiencing setbacks. *Rehearsing and Memorizing*, a statement indicating the students to memorize the materials by rehearsing it to help the students notice the methods for their learning activity materials. *Seeking Social Assistance*, is a statement indicating that students seek help from their friends, teachers, and adults. *Reviewing Records*, is a statement indicating the students to re-read or review the notes or textbooks to prepare for the next learning activity.

The strategies themselves are purposed to enhance students' ability to manage their individual functioning, academic conduct, and educational surroundings.

2.2 Self-regulated Learning and Motivation for Speaking

Speaking is a crucial skill for communicating with others, whether in a native tongue or a second or foreign language. Nowadays, global civilization is growing and people can interact with others by

improving their speaking skills. In particular, speaking in a foreign language can be seen as a potential process that involves more than just the exchange of information; it is a method for someone to convey their thoughts, viewpoints and feelings.

English is a language that is taught and studied at all levels of education, and it is extensively spoken in many countries. As Nursafira (2020) observes, the teaching and learning of English can present a significant challenge, particularly in contexts where English is not a commonly used language in daily communication. As posited by Karaduman et al. (2023), the obstacles to effective communication extend beyond mere linguistic considerations to encompass cultural and individual nuances. These factors, in conjunction with linguistic challenges, may influence learners' capacity to engage in meaningful and productive communicative activities. In other words, dealing with and overcoming the negative consequences of these obstacles necessitates a thorough awareness of the sociocultural background, linguistic setting, and learners' particular characteristics.

From the perspective of individual characteristics, learners need to be able to apply relevant communication strategies, such as responding appropriately to different situations, to effectively develop their speaking skills (Winke, 2013). By employing strategic and metacognitive thinking, learners can better navigate the complexities of oral communication, leading to improved fluency and coherence in their expression. Consequently, cognitive and metacognitive strategies are essential for effective oral communication, which is closely connected to Self-Regulated Motivation (SRM).

Speaking is a productive ability that is directly impacted by learners' SRM, which is seen as the motivation behind learners' development towards proficiently speaking in the target language (Uztosun, 2021). According to Uztosun (2021), the relationship between SRM and speaking proficiency demonstrates how motivating variables influence language acquisition. SRM denotes learners' capacity to regulate their motivational states through the modification of behavioral conduct. In oral

communication contexts, the term SRM is employed to refer to learners' regulation of their engagement in speaking activities, with the objective of achieving fluency and accuracy in the foreign language.

2.3 Previous Studies

There are some previous research that is relevant to this study. The first research study by Ustozun (2021) was to determine which variables related to self-regulated speaking motivation contribute to the prediction of foreign language speaking competence. The research instrument was made and designed by Ustozun itself in 2017, with a 22-item questionnaire and reduced the number of items to 20 items. The questionnaire has four components, which are: (a) task value activation, (b) regulation of learning environment, (c) regulation of affect and (d) regulation of classroom environment. The subjects for this data were 84 students at one of the English Language Teaching (ELT) departments of a state university in the western part of Turkey. The findings indicate that SRSM may be a relevant factor in the development of EFL speaking competence. This finding lends support to the conclusions of previous research studies which have identified self-regulated learning (SRL) as a significant factor in the development of specific language skills.

The second researcher Alotumi (2021) examined junior and senior college students' level of self-regulated motivation to improve their speaking of English as a foreign language (SRMIS-EFL). This study engaged 300 EFL college junior and senior students from the English Department of a Yemeni university. Alotumi conducted this study using Ustozun's (2021) SRMIS-EFL questionnaire which has 20 items. The results show that all students used a variety of self-regulatory incentive strategies to improve their English as a Foreign Language (EFL) speaking skills. Their total Self-Regulated Motivational Strategies in English (SRMIS-EFL) level was found to be moderate to

