



# Fakultas Keguruan dan Ilmu Pendidikan UNIVERSITAS SANATA DHARMA YOGYAKARTA

## SURAT KETERANGAN

Nomor : 286d/FKIP/IV/2022

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta, dengan ini menerangkan bahwa:

Nama : Drs. Concilianus Laos Mbato, M.A., Ed.D.  
NIDN/NPP : 0509076701/P.1948  
Unit Kerja : Magister Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta

selama menjadi dosen tetap sejak pengangkatan pertama dalam jabatan akademik Asisten Ahli, yang bersangkutan pernah mendapatkan hibah penelitian internal Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Universitas Sanata Dharma, Yogyakarta sebagai Ketua Peneliti, sebagai berikut:

No.	Judul Penelitian	Tahun Pendanaan	Sumber	Jumlah Dana (Rp)
1.	<i>Investigating Indonesian EFL Learners' Critical Thinking in Reading</i>	2014	LPPM USD	12.000.000
2.	<i>Undergraduate Students' Self-Regulation in Thesis Writing: Overcoming Difficulties and Maintaining Motivation</i>	2018	LPPM USD	11.000.000
3.	<i>The Impacts of Multiple Learning Strategies on Students' Public Speaking Skills</i>	2019	LPPM USD	15.000.000
4.	<i>The Impacts of Reflections on Pre-Service English Teachers Metacognitive Awareness</i>	2019	LPPM USD	12.048.000
5.	<i>Indonesian Pre-Service English Teachers' Motivation and Resilience to Enter the Teaching Profession: A Study in East Nusa Tenggara Province</i>	2020	LPPM USD	19.000.000



Fakultas Keguruan dan Ilmu Pendidikan  
**UNIVERSITAS SANATA DHARMA**  
**YOGYAKARTA**

6.	<i>A Contrastive Analysis on Thematic Structures of Thesis Abstracts Written in English And Indonesian</i>	2020	LPPM USD	12.000.000
7.	<i>Graduate Students' Self-Efficacy and Metacognitive Strategies in Accomplishing Academic Writing Projects</i>	2021	LPPM USD	18.000.000
8.	<i>Undergraduate Students' Volitional Strategies in Accomplishing Thesis Writing (berubah judul: Exploring EFL Students Motivation in Essay Writing Through Writing Beliefs, Self-Efficacy, and Attitudes: A Case from Papua, Indonesia)</i>	2022	LPPM USD	20.000.000
9.	<i>Motivation-Regulation Strategies of Female and Male Indonesian EFL Undergraduate Students in Thesis Writing, and Master Students' Motivation and Metacognitive Strategies in Academic Writing</i>	2023	LPPM USD	20.000.000
10.	<b>Total</b>			139.048.000

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Yogyakarta, 11 April 2022

Dekan,



Drs. Tarsisius Sarkim, M.Ed., Ph.D.



**SURAT PERJANJIAN  
PELAKSANAAN PROGRAM PENELITIAN INTERNAL TAHUN 2014  
UNIVERSITAS SANATA DHARMA - YOGYAKARTA  
PERIODE APRIL-DESEMBER 2014**

**Nomor: 052/Penel/LPPM USD/IV/2014**

Pada hari ini; Selasa tanggal delapan April tahun dua ribu empat belas, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. Anton Haryono, M.Hum.	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b> .
2	Drs. C. Laos Mbato, M.A	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Internal Universitas Sanata Dharma Periode April-Desember 2014, yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b> .

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Pelaksanaan Penelitian Internal Universitas Sanata Dharma Periode April-Desember 2014 dengan ketentuan dan syarat-syarat yang diatur dalam Pasal-pasal sebagai berikut:

**PASAL 1**

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Internal Universitas Sanata Dharma Periode April-Desember 2014 yang berjudul:

*Investigating Indonesian EFL Learners' Critical Thinking in Reading*

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).
- (3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma Pos Penelitian Dosen Internal Reguler Tahun 2014.

**PASAL 2**

- (1) **PIHAK PERTAMA** menyerahkan dana yang dialokasikan untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 sebesar:

Rp 12.000.000 (Dua belas juta rupiah)

- (2) Dana penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:

- a) Pembayaran tahap pertama, sebesar 50% (limapuluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
- b) Pembayaran tahap kedua, sebesar 25% (duapuluh lima persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Kemajuan Pelaksanaan Penelitian kepada **PIHAK PERTAMA** paling lambat tanggal 30 Juli 2014.
- c) Pembayaran tahap ketiga, sebesar 25% (duapuluh lima persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian (paling tidak draft finalnya), dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** paling lambat tanggal 30 November 2014.
- d) **PIHAK KEDUA** bertanggungjawab mutlak dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterimakan oleh **PIHAK PERTAMA.**

### **PASAL 3**

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA.**

### **PASAL 4**

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menghasilkan produk hasil penelitian dalam bentuk laporan penelitian dan publikasi ilmiah dalam jurnal, artikel buku atau buku dan mendeseminasikannya dalam deseminasi hasil penelitian.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### **PASAL 5**

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian (Paling tidak draft finalnya), dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *softcopy* (pdf) dan *hardcopy* kepada **PIHAK PERTAMA** selambat-lambatnya pada tanggal 30 November 2014.
- (2) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (3) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (2) **PIHAK KEDUA** belum juga menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma.
- (4) **PIHAK KEDUA** wajib menyerahkan minimal 5 (lima) eksemplar Laporan Hasil Penelitian beserta luarannya kepada **PIHAK PERTAMA** untuk didistribusikan lebih lanjut kepada para pihak yang berkepentingan: 1) Perpustakaan USD, 2) LPPM USD, 3) Program Studi, 4) Fakultas, dan 5) **PIHAK PERTAMA.**



- (5) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan-aturan yang tertuang dalam *Buku Pedoman Penelitian LPPM USD 2013*; dengan warna sampul **warna merah untuk penelitian dasar, kuning untuk penelitian terapan dan hijau untuk penelitian pengembangan.**

#### **PASAL 6**

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma.

#### **PASAL 7**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.

#### **PASAL 8**

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

#### **PASAL 9**

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Internal Universitas Sanata Dharma Periode April-Desember 2014 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

#### **PIHAK PERTAMA**

Ketua LPPM Univ. Sanata Dharma



Dr. Anton Haryono, M.Hum.

#### **PIHAK KEDUA**

Ketua Pelaksana Penelitian

A blue ink signature of Drs. C. Laos Mbato, M.A.

Drs. C. Laos Mbato, M.A



# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

MRICAN, TROMOL POS 29 YOGYAKARTA 55002

TELP.(0274)513301, 515352 EXT.1526,1527, FAX. (0274)562383 - TELEGRAM : SADHAR YOGYA Rek. a/n Lembaga Penelitian No. 287 01 00277005 CIMB Niaga

### SURAT PERJANJIAN PELAKSANAAN PROGRAM PENELITIAN INTERNAL TAHUN 2018 UNIVERSITAS SANATA DHARMA-YOGYAKARTA PERIODE JULI - NOVEMBER 2018 No: 032/ Penel./LPPM-USD/VII/2018

Pada hari ini, Senin tanggal 2 bulan Juli tahun 2018, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. rer.nat.Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A., Ed.D.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Internal Universitas Sanata Dharma Periode Juli-November 2018 yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Internal Universitas Sanata Dharma Periode Juli - November 2018 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

#### PASAL 1

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Internal Universitas Sanata Dharma Periode Juli - November 2018 yang berjudul :

Undergraduate Students' Self-Regulation in Thesis writing: Overcoming Difficulties and Maintaining Motivation

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma Pos Penelitian Dosen Internal Reguler tahun 2018.

#### PASAL 2

- (1) **PIHAK PERTAMA** menyerahkan dana yang dialokasikan untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 sebesar :

Rp. 11.000.000 (sebelas juta rupiah)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:  
a) Pembayaran tahap pertama, sebesar 30% (tiga puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh ke dua belah pihak.



- b) Pembayaran tahap kedua, sebesar 30% (tiga puluh persen) , dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Kemajuan Pelaksanaan Penelitian kepada **PIHAK PERTAMA** dan mengunggahnya di SIA Dosen paling lambat 28 September 2018.
- c) Pembayaran tahap ketiga, sebesar 20% (dua puluh persen) , dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** dan mengunggahnya di SIA Dosen paling lambat 30 November 2018
- d) Pembayaran tahap keempat , sebesar 20% (dua puluh persen) , dibayarkan setelah **PIHAK KEDUA** menyerahkan Hasil Luaran kepada **PIHAK PERTAMA** dan mengunggahnya di SIA Dosen paling lambat 30 November 2018
- e) **PIHAK KEDUA** bertanggungjawab mutlak dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterima oleh **PIHAK PERTAMA**.

### **PASAL 3**

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**

### **PASAL 4**

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menghasilkan produk hasil penelitian dalam bentuk laporan penelitian dan publikasi ilmiah dalam jurnal, artikel buku atau buku dan mendeseminasikannya dalam deseminasi hasil penelitian .
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### **PASAL 5**

- (1) **PIHAK PERTAMA** melakukan Monitoring dan Evaluasi Internal terhadap kemajuan pelaksanaan program Hibah Penelitian Internal tahun 2018, setelah **PIHAK KEDUA** mengumpulkan Laporan Kemajuan dan mengunggahnya di SIA Dosen.
- (2) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian ,dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *softcopy (pdf)* dan *hardcopy* kepada **PIHAK PERTAMA** dan mengunggahnya di SIA Dosen selambat-lambatnya pada tanggal 30 November 2018
- (3) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (4) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (2) **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma.
- (4) **PIHAK KEDUA** wajib menyerahkan 2 (dua) eksemplar laporan Hasil Penelitian beserta luarannya dan 2 (dua) Softcopy dalam bentuk CD kepada **PIHAK PERTAMA** untuk didistribusikan lebih lanjut kepada para pihak yang berkepentingan: 1) Perpustakaan USD, 2) LPPM USD, dan 3) Program Studi.
- (5) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan-aturan yang tertuang dalam *Buku Pedoman Penelitian LPPM USD 2013*; dengan warna sampul warna merah untuk penelitian dasar, kuning untuk penelitian terapan dan hijau untuk penelitian pengembangan.

## PASAL 6

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma.

## PASAL 7

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.



## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Internal Universitas Sanata Dharma Periode Juli-November 2018 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

<p>PIHAK PERTAMA Ketua LPPM Univ. Sanata Dharma</p>  <p><u>Dr. rer.nat. Henry Pribawanto Suryawan.</u> P.2236</p>	<p>PIHAK KEDUA Ketua Pelaksanaan Penelitian</p>  <p><u>Concilianus Laos Mbato, M.A., Ed.D.</u> P.1948</p>
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# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

MIRICAN, TROMOL POS 29 YOGYAKARTA 55002

TELP.(0274)513301, 515352 EXT.1526,1527, FAX. (0274)562383 - TELEGRAM : SADHAR YOGYA Rek. s/n Lembaga Penelitian No. 287 01 00277005 CIMB Niaga

### SURAT PERJANJIAN PELAKSANAAN PROGRAM PENELITIAN INTERNAL REGULER TAHUN 2019 UNIVERSITAS SANATA DHARMA DHARMA-YOGYAKARTA TAHUN 2019

No: 036/ Penel./LPPM-USD/V/2019

Pada hari ini, Senin tanggal 13 bulan Mei tahun 2019, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A., Ed.D	Dosen Tetap Universitas Sanata Dharma Dharma, pengusul dan pelaksana Penelitian Internal Reguler Universitas Sanata Dharma Tahun 2019 yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Internal Reguler Universitas Sanata Dharma Dharma Tahun 2019 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

#### PASAL 1

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Internal Universitas Sanata Dharma Dharma Tahun 2019 yang berjudul :

The Impacts of Multiple Learning Strategies on Students' Public Speaking Skills

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Dharma Pos Anggaran LPPM USD.