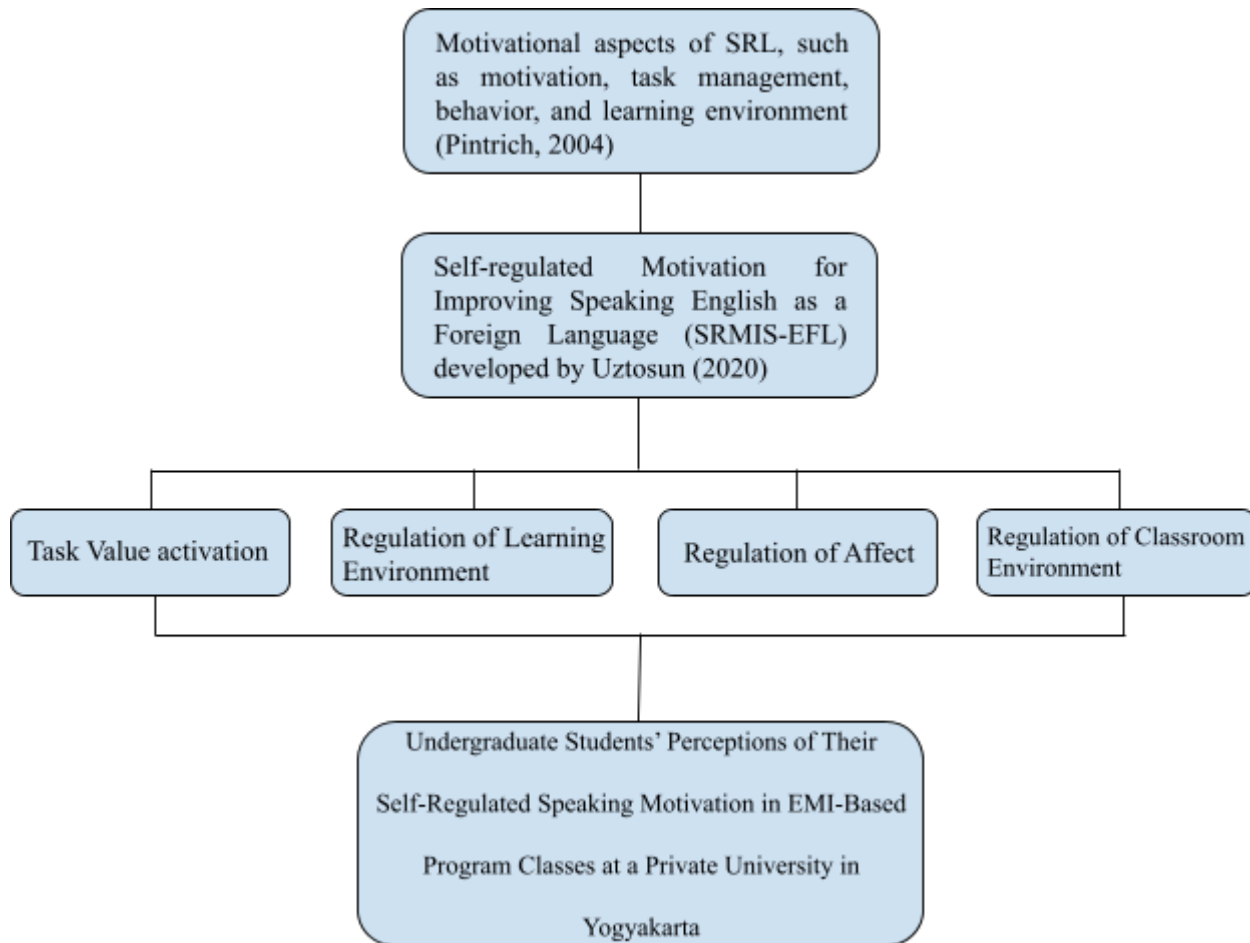
high.

Conversely, Hanifa's (2018) study titled "Factors Generating Anxiety when Learning EFL Speaking Skills", provides an overview of the phenomena of speaking anxiety in the context of foreign language acquisition. Hanifa's review also aims to investigate a number of topics that are deemed crucial to a more comprehensive understanding of the causes of speaking anxiety, with a particular emphasis on cognitive, emotional, and performance variables.

The study by Li (2017), titled "Motivational Regulation in Foreign Language Learning," focuses on the relationship between motivational regulation and foreign language learning. The research examines motivational regulation within the context of self-regulated language learning among Chinese EFL college students. The study aims to investigate whether and how Chinese college students regulate their motivation in EFL learning, as well as the impact of motivational regulation on the foreign language learning process and achievement.

2.4 Theoretical Framework

The aim of this research is to identify the highest and the lowest score of SRM factors on college students, especially in EFL classes under the Emi-based program. Uztosun scale was adapting from Pintrich's (2004) model, addresses motivational aspects of SRL. In order to conduct this research the researcher will utilize a Self-regulated Motivation for Improving Speaking English as a Foreign Language (SRMIS-EFL) scale that contains a 20-item scale instrument encompassing four factors: *regulation of affect, regulation of classroom environment, task value activation, and regulation of learning environment* (Uztosun, 2020).



CHAPTER 3

RESEARCH METHODOLOGY

The study's methodology is explained in this chapter, encompassing elements such as the research design, the population and sample, the data collection method, and the data analysis technique.

3.1 Research Design

This study is quantitative research that uses quantitative descriptive research as a research design in order to identify the learners' perspective of self-regulated learning in speaking classes. In addition, this study uses a questionnaire to gain the data. As Creswell and Creswell (2018) have pointed out, surveys provide a means to collect quantitative data on trends, attitudes, and opinions within a population or to examine relationships between variables within a population by studying a representative sample (p. 207). Additionally, Dorrenbacher-Ulrich et al. (2021) have suggested that questionnaires are an effective tool for measuring students' motivational self-regulatory strategies.

3.2 Population and Sample

3.2.1 Population

Creswell (2012) defines the population as the complete group of individuals with relevant shared characteristics that are the target of a research study. In this research, the author chose an International Program of Communications batch of 2021 and 2022 students at a private university in Yogyakarta, which has 48 active students. The researcher selected students from the International Communication Programme as subjects for this study, as they met the criteria for participation because these students utilised English as their primary language of communication, particularly in academic settings. Consequently, this research poses a significant challenge in identifying the students' SRMIS strategies.

3.2.2 Sample

As Creswell (2012) states, a sample is a smaller, representative slice of the population that researchers study to draw conclusions about the entire group. 48 students from the batch 2021 and 2022 of the International Program of Communications were chosen as the population for this study. Out of the 48 students that received the questionnaire, the author received 38 responses. The author decided to use non-probability convenience sampling to run this survey in order to describe the students' perceptions of self-regulated motivation in Emi-based program classes for students at a private university in Yogyakarta.

3.3 Data Collection Technique

3.3.1 Research Instrument

The questionnaire used in this study was the Self-regulated Motivation for Improving Speaking English as a Foreign Language (SRMIS-EFL) Scale developed by Uztosun (2017). There were 20 questions on the survey, covering 4 different factors; Task Value Activation (items 1–7), Regulation of Learning Environment (items 8–12), Regulation of Affect (items 13–15), and Regulation of Classroom Environment (items 16–20).

Each statement on the online SRMIS-EFL questionnaire's subscale was answered by respondents using a 5-point Likert scale, in which: 1 *strongly disagree*, 2 *disagree*, 3 *uncertain*, 4 *agree*, and 5 *strongly agree*.

3.4 Validity and Reliability

3.4.1 Validity

| Item | Pearson Correlation | R-Table | Description |
|------|---------------------|---------|-------------|
| 1 | 0.689 | 0.320 | Valid |
| 2 | 0.433 | 0.320 | Valid |
| 3 | 0.602 | 0.320 | Valid |
| 4 | 0.577 | 0.320 | Valid |
| 5 | 0.476 | 0.320 | Valid |
| 6 | 0.819 | 0.320 | Valid |
| 7 | 0.613 | 0.320 | Valid |
| 8 | 0.468 | 0.320 | Valid |
| 9 | 0.719 | 0.320 | Valid |
| 10 | 0.577 | 0.320 | Valid |
| 11 | 0.453 | 0.320 | Valid |
| 12 | 0.579 | 0.320 | Valid |
| 13 | 0.676 | 0.320 | Valid |
| 14 | 0.688 | 0.320 | Valid |

| | | | |
|----|-------|-------|-------|
| 15 | 0.695 | 0.320 | Valid |
| 16 | 0.689 | 0.320 | Valid |
| 17 | 0.602 | 0.320 | Valid |
| 18 | 0.764 | 0.320 | Valid |
| 19 | 0.693 | 0.320 | Valid |
| 20 | 0.544 | 0.320 | Valid |

Using Pearson Correlation to determine the validity of each questionnaire item. With 38 respondents, the r-table in use is 0,320. To be considered valid, each item must be above the r-table. The research findings are valid for each of the twenty rare items that are above the r-table.