#### PASAL 2

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp. 15.000.000 (*Lima belas juta rupiah*)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:  
a) Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.  
b) Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian (artikel ilmiah

yang telah terbit), dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** paling lambat 29 November 2019.

- c) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterimakan oleh **PIHAK PERTAMA**.

### **PASAL 3**

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### **PASAL 4**

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/ atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### **PASAL 5**

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian (Paling tidak draf finalnya), dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *Softcopy pdf* dan *hardcopy* kepada **PIHAK PERTAMA** selambat-lambatnya pada tanggal 29 November 2019.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan 1 (satu) naskah *softcopy pdf* pada keping CD dan diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam *Buku Panduan Penelitian LPPM USD 2019*.
- (4) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (5) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (2) **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma Dharma.

### **PASAL 6**

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma Dharma.

### **PASAL 7**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.







## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal I diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Internal Reguler Universitas Sanata Dharma Tahun 2019 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

<p>PIHAK PERTAMA Ketua LPPM Univ. Sanata Dharma</p>   <p><u>Dr. rer.nat.Herry Pribawanto Suryawan</u> P.2236</p>	<p>PIHAK KEDUA Ketua Pelaksanaan Penelitian</p>   <p><u>Concilianus Laos Mbato, M.A., Ed.D.</u> P.1948</p>
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# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

MRICAN, TROMOL POS 29 YOGYAKARTA 55002

TELP. (0274) 513301, 515352 EXT. 1526, 1527, FAX. (0274) 562383 - TELEGRAM : SADHAR YOGYA Rek. a/n Lembaga Penelitian No. 287 01 00277005 CIMB Niaga

**SURAT PERJANJIAN**  
**PELAKSANAAN PROGRAM PENELITIAN INTERNAL REGULER TAHUN 2019**  
**UNIVERSITAS SANATA DHARMA-YOGYAKARTA**  
**TAHUN 2019**  
**No: 019 / Penel./LPPM-USD/III/2018**

Pada hari ini, Senin tanggal 11 bulan Maret tahun 2019, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Veronica Triprihatmini, M.Hum., M.A.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Internal Reguler Universitas Sanata Tahun 2019 yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Internal Reguler Universitas Sanata Dharma Tahun 2019 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

### PASAL 1

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Internal Universitas Sanata Dharma Tahun 2019 yang berjudul :

The Impacts of Reflections on Pre-Service English Teachers' Metacognitive Awareness in Teaching

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

### PASAL 2

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp. 12.048.000 (Dua belas juta empat puluh delapan ribu rupiah)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:
- Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
  - Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian (artikel ilmiah

yang telah terbit), dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** paling lambat 29 November 2019.

- c) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterima oleh **PIHAK PERTAMA**.

### **PASAL 3**

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### **PASAL 4**

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/ atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### **PASAL 5**

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian (Paling tidak draf finalnya), dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *Softcopy pdf* dan *hardcopy* kepada **PIHAK PERTAMA** selambat-lambatnya pada tanggal 29 November 2019.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan 1 (satu) naskah *softcopy pdf* pada keping CD dan diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam *Buku Panduan Penelitian LPPM USD 2019*.
- (4) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (5) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (2) **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma.

### **PASAL 6**

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma.

### **PASAL 7**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.







## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Internal Reguler Universitas Sanata Tahun 2019 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

<p>PIHAK PERTAMA Ketua LPPM Univ. Sanata Dharma</p>   <p><u>Dr. fer.nat.Herry Pribawanto Suryawan</u> P.2236</p>	<p>PIHAK KEDUA Ketua Pelaksanaan Penelitian</p>   <p><u>Veronica Triprihatmini, M.Hum., M.A.</u> P.1682</p>
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# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

MIRICAN, TROMOL POS 29 YOGYAKARTA 55002

TELP.(0274)513301, 515352 EXT.1526,1527, FAX. (0274)562383 - TELEGRAM : SADHAR YOGYA Rek. a/n Lembaga Penelitian No. 287 01 00277005 CIMB Niaga

### SURAT PERJANJIAN PELAKSANAAN PROGRAM PENELITIAN MAGISTER-DOKTOR TAHUN 2020 UNIVERSITAS SANATA DHARMA-YOGYAKARTA TAHUN 2020 No: 005/ Penel./LPPM-USD/I/2020

Pada hari ini, Kamis tanggal 16 bulan Januari tahun 2020, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A.,Ed.D	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Magister-Doktor Universitas Sanata Tahun 2020 yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Magister-Doktor Universitas Sanata Dharma Tahun 2020 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

#### PASAL 1

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Magister-Doktor Universitas Sanata Dharma Tahun 2020 yang berjudul :

Indonesian Pre-Service English Teachers' Motivation To Enter The Teaching Profession: A Study In East Nusa Tenggara Province

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

#### PASAL 2

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp.19.000.000 (Sembilan belas juta rupiah)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:  
a) Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.  
b) Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian (artikel ilmiah

yang telah terbit), dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** paling lambat 23 Oktober 2020.

- c) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterimakan oleh **PIHAK PERTAMA**.

### PASAL 3

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### PASAL 4

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/ atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### PASAL 5

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian (Paling tidak draf finalnya), dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *Softcopy pdf* dan *hardcopy* kepada **PIHAK PERTAMA** selambat-lambatnya pada tanggal 23 Oktober 2020.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan 1 (satu) naskah *softcopy pdf* pada keping CD dan diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam *Buku Panduan Penelitian LPPM USD 2019*.
- (4) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (5) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (2) **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma.

### PASAL 6

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma.

### PASAL 7

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.



## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Magister-Doktor Universitas Sanata Tahun 2020 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

<p>PIHAK PERTAMA Ketua LPPM Univ. Sanata Dharma</p>  <p>Dr. rer. nat. Henry Pribawanto Suryawan P.2236</p>	<p>PIHAK KEDUA Ketua Pelaksanaan Penelitian</p>  <p>Concilianus Laos Mbato, M.A., Ed.D P.1948</p>
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# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

MRICAN, TROMOL POS 29 YOGYAKARTA 55002

TELP.(0274)513301, 515352 EXT.1526,1527, FAX. (0274)562383 - TELEGRAM : SADHAR YOGYA Rek. a/n Lembaga Penelitian No. 287 01 00277005 CIMB Niaga

**SURAT PERJANJIAN**  
**PELAKSANAAN PROGRAM PENELITIAN INTERNAL REGULER TAHUN 2020**  
**UNIVERSITAS SANATA DHARMA-YOGYAKARTA**  
**TAHUN 2020**  
**No: 017/ Penel./LPPM-USD/II/2020**

Pada hari ini, Jumat tanggal 28 bulan Februari tahun 2020, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A., Ed.D.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Internal Reguler Universitas Sanata Tahun 2020 yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Internal Reguler Universitas Sanata Dharma Tahun 2020 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

### PASAL 1

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Internal Reguler Universitas Sanata Dharma Tahun 2020 yang berjudul :

An Contrastive Analysis On Thematic Structures Of Thesis Abstracts Written In English And Indonesian

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

### PASAL 2

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp.12.000.000 ( Dua belas juta rupiah)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:
- Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
  - Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian (artikel ilmiah

yang telah terbit), dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** paling lambat 23 Oktober 2020.

- c) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterimakan oleh **PIHAK PERTAMA**.

### **PASAL 3**

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### **PASAL 4**

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/ atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### **PASAL 5**

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian (Paling tidak draf finalnya), dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *Softcopy pdf* dan *hardcopy* kepada **PIHAK PERTAMA** selambat-lambatnya pada tanggal 23 Oktober 2020.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan 1 (satu) naskah *softcopy pdf* pada keping CD dan diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam *Buku Panduan Penelitian LPPM USD 2019*.
- (4) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (5) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (2) **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma.

### **PASAL 6**

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma.

### **PASAL 7**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.





## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Internal Reguler Universitas Sanata Tahun 2020 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

<p>PIHAK PERTAMA Ketua EPPM Univ. Sanata Dharma</p>  <p><u>Dr. rer.nat.Herry Pribawanto Suryawan</u> P.2236</p>	<p>PIHAK KEDUA Ketua Pelaksanaan Penelitian</p>  <p><u>Concilianus Laos Mbato, M.A., Ed.D.</u> P.1948</p>
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# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

MRICAN, TROMOL POS 29 YOGYAKARTA 55002

TELP.(0274)513301, 515352 EXT.1526,1527, FAX. (0274)562383 - TELEGRAM : SADHAR YOGYA Rek. a/n Lembaga Penelitian No. 287 01 00277005 CIMB Niaga

**SURAT PERJANJIAN**  
**PELAKSANAAN PROGRAM PENELITIAN MAGISTER DOKTOR TAHUN 2021**  
**UNIVERSITAS SANATA DHARMA-YOGYAKARTA**  
**TAHUN 2021**  
**No: 013/ Penel./LPPM-USD/II/2021**

Pada hari ini, Rabu tanggal 17 bulan Februari tahun 2021, kami yang bertanda tangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato M.A., Ed.D.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Magister Doktor Universitas Sanata Tahun 2021 yang selanjutnya dalam surat perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Magister Doktor Universitas Sanata Dharma Tahun 2021 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

### PASAL 1

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Magister Doktor Universitas Sanata Dharma Tahun 2021 yang berjudul :

Indonesian Post-Graduate Students' Self-Efficacy and Metacognitive Strategies in Accomplishing Academic Writing Projects

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

### PASAL 2

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp. 18.000.000 ( Delapan belas juta rupiah)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:
- Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
  - Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian (artikel ilmiah

yang telah terbit), dan Laporan Keuangan (Penggunaan Dana Penelitian) kepada **PIHAK PERTAMA** paling lambat 5 November 2021.

- c) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti pengeluaran sesuai jumlah dana yang diterima oleh **PIHAK PERTAMA**.

### **PASAL 3**

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### **PASAL 4**

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/ atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### **PASAL 5**

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Hasil Penelitian, Luaran Penelitian dan Laporan Keuangan (Penggunaan Dana Penelitian) dalam bentuk *Softcopy pdf* dan *hardcopy* kepada **PIHAK PERTAMA** selambat-lambatnya pada tanggal 5 November 2021.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam *Buku Pedoman Penelitian LPPM USD 2021*.
- (4) Apabila sampai batas waktu habisnya masa penelitian ini **PIHAK KEDUA** belum menyerahkan laporan/dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** akan mendapat teguran dari **PIHAK PERTAMA** untuk segera memenuhi kewajibannya menyelesaikan pekerjaan dalam tenggang perpanjangan waktu paling lama 1 (satu) bulan.
- (5) Apabila sampai batas waktu habisnya masa perpanjangan sebagaimana dimaksud pada ayat (4) **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) dan tidak ada niat menyelesaikan pekerjaan, maka **PIHAK KEDUA** berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma.

### **PASAL 6**

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran/itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA** wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma.

### **PASAL 7**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.



## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

Surat Perjanjian Pelaksanaan Program Penelitian Magister Doktor Universitas Sanata Tahun 2021 ini dibuat rangkap 2 (dua) dan bermaterai cukup sesuai dengan ketentuan yang berlaku.