3.4.2 Reliability

| Case Processing Summary | | | |
|--------------------------------|-----------------|------------------|----------|
| | | N | % |
| Cases | Valid | 38 | 100.0 |
| | Excluded | 0 | .0 |
| | Total | 38 | 100.0 |
| Reliability statistics | | | |
| Cronbach's Alpha | | N of Item | |
| .912 | | 20 | |

Using Cronbach's coefficient, the questionnaire's 20 items were assessed for reliability. According to the results, Cronbach's Alpha score of 0.91 indicates a strong level of consistency in the questionnaire. Stated differently, this research is reliable.

3.5 Research Procedure

The study collected data using a questionnaire developed by Uztosun (2020). To collect data, the questionnaire was delivered both through a WhatsApp group and in the classroom. Data was gathered by voluntary responses to the questionnaires presented. The mean and standard deviation of the data were calculated by employing Microsoft Excel and SPSS. The estimated data were then evaluated by the highest and the lowest score of each factor of SRL in student SRMIS among EMI-based students. Moreover, this data was subjected to interpretation and analysis through a process of comparison with the findings of other studies.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the results of the study, along with a descriptive analysis and an interpretation of the data collected. It also includes a description of each factor of SRM to determine students' motivation in speaking.

4.1 Research Findings

The four factors of the data analysis; Task Value Activation, Regulation of Learning Environment, Regulation of Affect and Regulation of Classroom Environment, all concentrate on elements of Self-Regulated Motivation (SRM). Additionally, to gather further details, the author used descriptive analysis in SPSS software to study each factor. The average (mean) of the participants' responses for every factor is the main focus of the investigation.

4.1.1 Mean Score of SRMIS-EFL

| SRMIS-EFL factors | Mean | Std. Deviation |
|-------------------------------------|------|----------------|
| Task Value Activation | 4.48 | .486 |
| Regulation of Learning Environment | 4.04 | .636 |
| Regulation of Classroom Environment | 3.98 | .757 |
| Regulation of Affect | 3.93 | .791 |

The factors that impacted SRM are displayed in the findings above, with the highest rank factor having a mean score of 4.48 and the lowest factor having a mean score of 3.93. The findings indicate that the task value activation factor has the most impact on the research participants, as seen by their preference to agree on the questions within this factor. There are seven elements in this factor that relate to an interest in speaking English. Regulation of the learning environment, on the other hand, had the

second-highest mean score, with a mean score of 4.04 and a standard deviation of .636. Five things in this category are connected to the chance to study and practice English with some native speakers.

However, this set of findings also had the lowest mean score. Regulation of the classroom environment had the second-lowest score, with a mean score of 3.98 and a standard deviation of .753. This factor refers to the impact of friends and social environment motivation on learning and using English. The last category with the lowest score was regulation of affect, which had a mean of 3.93 and a standard deviation of .791. The three things that make up the regulation of affect itself comprise the methods that students use to overcome their fears and keep their confidence when speaking in English.

4.1.2 Task Value Activation

| No | Item | Mean | Std. Deviation |
|----|---|------|----------------|
| 4 | I learn from my mistakes when I speak English. | 4.63 | .633 |
| 3 | I keep up my interest and willingness to learn English. | 4.58 | .552 |
| 2 | When the teacher talks in English, I listen to him/her carefully. | 4.47 | .687 |
| 7 | I look for various ways to improve my motivation to speak English. | 4.47 | .647 |
| 5 | I learn from the mistakes other people make so that I speak English more correctly. | 4.47 | .687 |
| 1 | I remind myself that I have to speak well in English. | 4.45 | .686 |
| 6 | I try to pay attention all the time in English lessons. | 4.29 | .768 |

The data shown above emphasizes how important it is to practice speaking English. According to the data, "I learn from my mistakes when I speak English" had the highest task value activation item,

with a mean score of 4.63 and a standard deviation of 0.633. Out of the 38 participants, the majority of students mostly selected the item ranked fourth on the highest scale. It is evident from this that students improved their English speaking skills through their mistakes. However, the item "I try to pay attention all the time in English lessons" had the lowest score in this factor, with a mean score of 4.29 and a standard deviation of 0.768. Rather than focusing on English lessons, students gained more from their mistakes to practice their speaking English.

4.1.3 Regulation of Learning Environment

| No | Item | Mean | Std. Deviation |
|----|---|------|----------------|
| 12 | I try to practice my English when I encounter foreigners. | 4.37 | .714 |
| 9 | On the internet, I try to speak with foreigners in English. | 4.21 | .811 |
| 8 | I look for international friends to practice English. | 4.03 | .753 |
| 11 | I try to visit places with lots of foreign visitors during the holidays to improve my spoken English. | 3.87 | .935 |
| 10 | I get in touch with native speakers of English. | 3.71 | .867 |

The main focus of this part is creating opportunities to speak English outside the class and interact with other students whether they are foreigners or EFL students which consists of five items. According to the data, out of the five items, item 12 "I try to practice my English when I encounter foreigners" had the highest score that was chosen by the students with a mean score of 4.37 and a standard deviation score of .714. This is followed by "On the internet, I try to speak with foreigners in English" had the second highest score with a mean score of 4.21. These two items show that students tried to interact with foreigners whether they were having a direct conversation or through social media.

However, item 10 had the lowest mean score of 3.71 along with the standard deviation score of .867. This item rarely gets chosen by the students since not everyone has native friends to encourage their speaking English. Also, this can be assumed, in this situation, students can practice their English if they have a native friend or encounter foreigners to make an interaction.

4.1.4 Regulation of Affect

| No | Item | Mean | Std. Deviation |
|----|--|------|----------------|
| 15 | When I speak English, I try to maintain a high degree of confidence in myself. | 4.03 | .854 |
| 13 | When I speak English, I can get over my fear. | 3.92 | .850 |
| 14 | When I speak English, I can rise above my anxiety. | 3.84 | .916 |

This factor had only three items. Item number 15, "When I speak English, I try to maintain a high degree of confidence in myself," had the greatest regulation of affect, with a mean score of 4.03 and a standard deviation score of .854. This implies that the majority of participants decided to agree on this point. It is presumed that students are able to speak English with confidence. Item number 14, "When I speak English, I can rise above my anxiety," had the lowest score, with a mean of 3.84 and a standard deviation of .916. This item may indicate that students continue to attempt to control their feelings of anxiety when speaking in English.

4.1.5 Regulation of Classroom Environment

| No | Item | Mean | Std. Deviation |
|----|---|------|----------------|
| 16 | I use every chance during lessons to speak English. | 4.21 | .777 |
| 20 | I pass the time with friends who help and motivate each other to speak English. | 4.00 | 1.013 |
| 19 | In class, I entertain the notion of speaking English. | 3.95 | .928 |
| 18 | In class, I try to engage in English speaking tasks and activities as much as possible. | 3.92 | 1.050 |
| 17 | I talk in English with the people I know (e.g., classmates, friends). | 3.84 | 1.128 |

The data presented in the above table was mostly concerned with classroom involvement and

student speaking. The data indicates that question 16, "I use every chance during lessons to speak English," has the highest mean score of 4.21, with a standard deviation score of .777. This indicates that students are utilizing the chance to communicate in English throughout the classes. Item 20 (Mean=4.00, STD=1.013) had the second-highest score after this. Students are inspired to speak English with friends by encouraging one another to do so both inside and outside of the classroom. Item 17 (Mean=3.84, STD=1.128), "I talk in English with the people I know," had the lowest score. It is evident that students do not attempt to participate in any classroom activities that assist them in developing their speaking abilities; instead, they only decide to talk in English with those they know.

4.2 Discussion

The study's findings showed that students use various techniques to improve their speaking abilities, particularly when speaking English. The participants, undergraduate students from the International Program of Communication, used English in their social and classroom interactions, which helped them improve their speaking skills. The term EMI was employed in this study because it refers to English as Medium Interactions, which means that the classes were provided in English in a nation where English is not the first language. Students selected a different statement based on the answers they provided on the questionnaire, as the results from the previous chapter showed.

Based on the result in the previous chapter, among the 4 factors that are shown above, Task Value Activation was the highest regulated factor. Pintrich's (2004) models suggest that task value activation is a useful strategy for managing and controlling several metacognitive aspects when learning English, especially in speaking, including motivation, planning, and behavior. Therefore this suggests that participants tended to regulate their perception about the value of developing their speaking abilities. Moreover, participants try to increase their willingness, motivation, and interest in speaking

English fluently. In contrast with the findings reported by Alotumi (2020), the present study revealed a different motivational approach among the student population. While Alotumi's findings suggested that the majority of students strongly agreed with item 1 ("remind themselves of speaking English well"), the current study's findings indicate that students primarily self-motivate by learning from their mistakes and then reminding themselves to speak well.