<p>PIHAK PERTAMA Ketua LPPM Univ. Sanata Dharma</p>  <p><u>Dr. rer.nat. Herry Pribawanto Suryawan</u> P.2236</p>	<p>PIHAK KEDUA Ketua Pelaksanaan Penelitian</p>  <p><u>Concilianus Laos Mbato M.A., Ed.D.</u> P.1948</p>
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UNIVERSITAS

**SANATA DHARMA**

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

**SURAT PERJANJIAN  
PELAKSANAAN PROGRAM PENELITIAN SKEMA MAGISTER DOKTOR TAHUN 2022  
UNIVERSITAS SANATA DHARMA YOGYAKARTA  
TAHUN 2022**

**No.: 007 Penel./LPPM-USD/II/2022**

Pada hari ini, Rabu tanggal 9 bulan Februari tahun 2022, kami yang bertandatangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A., Ed.D.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2022 yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2022 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

**PASAL 1**

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2022 yang berjudul :

Undergraduate Students' Volitional Strategies in Accomplishing Thesis Writing

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

**PASAL 2**

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp 20.000.000,- (Dua Puluh Juta Rupiah)



- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:
- (1) Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
  - (2) Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPPM USD Tahun 2021, dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy PDF (upload di SIA Dosen)* dan *Hardcopy* yang diserahkan kepada **PIHAK PERTAMA paling lambat 4 November 2022**.
  - (3) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti asli pengeluaran sesuai jumlah dana yang diterima oleh **PIHAK PERTAMA**.

### PASAL 3

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### PASAL 4

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### PASAL 5

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPPM USD Tahun 2021 dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy PDF (upload di SIA Dosen)* dan *Hardcopy* yang diserahkan kepada **PIHAK PERTAMA paling lambat 4 November 2022**.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan *softcopy PDF* yang diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam Buku Pedoman Penelitian LPPM USD 2021.
- (4) Apabila sampai batas waktu pengumpulan laporan **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma**.

### PASAL 6

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai pelanggaran etika penelitian seperti diatur dalam Kode Etik Penelitian USD 2018, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma**.





## PASAL 7

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.

## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

### PIHAK PERTAMA

Ketua LPPM Universitas Sanata Dharma



Dr. rer. nat. Herry Pribawanto Suryawan  
P.2236

### PIHAK KEDUA

Ketua Pelaksana Penelitian



Concilianus Laos Mbato, M.A., Ed.D.  
P.1948



UNIVERSITAS

**SANATA DHARMA**

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

**SURAT PERJANJIAN  
PELAKSANAAN PROGRAM PENELITIAN SKEMA MAGISTER DOKTOR TAHUN 2022  
UNIVERSITAS SANATA DHARMA YOGYAKARTA  
TAHUN 2022**

**No.: 007 Penel./LPPM-USD/II/2022**

Pada hari ini, Rabu tanggal 9 bulan Februari tahun 2022, kami yang bertandatangan di bawah ini:

No	Nama	Status
1	Dr. rer. nat. Herry Pribawanto Suryawan	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A., Ed.D.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2022 yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2022 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

**PASAL 1**

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2022 yang berjudul :

Undergraduate Students' Volitional Strategies in Accomplishing Thesis Writing

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

**PASAL 2**

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp 20.000.000,- (*Dua Puluh Juta Rupiah*)





- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:
- (1) Pembayaran tahap pertama, sebesar 50% (lima puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
  - (2) Pembayaran tahap kedua, sebesar 50% (lima puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPPM USD Tahun 2021, dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy PDF (upload di SIA Dosen)* dan *Hardcopy* yang diserahkan kepada **PIHAK PERTAMA paling lambat 4 November 2022**.
  - (3) **PIHAK KEDUA** bertanggungjawab dalam pembelanjaan dana tersebut pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti asli pengeluaran sesuai jumlah dana yang diterima oleh **PIHAK PERTAMA**.

### PASAL 3

Dana Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) dibayarkan kepada **PIHAK KEDUA** melalui rekening yang diajukan dan atas nama **PIHAK KEDUA**.

### PASAL 4

- (1) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) **PIHAK KEDUA** berkewajiban menindaklanjuti hasil penelitiannya untuk memperoleh paten dan/atau publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau rekayasa sosial dan/atau buku ajar dan/atau modul.
- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### PASAL 5

- (1) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPPM USD Tahun 2021 dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy PDF (upload di SIA Dosen)* dan *Hardcopy* yang diserahkan kepada **PIHAK PERTAMA paling lambat 4 November 2022**.
- (2) Laporan Hasil Penelitian yang harus diserahkan **PIHAK KEDUA** kepada **PIHAK PERTAMA** sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) eksemplar *hardcopy* dan *softcopy PDF* yang diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang tertuang dalam Buku Pedoman Penelitian LPPM USD 2021.
- (4) Apabila sampai batas waktu pengumpulan laporan **PIHAK KEDUA** belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Sanata Dharma**.

### PASAL 6

Apabila di kemudian hari terbukti bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 dijumpai pelanggaran etika penelitian seperti diatur dalam Kode Etik Penelitian USD 2018, maka kegiatan penelitian tersebut dinyatakan batal dan **PIHAK KEDUA wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Sanata Dharma**.



- (1) Data Penelitian sebagaimana dimaksud pada ayat (1) digantikan oleh PIHAK PERTAMA kepada PIHAK KEDUA secara bertahap dengan ketentuan sebagai berikut:
- (1) Pembaruan tahap pertama, sebesar 50% (lima puluh persen) dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.
- (2) Pembaruan tahap kedua, sebesar 50% (lima puluh persen) dibayarkan setelah PIHAK KEDUA menyerahkan Laporan Akhir Hasil Penelitian, Laporan Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPM USD Tahun 2021, dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy* PDF (word di SIA Dosen) dan *Hardcopy* yang diserahkan kepada PIHAK PERTAMA paling lambat 4 November 2022.
- (3) PIHAK KEDUA bertanggungjawab dalam penelitian dan terdapat pada ayat (1) dan berkewajiban untuk menyerahkan semua bukti-bukti asli pengelompokan sesuai jumlah dana yang ditentukan oleh PIHAK PERTAMA.

### PASAL 3

Data Penelitian sebagaimana dimaksud dalam Pasal 2 ayat (1) digantikan kepada PIHAK KEDUA melalui rekening yang diajukan dan atas nama PIHAK KEDUA.

### PASAL 4

- (1) PIHAK KEDUA bertanggungjawab penuh atas pelaksanaan penelitian sesuai judul yang diajukan sebagaimana dimaksudkan pada Pasal 1 ayat (1).
- (2) PIHAK KEDUA berkewajiban menandatangani hasil penelitiannya untuk memperoleh poin dan skor publikasi ilmiah dalam jurnal nasional/internasional dan/atau teknologi tepat guna atau teknologi lain dalam buku atau artikel media.
- (3) Penelitian secara umum dimaksud pada ayat (2) dilaksanakan sebesar-besarnya untuk peningkatan mutu dan kinerja Perguruan Tinggi.

### PASAL 5

- (1) PIHAK KEDUA berkewajiban menyerahkan Laporan Akhir Hasil Penelitian, Laporan Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPM USD Tahun 2021 dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy* PDF (word di SIA Dosen) dan *Hardcopy* yang diserahkan kepada PIHAK PERTAMA paling lambat 4 November 2022.
- (2) Laporan Hasil Penelitian yang harus diserahkan PIHAK KEDUA kepada PIHAK PERTAMA sebagaimana dimaksud pada ayat (1) sebanyak 1 (satu) *ekskemplar* *Hardcopy* dan *Softcopy* PDF yang diunggah di SIA Dosen.
- (3) Format dan sistematika Laporan Hasil Penelitian sebagaimana dimaksud pada ayat (1) mengikuti aturan yang terdapat dalam Buku Pedoman Penelitian LPM USD 2021.
- (4) Apabila sampai batas waktu pengumpulan laporan PIHAK KEDUA belum juga menyerahkan laporan / dokumen sebagaimana dimaksud pada ayat (1) maka PIHAK KEDUA berkewajiban mengembalikan dana penelitian yang telah diterimanya kepada Universitas Samata Dharmas.

### PASAL 6

Apabila di kemudian hari terdapat bahwa judul penelitian sebagaimana dimaksud pada Pasal 1 diumpainya penelitian etika penelitian seperti diatur dalam Kode Etik Penelitian USD 2018, maka kegiatan penelitian tersebut dinyatakan batal dan PIHAK KEDUA wajib mengembalikan dana penelitian yang telah diterima ke Kas Universitas Samata Dharmas.

## PASAL 7

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.

## PASAL 8

Hak atas kekayaan intelektual yang dihasilkan dari pelaksanaan penelitian sebagaimana dimaksud pada Pasal 1 diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

## PASAL 9

- (1) Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan perjanjian ini, maka akan dilakukan penyelesaian secara musyawarah; apabila jalan musyawarah tidak tercapai, maka Pengadilan Negeri Yogyakarta akan dipilih untuk menyelesaikannya.
- (2) Hal-hal yang belum diatur dalam perjanjian ini diatur kemudian oleh kedua belah pihak secara musyawarah.

### PIHAK PERTAMA

Ketua PPM Universitas Sanata Dharma



Dr. rer. nat. Herry Pribawanto Suryawan  
P.2236

### PIHAK KEDUA

Ketua Pelaksana Penelitian



Concilianus Laos Mbato, M.A., Ed.D.  
P.1948





**SURAT PERJANJIAN  
PELAKSANAAN PROGRAM PENELITIAN SKEMA MAGISTER DOKTOR  
UNIVERSITAS SANATA DHARMA YOGYAKARTA  
TAHUN 2023**

**No.: 012 Penel./LPPM-USD/II/2023**

Pada hari ini, Selasa tanggal 21 bulan Februari tahun 2023, kami yang bertandatangan di bawah ini:

No	Nama	Status
1	Dr. Gabriel Fajar Sasmita Aji, M.Hum.	Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma (LPPM-USD) Yogyakarta, yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK PERTAMA</b>
2	Concilianus Laos Mbato, M.A., Ed.D.	Dosen Tetap Universitas Sanata Dharma, pengusul dan pelaksana Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2023 yang selanjutnya dalam Surat Perjanjian ini disebut sebagai <b>PIHAK KEDUA</b>

**PIHAK PERTAMA** dan **PIHAK KEDUA** secara bersama-sama bersepakat mengikatkan diri dalam suatu Perjanjian Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2023 dengan ketentuan dan syarat-syarat yang diatur dalam pasal-pasal sebagai berikut:

**PASAL 1**

- (1) **PIHAK PERTAMA** memberi tugas kepada **PIHAK KEDUA** untuk melaksanakan Penelitian Skema Magister Doktor Universitas Sanata Dharma Tahun 2023 yang berjudul :

Motivation-Regulation Strategies of Female and Male Indonesian EFL Undergraduate Students in Thesis Writing, and Master Students' Motivation and Metacognitive Strategies in Academic Writing

- (2) **PIHAK KEDUA** bertanggungjawab penuh atas pelaksanaan, administrasi, dan keuangan atas pekerjaan sebagai dimaksud pada ayat (1).  
(3) Pelaksanaan Penelitian sebagaimana dimaksud pada ayat (1) didanai oleh Universitas Sanata Dharma Pos Anggaran LPPM USD.

**PASAL 2**

- (1) **PIHAK PERTAMA** memberikan dana untuk kegiatan penelitian sebagaimana dimaksud dalam Pasal 1 kepada **PIHAK KEDUA** sebesar :

Rp 20.000.000,- (*Dua Puluh Juta Rupiah*)

- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) dibayarkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** secara bertahap dengan ketentuan sebagai berikut:  
(1) Pembayaran tahap pertama, sebesar 70% (tujuh puluh persen), dibayarkan setelah perjanjian ini ditandatangani oleh kedua belah pihak.



- (2) Pembayaran tahap kedua, sebesar 30% (tiga puluh persen), dibayarkan setelah **PIHAK KEDUA** menyerahkan Laporan Akhir Hasil Penelitian, Luaran Penelitian sesuai dengan ketentuan di Pedoman Penelitian LPPM USD Tahun 2021, dan Laporan Keuangan (Penggunaan Dana Penelitian 100%) dalam bentuk *Softcopy PDF* (*upload* di SIA Dosen) dan *Hardcopy* yang diserahkan kepada **PIHAK PERTAMA** paling lambat **6 November 2023**.
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### PASAL 4

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- (3) Perolehan/luaran penelitian seperti dimaksud pada ayat (2) dimanfaatkan sebesar-besarnya untuk pelaksanaan Tri Dharma Perguruan Tinggi.

### PASAL 5

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### PASAL 7

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.

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### PASAL 9

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#### PIHAK PERTAMA

Ketua LPPM Universitas Sanata Dharma



Dr. Gabriel Fajar Sasmita Aji, M.Hum.  
P.1534

#### PIHAK KEDUA

Ketua Pelaksana Penelitian



Concilianus Laos Mbato, M.A., Ed.D.  
P.1948



**SURAT PERJANJIAN  
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UNIVERSITAS SANATA DHARMA YOGYAKARTA  
TAHUN 2023**

**No.: 012 Penel./LPPM-USD/II/2023**

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### PASAL 4

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**PASAL 7**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggungjawab **PIHAK KEDUA** dan harus dibayarkan ke Universitas Sanata Dharma sesuai dengan ketentuan peraturan perundang-undangan yang berlaku.

**PASAL 8**

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**PIHAK PERTAMA**

Ketua LPPM Universitas Sanata Dharma



Dr. Gabriel Fajar Sasmita Aji, M.Hum.  
P.1534

**PIHAK KEDUA**

Ketua Pelaksana Penelitian

Concilianus Laos Mbato, M.A., Ed.D.  
P.1948

# **LAPORAN PENELITIAN**

**Diajukan Kepada Lembaga Penelitian dan Pengabdian Masyarakat**

**Investigating Indonesian EFL Learners' Critical Thinking in Reading**



**Diajukan oleh:**

**Drs. Concilianus Laos Mbato, M.A., Ed.D.**

**Program Studi Pendidikan Bahasa Inggris**

**Jurusan Pendidikan Bahasa dan Senu**

**Fakultas Keguruan dan Ilmu Pendidikan**

**Universitas Sanata Dharma**

**Januari 2016**




**LAPORAN PENELITIAN DIAJUKAN KEPADA UNIVERSITAS SANATA  
DHARMA**

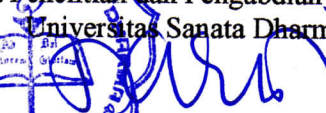
2016

1. a. Judul Penelitian : Investigating Indonesian EFL Learners' Critical Thinking in Reading
- b. Bidang Ilmu : Pendidikan Bahasa Inggris
- c. Kategori Penelitian : Penelitian Terapan
2. Peneliti
  - a. Nama lengkap : Drs. Concilianus Laos Mbato, M.A., Ed.D.  
dengan gelar .
  - b. Jenis Kelamin : Laki-laki
  - c. Pangkat/Golongan/ : Penata/IIId  
NIP/NP : P.1948
  - d. Jabatan Fungsional : Lektor
  - e. Jabatan Struktural : -
  - e. Fakultas/Pusat : FKIP, Sanata Dharma
3. Jumlah tim Peneliti : -
4. Lokasi Penelitian : PBI Univ. Sanata Dharma
5. Jangka waktu : Februari 2014 - September 2014  
Penelitian
6. Biaya yang diperlukan : Rp.12.419.700

Yogyakarta, 4 Januari 2016

Mengetahui  
Dekan Fakultas  
Universitas Sanata Dharma  
  
(Rohandi, PhD)  
P.1252

Peneliti  
  
(Drs. Concilianus Laos Mbato, M.A.)  
P. 1948

Menyetujui dan Mengesahkan  
Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat  
Universitas Sanata Dharma  
  
(Dr. Anton Haryono, M.Hum)  
P.1306

## **A. Judul: Investigating Indonesian EFL Learners' Critical Thinking in Reading**

### **B. Abstract**

This study aims to investigate the students' critical thinking in reading. Critical thinking is not taught and promoted explicitly in Indonesian educational system and practices, and yet it is crucial in facilitating learners' critical skills in reading. One research question is postulated in this study, i.e. How critical are Indonesian EFL learners' thinking in reading? To answer the question, a mixed methods approach is undertaken. The instruments employed are a Likert- scale questionnaire and students' reflection. The results of the analysis indicate that most of the students have not yet developed procedural knowledge in reading. However, they demonstrate sufficient declarative knowledge of the metacognitive strategies in reading. It is expected that the findings of the research will inform English lecturers of the English Education Study Program, Sanata Dharma University about how to design the teaching learning processes that can enhance both learners' critical thinking and reading skills.

### **C. Background of the study**

Critical thinking is not a product of the Indonesian culture. A recent study on English language teaching in five senior high schools in Indonesia, involving 258 students (Marcellino, 2008), reveals three factors inhibiting the implementation of teaching approaches that emphasise flexible, self-directed and independent learning, and teachers being a facilitator rather than an authoritative agent. These three factors are cultural, professional and practical. Marcellino describes Indonesian students' cultural values as inhibiting learning in the following ways:

Total obedience, unquestioning mind, and the belief that the old know all as well as that the teacher can do no wrong normally portray the learning atmosphere in many classes under study. Accordingly, the class hardly raised any question to the teacher, scarcely responded critically to the teachers' debatable and unsound statement or argument; instead they respectfully and compliantly did the teacher's instructions and believed that what was said was entirely correct (Marcellino, 2008, p. 58).

Contrasting with the finding of Marcellino's study (above) is research by Lamb on learning autonomy of Indonesian students (Lamb, 2004b, p. 229). Lamb found that even young Indonesian learners already demonstrated an ability to learn independent of teachers' prescriptions, both inside and outside the classroom context. Ironically, Lamb argues that the students' openness to the increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. To overcome this, Lamb suggests the promotion of appropriate forms of learner autonomy in order to avoid the students' frustration in their struggle to learn English. Learner autonomy can nurture learners' critical thinking, a skill which is crucial in reading.

This study is undertaken as a response to the teachers' need to understand critical thinking skills of semester four students of the English Education Sanata Dharma University as they engage in the Critical Reading and Writing 2 (CRW2) course. Although the students have passed CRW1, it is assumed that the students' level of criticality in thinking, and reading may not be part of their academic practices. The teacher teaching the course is motivated to find out how critical the students are in thinking and reading.

## **D. Problem Formulation**

This research addresses the following question:

How critical are Indonesian EFL learners' thinking in reading?

## **E. Objective and Benefit of the Study**

This study aims to investigate the students' critical thinking in reading. It is expected that the findings of the research will inform English lecturers of the English Education Study Program, Sanata Dharma University about learners' critical thinking in reading and prompt them to design the teaching learning processes that can enhance these skills. Being critical in reading will enable students to benefit from the vast availability of information both in the internet and in the traditional classroom settings and to use it wisely in order to further their learning.

## **F. Literature Review**

This section covers four sub-sections, i.e. critical thinking, reading, metacognitive strategies, and theoretical framework.

### **Critical Thinking**

Cottrell (2005, p. 5) defines critical thinking as a complex process of deliberation which involves a wide range of skills and attitudes. It includes identifying peoples' positions, arguments and conclusions, evaluating the evidence, weighing up opposing arguments fairly, being able to read between the lines, recognising false logic and persuasive devices, reflecting on issues in a structured way, drawing conclusions. Paul's (1990, cited in Kuhn, 2008, p. 32) defines critical thinking as "the art of thinking about your thinking".

Bailin, et al (1999, p. 287) mention three features of critical thinking: 1) it is used to make up one's mind about what to believe or do; 2) the person engaging in the thinking is trying to fulfil the standards of adequacy and accuracy appropriate to the thinking; and 3) the thinking is the relevant standards to some threshold level. In practical terms,

critical thinking consists of resources, that is, background knowledge, operational knowledge of the standards of good thinking, knowledge of key critical concepts, heuristics (strategies, procedures, and habits of mind) (Bailin, et al, 1999, p. 291).

As a means of testing the presence or absence of logical soundness, critical thinking drills students in the evaluation of evidence, provides them with tips for distinguishing between relevant and irrelevant propositions, teaches them to be on the watch for hidden promises and conclusions, and warns them against an array of informal fallacies that may camouflage non-cogent but good-sounding arguments (Walters, 1990, p. 452).

### **Critical Thinking in Reading**

Wallace (2004, p. 27) defines critical thinking in reading as “the ability to critique the logic of texts, to note inconsistencies and lack of clarity”. While critical reading is an important skill in reading, Wallace is quick to point out the lack of critical reading in the second and foreign language classroom and urges readers to respond to texts in more diverse and complex ways whereby the focus is on meaning-making and engagement in critique (p. 3). Similarly, Cottrell (p. 13) defines critical thinking in reading as the readers’ knowledge skills and attitudes in reading.

Critical reading in the foreign and second language learning has gained little attention although it is well covered in the psycholinguistic and general methodology literature (Wallace, p. 3). Wallace (p. 3) continues to argue that although that understanding a text conceptually and linguistically must be a starting point for all reading positions, this activity is not sufficient for readers. All learners, whether reading in a first, second or other language, are, from the earliest stages, potentially both making meaning from texts, and engaging in critique. (p. 3)



In order for learners to understand and develop skills of critical thinking in reading, they need to be introduced to some criteria of critical thinking in reading. Paul and Elder (2008, p. 13) provide eight criteria which need to be met when one applies critical thinking in reading. First, in reading, the focus should be finding the article's purpose in particular whether it is clearly stated or implied and is justifiable. The second is finding the key question that the author is addressing. The third is finding the most important information in this article, which is accomplished by figuring out the facts, experiences, and data the author is using to support her/his conclusions. The fourth element is identifying the key conclusions the author comes to and presents in the article. Figuring out the most important ideas readers would have to understand in order to understand the author's line of reasoning is the fifth element in critical reading. The next criterion is figuring out the main assumption(s) underlying the author's thinking, i.e. what the author is taking for granted [that might be questioned]. Another criterion is determining the consequences that are likely to follow if the readers take or deny the author's line of reasoning seriously. The last criterion is determining the author's main point(s) of view presented in this article is, i.e. what the author is looking at, and how s/he is seeing it.