As the data shows, students are willing to learn from their mistakes, listen to their teacher, and keep up the motivation for themselves to speak English. The students may feel comfortable learning it with their own strategies to improve their speaking skills whether they do it in social life with their people or privately on themselves.

The highlight of this study is to investigate the SRM of Indonesian EFL College students, especially Emi-based program students and to see the highest factors of Self-regulated Motivation in Indonesian colleges specifically to improve students' speaking skills. The results show that task value activation is the highest factor with a score of 31.3. In this situation, participants have a high interest in English, which makes them interested in paying attention to their teacher during lessons and being aware of speaking English in class. According to Li (2017), task value activation is also a way for students to commit to going on hard work in their studies by considering the relevance of the English lessons and their worth for their future.

Furthermore, the results show the second highest factor named Regulation of Learning Environment. The factor, which had five questions, focused on giving students opportunities to speak English outside of the classroom. According to the findings, the majority of participants are attempting to enhance their speaking abilities by conversing with foreigners, whether online or in person. However, according to the highest amount of mean scores, participants get more confidence in meeting foreigners

and making internet acquaintances with certain foreigners. In other words, participants felt comfortable speaking English on the internet or listening to and learning from foreign teachers, which helped them get greater experience speaking English. Rather than maintaining a close relationship with native English speakers, this circumstance allows them to strengthen their speaking skills.

The third factor examined in this research is the Regulation of Classroom Environment. A positive classroom environment is essential for learning English, especially speaking. Everyone in the class should be involved in creating a positive atmosphere where speaking English is encouraged. Teachers should provide opportunities for students to practice speaking during lessons and motivate them to speak in front of the class. Even so, classmates can also support each other and help each other improve their speaking skills.

Regulation of Affect is the last factor with the lowest mean scores among the other factors. This factor consists of three questions that focus on students' emotions and issues. Most EFL students easily get anxious as they try to speak and communicate publicly in a foreign language (Hanifa, 2018). Yet, participants actively worked to overcome their fear of public speaking in English and build self-confidence. Therefore, most participants attempted to maintain their confidence when speaking English in public (Item 15). This item has the highest mean score, indicating that participants are extremely passionate about this item. Furthermore, participants are eager to urge them to practice speaking English more to encourage themselves to be more confident. However, it is certain that people continue to feel anxious while speaking English. Regardless of this, participants continue to strive to overcome the anxiety they experience when learning to speak English.

In contrast, Uztosun (2021) suggests that the regulation of affect may represent a minor factor in his study, yet it plays a significant role in the development of English as a Foreign Language (EFL)

speaking skills. Furthermore, Uztoşun stated that teachers should integrate this concept into their foreign language teaching and learning practices. Additionally, teachers should provide engaging activities that encourage students to feel a sense of confidence and accomplishment when speaking English. These activities and experiences could facilitate the regulation of affect, which is essential for effective English language learning.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents a summary of the study based on the preceding chapter's findings, as well as some recommendations for further studies.

5.1 Conclusion

This research examined the SRM level of EMI-Based program students, especially from an International Program of Communication at a private institution in Yogyakarta. This study aims to determine which factor of SRMIS is most prominent among students in the EMI-Based program. The study presents data on how SRM can encourage students to enhance their English speaking abilities. In conclusion, students may have an interest in enhancing their speaking abilities by managing self-regulated motivation. The techniques used in this study are categorized into four factors: task value activation, regulation of learning environment, regulation of classroom environment, and regulation of affect.

According to the findings in the previous chapter, students used motivational strategies for control to increase their speaking abilities. Students may commit themselves to speak English by developing motivated techniques for learning and practicing speaking both within and outside of the learning environment. Furthermore, students should have a strong desire and motivation to practice speaking, particularly public speaking. Task value activation and regulation of affect were the most important and least important aspects that were chosen in enhancing students' speaking abilities, respectively. Despite the fact that regulation of affect is the least important element, participants have demonstrated their ability to regulate and overcome fear and anxiety. However, teachers and students have an important role, particularly in the classroom, so that participants prove that they learn from their

teachers or classmates. Teachers and classmates can also assist participants improve their speaking abilities. In addition, a supportive environment encourages students to self-motivate and improve their speaking skills. Also, participants get the opportunity to acquire confidence in speaking English publically.