Critical thinking (Cottrell, 2005, p. 13) in reading covers the ability to: 1) point out the weakness in one's writing; 2) to remain focused on an activity; 3) analyse; 4) offer criticism without feeling bad; 5) know what is meant by a line of reasoning; 6) be aware of one's current beliefs' prejudice on fair consideration of an issue; 7) be patient in identifying the line of reasoning in an argument; 8) recognize the signals used to indicate stages of an argument; 9) separate key points from other material; 10) be patient in going over the facts in order to reach an accurate view; 11) identify unfair techniques used to persuade readers; 12) read between the lines; 13) evaluate the evidence to support a point of view; 14) pay attention to small details; 15) weigh up

different points of view fairly; 16) do research to find out more about something related to the reading; 17) differentiate descriptive writing from analytical writing; 18) to spot inconsistencies in an argument easily; 19) identify patterns; 20) realize how one's upbringing might prejudice fair consideration of an issue; and 21) evaluate source materials

All the authors above suggest similar elements of critical thinking in reading, yet there is no consensus as to what critical thinking in reading consists of. Kuhn (2008, p. 16) laments about the lack of literature on critical thinking that is readily available to teachers teaching reading. In his words:

... , it remains a crucial task to define thinking skills in a way that has generality at least across content, is informed by empirical data, and is situated in a developmental framework of where particular cognitive skills come from and where they are headed. None of the psychological or educational literature I have alluded to here, it is worth noting, is incompatible with such undertaking (p.17).

Downing et.al (2008) pointed out the lack of agreement about the definition of critical thinking although there seems to be some consensus about its elements and that “problem-based learning (an important aspect of critical thinking; emphasis added) should, in theory at least, be ideally tailored to the rapid development of metacognition in undergraduates” (p. 611). They suggest the connection between metacognition and critical thinking in reading.

Although critical thinking in reading has offered criteria of implementation as discussed above, those criteria will be better understood using the framework of metacognition, which has been identified as related to the development of critical thinking in reading. Griffith and Ruan (2005, p. 10) stress the importance of readers developing critical literacy skills in order for them to develop text understanding. The goal of metacognitive literacy instruction, they claim, is for students to develop metacognitive awareness and self-regulatory mechanism to support problem-solving when they are

engaged in literacy related activities (p. 12). This metacognitive instruction aims at supporting students to form a learning system that aligns assessment of one's cognitive resources with the execution of the task specific strategies in different learning situations (p. 12). Bissell and Lemons' research (2006) demonstrated an impact on students' metacognition (high order thinking) after being taught about critical thinking explicitly.

Similarly Downing et.al (2008) in their research on 66 students at a Hongkong university found a connection between problem-based curricula and development of metacognition in that students tend to consult the highest meta-level of cognition (metacognition) when things go wrong or the situation is new.

O'Malley and Chamot (1990, p. 8) argue metacognition, particularly metacognitive strategies, as involving thinking about the learning process as it is taking place, planning for learning, monitoring of one's production or comprehension while it is taking place, and self-evaluation after the completion of a learning activity. It refers to planning for learning, monitoring one's own comprehension and production, and evaluating how well one has achieved a learning objective (Chamot and O'Malley, 1994, p. 60).

Similarly, Ellis (1994, p. 538) defines metacognitive strategies as the ability "to make use of knowledge about cognitive processes and constitutes an attempt to regulate language learning by means of planning, monitoring, and evaluating." Thus, metacognitive strategies help learners to plan, monitor and evaluate their learning, which may lead to their becoming more critical in reading. In other words, thinking processes involved in critical thinking in reading can be grouped into the planning stage, the monitoring stage and the evaluation stage.

Critical thinking has been seen as an important aspect of students' learning success, yet it is not promoted intentionally in many school curricula including in Indonesian school curriculum and education system. The teaching learning processes in Indonesian schools are likely to involve rote-learning and memorisation of facts and inhibit the cultivation of independent learning and self-direction. A recent study on English language teaching in five senior high schools in Indonesia, involving 258 students (Marcellino, 2008), reveals three factors inhibiting the implementation of teaching approaches that emphasise flexible, self-directed and independent learning, and teachers being a facilitator rather than an authoritative agent. These three factors are cultural, professional and practical. Marcellino describes Indonesian students' cultural values as inhibiting learning in the following ways:

Total obedience, unquestioning mind, and the belief that the old know all as well as that the teacher can do no wrong normally portray the learning atmosphere in many classes under study. Accordingly, the class hardly raised any question to the teacher, scarcely responded critically to the teachers' debatable and unsound statement or argument; instead they respectfully and compliantly did the teacher's instructions and believed that what was said was entirely correct (Marcellino, 2008, p. 58).

Contrasting with the finding of Marcellino's study (above) is research by Lamb on learning autonomy of Indonesian students (Lamb, 2004b, p. 229). Lamb found that even young Indonesian learners already demonstrated an ability to learn independent of teachers' prescriptions, both inside and outside the classroom context. Ironically, Lamb argues that the students' openness to the increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. To overcome this, Lamb suggests the promotion of appropriate forms of learner autonomy in order to avoid the students' frustration in their struggle to learn English. Learner autonomy can nurture learners' critical thinking, a skill which is crucial in reading.



This study is undertaken as a response to the teachers' need to understand critical thinking skills of semester four students of the English Education Sanata Dharma University as they engage in the Critical Reading and Writing 2 (CRW2) course. Although the students had passed CRW1, it is assumed that the students' level of criticality in thinking, and reading may not be part of their academic practices. The teacher teaching the course was motivated to find out how critical the students were in thinking and reading. This research addresses the following question: How critical are Indonesian EFL learners' thinking in reading?

## **G. Method**

This study adopts a mixed methods approach combining both qualitative and quantitative research used to assess the students' understanding of critical thinking in reading. Neuman (2006, p. 151) argues that though different in many ways, quantitative and qualitative research complement each other. Similarly Onwuegbuzie, Johnson and Collins' (2009, p. 131) comments that quantitative and qualitative methods can be reconciled at the level of data analysis. The participants of this study were 55 semester four students enrolled in two classes of Critical Reading and Writing II (CRW2) of the English Education Study Program Sanata Dharma University in the even semester of 2014. To collect the quantitative and qualitative data, a survey consisting of a questionnaire and students' reflection of their thinking skills in reading were used. In treating this type of data, the researcher had a choice to make between seeing it as ordinal or quasi interval (see Fraenkel and Wallen (2006, pp. 141-142 and Creswell, 2012, p. 167).

The Likert-typed data collected in this research was analysed descriptively focusing on finding the percentages and the mean of the students' answers to the critical thinking

29 statements using SPSS. For the purpose of analysis, responses ‘strongly disagree’ to ‘disagree’ (1-2 on the scale) were collapsed, as were ‘agree’ to ‘strongly agree’ (4-5). Qualitative data generated from the students’ reflections were analysed focusing on the themes pertaining to thinking skills in reading.

## H. Data analysis

### 1. Quantitative data analysis

Quantitative data analysis focuses on the three metacognitive strategies that underpinned the students’ critical thinking in reading, i.e., planning, monitoring and evaluation. There were twenty seven (27) statements. Some statements focus on sole strategies while some other questions on a combination of the two or all the three strategies. The statements on strategies are grouped into five: 1) planning strategies; 2) monitoring strategies; 3) evaluation strategies; 4) planning, monitoring, and evaluation strategies; and 5) monitoring and evaluation strategies. For the purpose of analysis, responses ‘strongly disagree’ to ‘disagree’ (1-2 on the scale) were collapsed and written with symbol 1, undecided 3, and ‘agree’ to ‘strongly agree’ (4-5) 5.

### Simultaneous Use of Planning, monitoring and evaluation strategies in reading

The two strategies below focus on the students’ simultaneous implementation of the planning, monitoring and evaluation in reading.

Table 4: The students’ simultaneous use of planning, monitoring and evaluation in reading

No.	Statement	Disagree	undecided	Agree	Mean	Std. Dev.
CT3	I can find the purpose of the text	2%	8%	90%	3.98	0.533
CT9	I understand the line of reasoning of the text	5%	44%	51%	3.49	0.637

As indicated by their responses (CT3), almost all (90%; 3.98) of the students were able to find the purpose of the text they were in reading. However, only half of the students

(51%) indicated that they were able to understand the line of reasoning in the reading (CT9). Almost half of them (44%; 3.49) could not decide if they could understand the line of reasoning used in reading. This may suggest the need for further practice in critical thinking in reading focusing on understanding the line of reasoning so that they could become more familiar with it.

## Simultaneous Use of Monitoring and Evaluation

The students' responses to seventeen (17) monitoring and evaluation statements are indicated in Table 5 below.

Table 5: The students' responses to the monitoring and evaluation statements

No.	Statements	Disagree	Undecided	Agree	Mean	Std. Dev.
CT2	I can critique the logic of the text	1%	37%	62%	3.59	.595
CT5	I remain focused on the on the exact requirements of a reading activity	12%	42%	46%	3.39	.771
CT6	I can analyse the structure of an argument		27%	73%	3.83	.587
CT7	I can figure out the facts, experiences, data the author is using to support her/his conclusions		17%	83%	3.90	.490
CT12	I recognize the signals used to indicate stages of an argument in the reading	7%	12%	81%	3.76	.624
CT13	I can separate key points from other material				3.37	.488
CT14	I can find key problems (key question) in the reading	2%	20%	78%	3.83	.587
CT16	I can identify unfair techniques used to persuade readers	2%	27%	70%	3.71	.559
CT17	I can figure out the main assumption(s) underlying the author's thinking (that may be taken for granted) in the reading	15%	29%	56%	3.46	.0897
CT18	I can evaluate the evidence in the reading to support a point of view	7%	34%	58%	3.54	.674
CT19	I pay attention to small details in the reading	22%	51%	27%	3.00	.894
CT20	I can weigh up different points of view in the reading fairly	15%	58%	27%	3.15	.691
CT21	I do research to find out more about something related to the reading to strengthen my understanding.	20%	29%	51%	3.44	.950
CT23	I can spot inconsistencies in an argument easily.	5%	37%	58%	3.61	.542
CT24	I can identify the unclear arguments used in the reading.	2%	34%	64%	3.17	.803
CT26	I can evaluate the sources of data used as references in the reading.	12%	15%	73%	3.88	.510
CT27	I can identify the key conclusions the author comes to and presents in the article.		20%	80%	3.10	1.044

Eighteen statements aimed to ask the students' responses to the monitoring and evaluation skills simultaneously. The students' responses were grouped into three, i.e. the highest, the mild and the lowest agreement to the statements. The highest

percentage was indicated by students' responses to statement CT7 with 83% of the students admitting that they were able to find facts, experiences and data used by the author to support his/her conclusions. Eighty one percent (CT12) agreed that they identified discourse markers, followed by eighty percent who acknowledged that they identified the main conclusions in the article (CT27). Seventy eight percent admitted being able to find key questions in the article (CT14). The agreement to the statements the ability to analyse arguments used in the reading (CT6) was 73%, and the ability to evaluate references used in the reading (CT26) was 73 %. Seventy percent of the students indicated that they were able to identify unfair techniques used by the writer to persuade the readers (CT16), and sixty four percent agreed that they were able to identify the unclear arguments in the reading (CT24). Slightly more than half of the respondents showed mild agreement to the statements with 58% each agreed that they were able to show inconsistencies in the reading (CT23) and that they evaluated evidence in the reading used to support a certain viewpoint (CT18). Some responses indicated low agreements to the statements. Forty six percent of the students agreed that they were able to concentrate on the reading (CT5). The lowest percentage of the agreement responses occurred to statements CT19 and CT20 where 22% of the students agreed that usually paid attention to the details (CT19) and that they considered various viewpoints in the reading (CT20). Statements CT5, CT19 and CT20 need further explanations due to the high proportion of the students who were undecided in relation to the statements. Forty percent of the students were not sure if they were able to remain focused on the reading (CT5). Slightly more than half (51%/CT19) indicated that usually paid attention to the details, and 58 % (CT20) mentioned that they considered various viewpoints in the reading.



Overall, the majority of the students indicated, through their responses, that they implemented some monitoring and evaluation strategies. However, some students were not yet confidently able to implement these critical thinking strategies in reading.

### **Simultaneous Use of Monitoring and Evaluation of feelings in reading**

The students were asked six statements pertaining to the use of monitoring and evaluation strategies in reading. Their responses are presented in Table 6 below.

Table 6: The students' responses to the statements on monitoring and evaluation of feelings in reading

No.	Statement	Disagree	Undecided	Agree	Mean	Std. Dev.
CT1.	I feel comfortable in pointing out the weakness of an expert's work in reading	12%	39%	49%	3.46	.840
CT8.	I can offer criticism to the reading without feeling bad (8)	7%	38%	55%	3.60	.810
CT10.	I am aware of my current beliefs' prejudice on fair consideration of an issue (10)	15%	12%	73%	3.68	.850
CT4.	I am patient in identifying the line of reasoning in an argument	24%	34%	42%	3.18	.844
CT15.	I am patient in going over the facts in order to reach an accurate view (15)	15%	49%	36%	3.24	.734
CT25.	I realise how my upbringing might prejudice fair consideration of an issue in the reading (25)	19%	42%	39%	3.78	.881

Six statements attempted to investigate students' emotive responses in reading. Most of the students indicated low agreement to all the statements except to statement CT10 and CT 8. Students' responses indicated that more than half agreed to statements CT10 (73%), i.e. an awareness that their beliefs can prejudice them against an issue, and CT8 (55%), i.e. the ability to critique a reading without making them become a bad person. The other four responses indicated low agreement to the statements with statement CT1 on whether they felt comfortable in pointing out the potential weaknesses of the works by experts (49%), statement CT4 on their patience in identifying the reasoning used in reading (42%), statement CT25 on how they were reared may make them prejudice against an issue in reading (39%), and statement CT15 on their patience in reviewing facts in order to reach a correct understanding of the reading (36%).

The students' answers to the statements on their ability to monitor and evaluate their feelings in reading suggest that the majority of them were not able to implement critical thinking in reading due to an inability to monitor and evaluate their feelings.

Overall, the quantitative data analysis suggest that most of the students were not yet able to consistently implement critical thinking in reading although there was indications of the planning, monitoring, and evaluation strategies being implemented sporadically.

### Summative statements

Four statements were used to ask students on the separate use of individual strategies of planning, monitoring and evaluation.

The students' responses to the statements are indicated in Table 5 below.

Table 1: Students' responses to planning strategies

Planning strategies						
No.	Statements	Disagree	Undecided	Agree	Mean	Std. Deviation
CT4	I activate my background knowledge in relation to the text	-	8%	92%	4.10	.496
CT 28	I plan strategies to use in reading	27%	37%	36%	3.10	1.044
Monitoring strategy						
CT 29	I monitor my understanding during reading	15%	24	71%	3.66	0.693
Evaluation Strategy						
CT 30	I evaluate my understanding of the reading	10%	20%	70%	3.71	0.814

Table 1 indicates different responses to the two planning stages in critical reading. While the majority of the students (92%; 4.10) agreed that they activated their background knowledge in relation to the text, the minority of them (36%; 3.10) planned strategies to use in reading. The result suggests the students' familiarity with the first strategy but not the second strategy. Although students have been taught reading strategies since the first semester, they do not seem to have ownership of them. They

seldom plan a strategy in reading. Most of the students (71%; 3.66) indicate that they implemented the monitoring strategy in reading. More than half of the students (70%; 3.71) mentioned that they evaluated their understanding of the reading.

## **Qualitative data analysis**

Qualitative data focus on inviting students to reflect on eight critical thinking statements in reading: 1) What is critical reading?; 2) is critical reading important in reading; 3) what critical thinking techniques do you use in reading?; 4) What strategy do you use in finding key ideas in the passage?; 5) what hinders you from thinking critically?; 6) what qualities do you have that facilitate your critical thinking?; and 7) what do you do when you find difficulties in reading?, and 8) how critical are you in reading? These eight statements were expected to reveal the students' critical thinking skills in terms of the planning, monitoring and evaluating strategy when they read.

### **What is critical thinking?**

The first question aimed to invite students to reflect on their knowledge and understanding of critical thinking. The majority of the students indicated a slightly varying understanding of the concept although they all seemed to share some common knowledge of the planning, monitoring and evaluation strategies. Six key definitions were identified: the ability to see the problem from various perspectives, the ability to analyse the problem deeply, the habit of asking questions, the ability to focus on the problem and its solutions, the ability to be skeptical about something, the ability to evaluate the strengths and the weaknesses of an argument, and being open-minded.

The first definition of critical thinking to appear was the ability to see the problem from many perspectives underpinning the importance of the planning, monitoring and

evaluation in critical reading. Student S02, for example, states that critical is “thinking about something from various and objective perspectives (S02).” One student (S05) mentions critical reading as “a process where people look at a problem from many angles and then draw one/ some conclusions based on the provided evidence (S05).” It is not just the ability to see a problem from many perspectives and also the ability to find the negative and positive sides of an issue (S017 and S022). “It is the ability to see something from various perspectives which help one gain a deep understanding of the issue (S23).” It is responding to an issue from an unusual perspective, one that is not thought of by many people (S36) and thinking about the topic from different perspectives (S35). It is thinking out of the box so when reading we ask what is important in the text but not explicitly discussed there (S21).

A number of students defined critical thinking as the ability to go beyond what is written in a reading text revealing particularly the students’ understanding of monitoring and evaluation in reading. S08, for example, defined critical reading as ability to go beyond what is written in a reading text as indicated by students’ ability to analyse an issue deeply (S08), and to think deeply about something (S07). Similar definitions were put forward by students (S13, S25, S33, S34 and S37). For example, S13 stresses the need to think deeply in order to dig out the information clearly and to see beyond what is written. S33 define critical thinking as thinking widely about a text trying to analyse its strengths and weaknesses. Included in the going beyond the text ability in critical thinking is the ability to delve into the text deeply and ability to understand implicit information in the text (S09). It is the act of thinking in relation to an issue, i.e. not accepting somebody’s ideas easily and looking at an issue from various perspectives (S37). It is also “a process that requires an ability to pay attention to details by developing certain analytical techniques (S38)”. It involves the ability to



do two things when reading, i.e. reading and identifying what is being read so the decision-making process can be done quickly and correctly (S24), identifying and observing something deeply (S25), and connecting old and new information (S34).

Other students define critical reading as the habit of asking questions regarding an issue. For example, Student S16 argues that critical thinking as attitude of “not easily taking the information and ideas in the passage for granted unless sufficient evidence is provided.” Student S03 defines critical thinking as “the habit of questioning about the accuracy/clarity of the information we receive (S03)”. In agreement with S16 were student S04, S18, S19, S21, S28 and S41 who stated critical reading as the art of questioning and critiquing the truth of an issue. This definition shows the students’ understanding of the importance of monitoring and evaluation in critical reading

Another definition, which underpins the importance of monitoring and evaluation in reading, was the ability to be sceptical about something. Student S16, for example, argues that the reader should not easily take the information in the passage for granted unless sufficient evidence is provided. Similarly other students, such as S18, S19, S27, S28 and S41, argue that being critical means not accepting opinions easily and questioning the truth of an issue. Being sceptical means always asking whether something is true and not easily believing in something including when reading and hearing any information (S12).

Some students defined critical thinking as the ability to evaluating the strengths and weaknesses of the text (monitoring and evaluation). It is thinking by finding the strengths and weaknesses of the text (S10) and comparing and weighing what is right or wrong responsibly (S20). It is the way of thinking used when one needs to express an opinion about or evaluate a problem (S15). It refers to how we respond to an issue and

will vary from people to people depending on the knowledge each person has (S31). One student defined critical thinking as a smart, careful and an open-minded attitude towards an issue (monitoring and evaluation) (S26). Another student defined it as the ability to focus on the problem and its solutions (S01).

Overall the majority of the students seemed to have some common understanding of the definitions of critical thinking underpinning the idea of the planning, monitoring, and evaluation strategies in reading.

The second reflective question was asking whether students believed that critical thinking was important.

### **Is critical thinking important in reading?**

All students agreed that critical thinking was important. They cited at least thirteen reasons why it was so. All the answers showed signs of students' understanding of the planning, monitoring and evaluation in reading.

Some students stated that critical thinking was a requirement for understanding a passage (monitoring and evaluation) without which it was impossible to understand it (S08, S09, S25, S37, S37, S38, S39 and S40). S12 and S29 argue that through critical thinking we can understand the passage and have the ability to evaluate the passage (S12029). "It is important without which it is hard to understand the passage" (S04). "Important because it can help me understand the passage (S08)". "Yes without critical thinking we won't be able to understand what is written in passage; through critical thinking we can sharpen our mind to think outside our comfort zones" (S39).

Some students mentioned that critical thinking help readers to be sceptical in reading (Monitoring and evaluation). It teaches them to be sceptical in reading so that they will

not accept one's ideas without examining its truths and be trapped in the writer's opinions (S17, S18 and S23). S23 argues 'it is important so we as readers will not be easily misled and persuaded to believe in an issue (topic)'.

Other students (S07, S21 and S33) mentioned critical thinking to be important when reading a scientific or academic text. Two students acknowledged it to be important in understanding information in the reading in detail (S14) since not all ideas in the reading are true (S28). Some other students mentioned that critical reading helped them to understand the passage deeply (S15, S16 and S29). Critical reading was also important in understanding implicit information (Monitoring and evaluation). In S32's words, "It is important because there is plenty of implicit information in the text that requires our critical thinking ability (S32)".

One student acknowledged that critical thinking trains the brain to be sensitive to an issue in the reading (S22). It is important since in reading "we have to interpret arguments and facts and infer the purposes of the reading as well as solve the problem (S30)". Critical reading was also seen as helping readers to gain new knowledge (Planning, Monitoring and evaluation). It facilitated students to process the new information using the old knowledge when we have to gain knowledge (S31). "Yes it can add our understanding of an issue and correct our misunderstanding (S05)". Another student saw it as a requirement for understanding and responding to the text (Monitoring and evaluation) correctly, critically and carefully (S26).

Other students mentioned that critical reading enabled them to see an issue in reading from various perspectives (S02, S10 and S35) and helped them to see possibilities of explanations at an issue (S07). Critical reading helped students to question what we read (Monitoring and evaluation). "Yes because we must always ask why, where,

when, etc (WH questions) in relation to the reading passage. It also can make us creative and may trigger the birth of a certain idea in us (S07)". Similarly S03 and S05 argue that critical thinking help them to be creative in thinking, i.e. in asking WH questions. Another student, (S17), states, 'Very important as it facilitates our understanding of the text more easily and quickly and helps us to see the negative and positive sides in the text'.

Other students did not mention a specific reason why critical thinking was important in reading except that it helped them to understand the passage (S10, S11, S12, S13, and S41). One student (S36) admits, "I am beginning to realize the importance of thinking critically after joining this class and another lecturer's class; I used to take it lightly before".

In general, students believed that critical thinking was important in reading. The third reflective question asked students about the techniques they used in reading.

### **What critical thinking technique do you use?**

Students mentioned eleven reading techniques they often used in reading. These strategies can be grouped into the planning, monitoring and evaluation strategies when seen under the lens of the metacognitive strategies.