5.2 Suggestion

This study focuses solely on the most commonly used factor in self-regulated motivation in speaking with a limited sample of International Program of Communications students. In the future, the researcher suggests that future research should be done with a larger group of participants to get more diverse data. Additionally, future researchers should conduct a more thorough study to explore other factors that might influence students' self-regulated motivation in English. Moreover, the researcher recommended that students, notably those enrolled in the International Communication Programme under this study, implement the strategies within this study in their daily activities, particularly in academic and future professional contexts.

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APPENDICES

Appendix 1. SRMIS-EFL Questionnaire

Uztosun (2020) changed the questionnaire, which previously contained 22 items (Uztosun, 2017), to 20 items. This study used the updated version of the SRMIS-EFL questionnaire, which comprises 20 items and a 5-point scale: 1 strongly disagree, 2 disagree, 3 uncertain, 4 agree, and 5 strongly agree.

| No. | Items | |
|-----|---|---|
| 1. | I remind myself that I have to speak well in English. | Saya mengingatkan diri saya sendiri bahwa saya harus berbicara dengan baik dalam bahasa Inggris. |
| 2. | When the teacher talks in English, I listen to him/her carefully. | Ketika guru berbicara dalam bahasa Inggris, saya mendengarkannya dengan seksama. |
| 3. | I keep up my interest and willingness to learn English. | Saya menjaga minat dan kemauan saya untuk belajar bahasa Inggris. |
| 4. | I learn from my mistakes when I speak English. | Saya belajar dari kesalahan saya ketika saya berbicara dalam bahasa Inggris. |
| 5. | I learn from the mistakes other people make so that I speak English more correctly. | Saya belajar dari kesalahan yang dilakukan orang lain sehingga saya dapat berbicara bahasa Inggris dengan lebih baik. |
| 6. | I try to pay attention all the time in English lessons. | Saya berusaha untuk selalu memperhatikan pelajaran bahasa Inggris. |
| 7. | I look for various ways to improve my motivation to speak English. | Saya mencari berbagai cara untuk meningkatkan motivasi saya untuk berbicara bahasa Inggris. |
| 8. | I look for international friends to practice English. | Saya mencari teman internasional untuk berlatih bahasa Inggris. |

| | | |
|-----|---|---|
| 9. | On the internet, I try to speak with foreigners in English. | Di internet, saya mencoba berbicara dengan orang asing dalam bahasa Inggris. |
| 10. | I get in touch with native speakers of English. | Saya berhubungan dengan penutur asli bahasa Inggris. |
| 11. | I try to visit places with lots of foreign visitors during the holidays to improve my spoken English. | Saya mencoba mengunjungi tempat-tempat dengan banyak pengunjung asing selama liburan untuk meningkatkan kemampuan berbahasa Inggris saya. |
| 12. | I try to practice my English when I encounter foreigners. | Saya mencoba melatih bahasa Inggris saya ketika bertemu dengan orang asing. |
| 13. | When I speak English, I can get over my fear. | Ketika saya berbicara bahasa Inggris, saya bisa mengatasi rasa takut saya. |
| 14. | When I speak English, I can rise above my anxiety. | Ketika saya berbicara bahasa Inggris, saya dapat mengatasi kecemasan saya. |
| 15. | When I speak English, I try to maintain a high degree of confidence in myself. | Ketika saya berbicara bahasa Inggris, saya mencoba untuk mempertahankan tingkat kepercayaan diri yang tinggi pada diri saya sendiri. |
| 16. | I use every chance during lessons to speak English. | Saya menggunakan setiap kesempatan selama pelajaran untuk berbicara dalam bahasa Inggris. |
| 17. | I talk in English with the people I know (e.g., classmates, friends). | Saya berbicara dalam bahasa Inggris dengan orang-orang yang saya kenal (misalnya, teman sekelas, teman). |
| 18. | In class, I try to engage in English speaking tasks and activities as much as possible. | Di kelas, saya mencoba untuk terlibat dalam tugas dan kegiatan berbahasa Inggris sebanyak mungkin. |

19. In class, I entertain the notion of speaking English. Di kelas, saya menikmati gagasan untuk berbicara bahasa Inggris.

20. I pass the time with friends who help and motivate each other to speak English. Saya menghabiskan waktu dengan teman-teman yang saling membantu dan memotivasi untuk berbicara bahasa Inggris.