Some students indicated evidence of the use of the planning strategies in the form activating one's background knowledge with regard to the issue (for example, S19, S35 and S37). Other strategies are a combination of the implementation of the planning, monitoring and evaluation strategies although students did not mentioned the metacognitive strategies per se explicitly. They are skimming (S12, S16, S29), scanning (S07), outlining, summarising in our own words and identifying main ideas (S09),



reading intensively and staying focused (S03, S07, S26, S27, S28, S29 and S38), following the explanations in the paragraph carefully and in detail (S25 and S39), reading again while paying attention on paragraphs (S10 and S40), taking important points and then making concept maps (S08), Paying careful attention to the explanations and details given by the writer (S13), identifying the key message in the sentence/topic (S14), connecting old and new information when reading and being curious about something (S11) focusing on the organisation of the text and the writer's point of view (S04 and S05), underlining as this technique keeps the student focused on the reading (S15), finding the main ideas, evidence, arguments, and then draw conclusions based on the evidence (S22, S24 and S36), focusing on the topic sentence and supporting sentences in each paragraph (S20), note-making in every paragraph (S23), reading an-easy-to understand text (S18). Other students mentioned interest in the topic and the desire as well as the mood in reading was the strategy they used (for example, S09).

Overall students did reveal their understanding of the importance of employing techniques in reading. However these strategies were not fully grasped by each individual student. They tended to use similar and familiar strategies to all reading texts.

The fourth question invited students to reflect on the factors inhibiting their critical thinking in reading.

### **What hinders you from thinking critically in reading?**

At least eight hindrances were cited by students as the factors that inhibit their critical thinking in reading. These hindrances may be understood in the light of the planning,

monitoring and evaluation strategies. The first cause was inability to maintain concentration in reading. Student S29 admitted ‘too often I can’t focus on the passage making me lose track of the key issues there’. Other students, such as S14, S20, S25, and S38 also acknowledged being unable to stay focused on the reading. One student (S08) added ‘I can’t focus my attention in reading/in reading something again because I feel bored easily’. Lack of interest in the topic was cited by S03, S04, S07, S09, S21 and S40 as inhibiting their critical thinking in reading. Insufficient knowledge of the topic was another cause of students’ inability to implement critical thinking in reading (as admitted by S05, S19 and S39). Students such as S05 mentioned reluctance to critique someone’s idea as the major cause inhibiting critical thinking in reading. Students, for example S05, S11, S12, S13, S15, and S29 mentioned that they were too lazy and not motivated to think hard. Lack of patience was also a dominant factor influencing students’ critical thinking as admitted by S07. The next factor was the text difficulty. Students such as S10, S16, S17, S22, and S24 added that the difficulty could be related to the vocabulary, ideas, or the writing style used. The last factor influencing students’ application of critical thinking in reading is the unsupportive learning environment. The interruption may come in the form of a friend asking to hang around (S37), wrong time and place of the reading activity (S35 and S41).

The students’ answers demonstrate their understanding of the many factors that may impede their critical thinking and how these may negatively impact on their reading. The fifth question assisted students to reflect on the qualities they had that facilitated their critical thinking in reading.

### **What qualities you have that facilitates your critical thinking in reading?**

Students mentioned twelve strengths that facilitate their critical thinking in reading. The first strength is the habit of questioning an issue. Student S07 stated ‘I like reading and have a tendency to question anything and high curiosity in something’. ‘I like to ask questions when reading’ (S04). ‘I like reading and (S07).’ I like to ask questions why?’ (S13). ‘I don’t believe in something easily and like to debate on an issue (S23). Other students such as S21 say that he had the habit of asking questions on almost anything. Other students mentioned that they had the ability to connect new and old information (S41) and this ability was facilitated using the concept/mind map (S03 and S08). Students’ motivation, curiosity, and interest in reading were other qualities they had as admitted by S05, S20 and S37. Other students such as S09 and S10 mentioned that they had the ability to concentrate and read critically. Having sufficient background knowledge of the topic was also the strength of some students. Students S12, S17, S34 and S35 stated that they had sufficient background knowledge in almost all fields ranging from sports, politics, economics and culture. It is not only the possession of knowledge in the relevant topic but also the openness to new knowledge and the positive thinking attitude about something (S15 and S18) that became a necessary quality in critical thinking. As if emphasising the ideas put forward by S12, S17, S34, S35, S15 and S18 above, student S19 states ‘I am open to new ideas but also at the same time possess my own opinions’.

Students also cited speed reading as an important quality that they had in their critical thinking as acknowledged by S16, S29 and S36. One student (S22) mentioned the ability to see something from various angles as her important critical reading quality. Student S24 would write key points and then check them after reading and she believe this as her strength in reading. Some other students saw patience in reading particularly in finding key ideas (S25 and S33). Asking for help was another important quality in reading (S30) in addition to the ability

to see details to see details in the sentence to avoid misunderstanding (S26). One student (S39) admitted having sufficient logical thinking skills and the ability understand the passage well. One student, however, was unable to mention her strength. In her words: “Don’t know. I don’t like reading books but always read articles from the internet in particular those of personal interest. I can think critically but don’t know my strengths’ (S31).

Overall, students were able to identify their strength in critical thinking in reading. However, they seemed to have a partial understanding of it since none of them admitted having more than one quality. The sixth question asked students’ their problem solving strategies in reading as the result of the monitoring and evaluation in reading.

### **What do you do when facing difficulties in reading?**

Six strategies were undertaken by students when encountering reading difficulties. The first strategy is reading again until they understood the message in the text. Many students admitted adopting this fix-up strategy (S03, S04, S05, S07, S08, S12, S16, 17, S18, S19, S20, S21, S25, S30, S31, S33, S35, S38 and S39). The second most common strategy was seeking help from friends or from other resources in the internet (S10, S11, S12, S13, S14, S15, S22, S23 and S36). Vocabulary seemed to be the source of difficulty for many students’ understanding of the text. This was evident by students S26, S28, S30 and S40, who admitted finding the meaning of difficult words as the strategy they used in when finding difficulties in reading. Rather than keeping working on the text that presented difficulty, students S24, S32 and S37 would stop reading, do something else and get back to it afresh.

In general many students came up with some strategies when encountering difficulties in reading. However, they would need to be prompted to reflect on whether these



strategies were effective. The last question asked students to evaluate their critical thinking in reading.

### **How critical are you in reading?**

Four themes appeared when asked whether they were critical in reading. Majority of the students admitted that they were not so critical in reading. Some students also included some reasons why they were not critical. S04, S12, S29, and S37 said that they were still in the process of learning to be critical. Student S04 said that she was not so critical particularly when she did not have any experience related to the issue in the passage. Lack of familiarity with the topic of the reading influenced students' critical thinking in reading such as S07, S13, S14, S16, S31, 33, 34 and 41. Other students were not critical because of various reasons such as the tendency to agree with the shared/common opinions (S18), a focus on understanding the words rather than the message in the passage (S20), disliking reading (S32), not being careful in reading and understanding the passage (S26), reading without thinking about it critically (S35).

Some students admitted that they were quite critical. They included reasons such as S10 who said that she was able to express her opinions to friends and critique other peoples' opinions, i.e. not accepting them blindly. S22 mentioned she was quite critical but still unable to give clear comments. S23 was quite critical to new things but not so critical to things which agreed with his understanding (beliefs). S29 had that habit of finding grammatical mistakes in the passage and commenting on some details. Other students acknowledged that they did not know whether they were critical or not. S09 said that she could not measure how critical she was (S09). S21 said that we could not evaluate ourselves (S21). S27 was not sure since all this time she read the text without thinking critically.

From all the students' answers to all the questions, it seemed that they had a sufficient understanding of the concept and importance of critical thinking in reading. They also employed certain strategies in reading demonstrating their ability in planning, monitoring, and evaluation strategies in reading. However, many students also admitted that they were not yet that critical in reading.

Therefore, students need to be introduced to various kinds of critical thinking strategies in reading. They should also be given ample opportunity to practice these strategies so that they could become more skilled in thinking and reading and were able to decide when to implement a strategy as required by a text. In other words, they should be taught the declarative, procedural and conditional knowledge in reading.

## **H. Discussion**

The analysis of the students' responses to both the quantitative and qualitative data indicates that the students' understanding of and ability to implement critical thinking in reading was sporadic and not comprehensive in that they were able to implement some strategies but not others. At least seven themes were drawn from the analysis.

The first theme was related to students' critical thinking in the planning stage. The result suggests that the students were familiar with '*activating background knowledge*' but they were not aware of the need to plan a strategy in reading consciously. Their ability to activate their background knowledge might be attributable to the explicit teaching of the strategy particularly in the first semester. However, they were not explicitly taught about the need to plan a strategy consciously before and when they read. Borkowski et al. (1994, pp. 53-58) argues that learners need to possess specific

strategy knowledge which enables the learner to understand which particular strategies to use among a set of strategies at his or her disposal, and when and how to use them efficiently with the least possible effort in dealing with the learning task demands. Therefore, students need to raise their awareness of the need to consciously plan a strategy in reading in order to enhance their critical reading skills.

Another theme was related to students' ability to understand the line of reasoning in reading. The result indicates that some students were able to follow the line of reasoning in reading while the other half (44%) were unable to decide if they could understand the line of reasoning used in reading. The students' inability to use line of reasoning in reading might be caused by lack of familiarity and practice with reasoning. In Indonesian education system, most of the teaching was centred on the teacher delivering prescribed curriculum (see Marcel, 2008) with little room for critical thinking to develop since an early age. A prominent researcher in reading, Pressley, reminds teachers that teaching even a small number of strategies may take a school year, and that active comprehension does not develop in days or weeks, but months and years. He criticises many teachers who expect quick results and move on with reading instruction when they do not get the expected results, an act that may be detrimental to students' development of critical thinking in reading (Pressley, 2005, p. 401). The finding suggests the need for further practice in critical thinking in reading focusing on students' understanding of the line of reasoning so that they could become more familiar with it and use it when required by the passage.

The third theme was the students' implementation of the monitoring and evaluation strategies in reading. As happens to the planning strategies, students' ability to implement the monitoring and evaluation strategies was partial. Overall, the majority

of the them indicated, through their responses, that they implemented some monitoring and evaluation strategies but not others. They also admitted that they were yet confident in implementing these critical thinking strategies in reading. From the the analysis, it was necessary that the students be introduced to knowledge of cognition and regulation of cognition in order to enhance their chances of success in using critical thinking. Knowledge of cognition comprises declarative (knowing what), procedural (knowing how) and conditional knowledge (knowing when and why), while regulation of cognition constitutes one's ability to plan, monitor and evaluate learning (Brown, 1987). Possessing sufficient knowledge of the strategies and being able to use them appropriately as required by the reading as well as the ability to plan, monitor and evaluate these strategies will enhance their critical thinking skills. Further practice on these strategies is needed for students to take ownership of them. For this to happen, teachers need to change their traditional approach in teaching as reminded by Mbato (2013, p. 166):

In the short term, the traditional approach to teaching may stifle learners' creativity, sense of independence and ownership of learning, and therefore debilitate their engagement in English language learning. In the long run, it may discourage the growth of self-regulated learning and lead to underachievement.

Students' ability to regulate their critical thinking in reading will flourish when they are given time and space to exercise and experiment their skills.

The fourth theme was related to the monitoring and evaluation of feelings in reading. The students' answers to the questions on their ability to monitor and evaluate their feelings in reading suggest that the majority of them were not able to implement critical thinking in reading due to an inability to monitor and evaluate their feelings. Feelings



of incompetence and the way they were raised were noted to have negatively impacted their implementation of critical thinking in reading. This confirmed what (Lamb, 2004b, p. 229) found in his study of learning autonomy of Indonesian students. Lamb found that even young Indonesian learners already demonstrated an ability to learn independent of teachers' prescriptions, both inside and outside the classroom context. Ironically, Lamb argues that the students' openness to the increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. To overcome this, Lamb suggests the promotion of appropriate forms of learner autonomy in order to avoid the students' frustration in their struggle to learn English. Learner autonomy is expected to increase the students' ability to objectively assess the logic of the ideas in the text and in turn increase the students' critical thinking without feeling guilty.

Related to the definition of critical thinking in reading, the majority of the students seemed to have some common understanding of the definition of critical thinking underpinning the idea of the planning, monitoring, and evaluation strategies in reading. However, as discussed previously, this understanding does not reveal their actual ability in reading critically. Although students believed that critical thinking was important in reading and acknowledged the importance of employing certain techniques in reading, they did not understand these strategies fully and therefore were not able to use them when required in reading. They tended to use similar and familiar strategies to all reading situations.

Overall, the quantitative and qualitative data analysis suggest that most of the students were not yet able to consistently implement critical thinking in reading although there

were indications of the planning, monitoring, and evaluation strategies being implemented sporadically.

## I. Conclusion

The investigation of students' critical thinking in reading suggests that the majority of the students had a partial understanding of critical thinking in reading at the conceptual level, i.e. they were able to mention some critical thinking strategies in reading. They also acknowledged the importance of critical thinking in reading. However, they need to develop a comprehensive understanding of the concept, that is, the declarative knowledge. In addition, the students need to have more intensive and regular practice in critical thinking in order to be skilled. In other words, they need to develop the procedural knowledge, i.e. knowing how to use the knowledge they possess. Furthermore, to be critical, students need to know when and why to use certain strategies, i.e. the conditional knowledge. Overall, students indicated their understanding of and ability to use critical thinking in reading, but to become skilled in critical thinking in reading, they need to be in a learning atmosphere where their critical thinking could be nurtured. To this end, the teachers need to focus on students' declarative, procedural, and conditional knowledge in relation to critical thinking skills in reading. These three types of knowledge can be developed using the metacognitive framework as students plan, monitor and evaluate their critical thinking in reading.

## J. Tentative Research Plan

No.	Kegiatan	Bulan							
1	Penulisan	Februari	Maret	April	Mei	Juni	Juli	Agustus	September

	proposal	x							
2.	Pengumpulan referensi	x	x						
3.	Pembuatan instrumen	x	x						
4.	Pengumpulan data	x	x	x	x				
5	Analysis Data	x	x	x	x	x	x		
6	Penulisan laporan akhir							x	x
7	Seminar hasil penelitian								x

#### K. Personel Peneliti dan Jangka waktu penelitian

- a. Nama lengkap : Drs.Concilianus Laos Mbato, M.A., Ed.D.  
dengan gelar .
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/ : Penata/IIId  
NIP/NP : P.1948
- d. Jabatan Fungsional : Lektor
- e. Jabatan Sekarang : Dosen PBI
- f. Fakultas/Pusat : FKIP
- g. Universitas : Sanata Dharma
- h. Bidang Ilmu
- i. Jangka waktu : 10 jam/minggu selama 6 bulan

#### L. Budget

LAPORAN PENGGUNAAN DANA TAHUN 2014/2015  
JUDUL PENELITIAN: INVESTIGATING INDONESIAN EFL LEARNERS' CRITICAL  
THINKING IN READING

Peneliti : Drs.Concilianus Laos Mbato, M.A., Ed.D.  
Fakultas : Keguruan dan Ilmu Pendidikan  
Uang Yang disetujui : Rp. 12.419.700  
Penggunaan : Rp. 12.425. 905  
Sisa : - Rp. 6205

No.	Komponen Pembiayaan	Jumlah	Total
1	Desain, data analysis dan laporan		
	<b>Pembuatan Propoposal dan Revisi</b>	14 Minggu x <b>30.000</b>	420000
	<b>Pengembangan</b> Questionnaire 20 Jam dan Pertanyaan Refleksi	20 <b>jam</b> x <b>30. 000</b>	600000
	<b>Analisis data kuantitatif dan kualitatif</b>	40 <b>jam</b> x <b>30.000</b>	1200000
	Penggadaan Questionnaire	(60 X25X.135)	202500
	Penggadaan Pertanyaan Refleksi	(60X20x135)	162200
	<b>Foto Copy</b> Refleksi mahasiswa	(60x40 halaman refleksi x Rp.135)	326000
	<b>Penggadaan dan penjilidan laporan penelitian</b>	60x3x135+jilid	100000
2.	ATK		
	Cartridge (2)		526000
	Cartidge (2)		526000
3.	External Disk untuk memback up data dari awal penelitian hingga seminar penelitian	.980.000	980000
4.	Penggadaan referensi		300000
5.	Honorarium		3725910
6.	Konsumsi peserta penelitan pada penjelasan tentang penelitian, pengumpulan data melalui pengisian kuesioner, dan melalui refklesi	60x3x17000	3060000
7.	Pajak		297295
	Total		12425905

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**LUARAN PENELITIAN**

**Investigating Indonesian EFL Learners' Critical Thinking in Reading**

**By**

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**English Education Study Program**

**Sanata Dharma University**

**Yogyakarta, Indonesia**

**Oktober 2015**

# Investigating Indonesian EFL Learners' Critical Thinking in Reading

## Abstract

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This study investigated the students' critical thinking in reading. Critical thinking is not taught and promoted explicitly in Indonesian educational system and practices, and yet it is crucial in facilitating learners' critical skills in reading. One research question is postulated in this study, i.e. How critical are Indonesian EFL learners' thinking in reading? To answer the question, a mixed methods approach is undertaken. The instruments employed are a Likert-scale questionnaire and students' reflection. The results of the analysis indicates that most of the students have not yet developed procedural knowledge in reading. However, they demonstrate sufficient declarative knowledge of the metacognitive strategies in reading. It is expected that the findings of the research will inform English lecturers of the English Education Study Program, Sanata Dharma University about how to design the teaching learning processes that can enhance both learners' critical thinking and reading skills.

## Critical Thinking

Cottrell (2005, p. 5) defines critical thinking as a complex process of deliberation which involves a wide range of skills and attitudes. It includes identifying peoples' positions, arguments and conclusions, evaluating the evidence, weighing up opposing arguments fairly, being able to read between the lines, recognising false logic and persuasive devices, reflecting on issues in a structured way, drawing conclusions. Paul's (1990, cited in Kuhn, 2008, p. 32) defines critical thinking as "the art of thinking about your thinking".

Bailin, et al (1999, p. 287) mention three features of critical thinking: 1) it is used to make up one's mind about what to believe or do; 2) the person engaging in the thinking is trying to fulfil the standards of adequacy and accuracy appropriate to the thinking; and 3) the thinking is the relevant standards to some threshold level. In practical terms, critical thinking consists of resources, that is, background knowledge, operational knowledge of the standards of good thinking, knowledge of key critical concepts, heuristics (strategies, procedures, and habits of mind) (Bailin, et al, 1999, p. 291).

As a means of testing the presence or absence of logical soundness, critical thinking drills students in the evaluation of evidence, provides them with tips for distinguishing between relevant and irrelevant propositions, teaches them to be on the watch for hidden promises and conclusions, and warns them against an array of informal fallacies that may camouflage non-cogent but good-sounding arguments (Walters, 1990, p. 452).

## Critical Thinking in Reading

Wallace (2004, p. 27) defines critical thinking in reading as "the ability to critique the logic of texts, to note inconsistencies and lack of clarity". While critical reading is an important skill in reading, Wallace is quick to point out the lack of critical reading in the second and foreign language classroom and urges readers to respond to texts in more diverse and complex ways whereby the focus is on meaning-making and engagement in critique (p. 3).

Similarly, Cottrell (p. 13) defines critical thinking in reading as the readers' knowledge skills and attitudes in reading.

Critical reading in the foreign and second language learning has gained little attention although it is well covered in the psycholinguistic and general methodology literature (Wallace, p. 3). Wallace (p. 3) continues to argue that although that understanding a text conceptually and linguistically must be a starting point for all reading positions, this activity is not sufficient for readers. All learners, whether reading in a first, second or other language, are, from the earliest stages, potentially both making meaning from texts, and engaging in critique. (p. 3)

In order for learners to understand and develop skills of critical thinking in reading, they need to be introduced to some criteria of critical thinking in reading. Paul and Elder (2008, p. 13) provide eight criteria which need to be met when one applies critical thinking in reading. First, in reading, the focus should be finding the article's purpose in particular whether it is clearly stated or implied and is justifiable. The second is finding the key question that the author is addressing. The third is finding the most important information in this article, which is accomplished by figuring out the facts, experiences, and data the author is using to support her/his conclusions. The fourth element is identifying the key conclusions the author comes to and presents in the article. Figuring out the most important ideas readers would have to understand in order to understand the author's line of reasoning is the fifth element in critical reading. The next criterion is figuring out the main assumption(s) underlying the author's thinking, i.e. what the author is taking for granted [that might be questioned]. Another criterion is determining the consequences that are likely to follow if the readers take or deny the author's line of reasoning seriously. The last criterion is determining the author's main point(s) of view presented in this article is, i.e. what the author is looking at, and how s/he is seeing it.

Critical thinking (Cottrell, 2005, p. 13) in reading covers the ability to: 1) point out the weakness in one's writing; 2) to remain focused on an activity; 3) analyse; 4) offer criticism without feeling bad; 5) know what is meant by a line of reasoning; 6) be aware of one's current beliefs' prejudice on fair consideration of an issue; 7) be patient in identifying the line of reasoning in an argument; 8) recognize the signals used to indicate stages of an argument; 9) separate key points from other material; 10) be patient in going over the facts in order to reach an accurate view; 11) identify unfair techniques used to persuade readers; 12) read between the lines; 13) evaluate the evidence to support a point of view; 14) pay attention to small details; 15) weigh up different points of view fairly; 16) do research to find out more about something related to the reading; 17) differentiate descriptive writing from analytical writing; 18) to spot inconsistencies in an argument easily; 19) identify patterns; 20) realize how one's upbringing might prejudice fair consideration of an issue; and 21) evaluate source materials

All the authors above suggest similar elements of critical thinking in reading, yet there is no consensus as to what critical thinking in reading consists of. Kuhn (2008, p. 16) laments about the lack of literature on critical thinking that is readily available to teachers teaching reading. In his words:

... , it remains a crucial task to define thinking skills in a way that has generality at least across content, is informed by empirical data, and is situated in a developmental framework of where particular cognitive skills come from and where they are headed. None of the psychological or educational literature I have alluded to here, it is worth noting, is incompatible with such undertaking (p.17).

Downing et.al (2008) pointed out the lack of agreement about the definition of critical thinking although there seems to be some consensus about its elements and that “problem-based learning (an important aspect of critical thinking; emphasis added) should, in theory at least, be ideally tailored to the rapid development of metacognition in undergraduates” (p. 611). They suggest the connection between metacognition and critical thinking in reading.

Although critical thinking in reading has offered criteria of implementation as discussed above, those criteria will be better understood using the framework of metacognition, which has been identified as related to the development of critical thinking in reading. Griffith and Ruan (2005, p. 10) stress the importance of readers developing critical literacy skills in order for them to develop text understanding. The goal of metacognitive literacy instruction, they claim, is for students to develop metacognitive awareness and self-regulatory mechanism to support problem-solving when they are engaged in literacy related activities (p. 12). This metacognitive instruction aims at supporting students to form a learning system that aligns assessment of one’s cognitive resources with the execution of the task specific strategies in different learning situations (p. 12). Bissell and Lemons’ research (2006) demonstrated an impact on students’ metacognition (high order thinking) after being taught about critical thinking explicitly.

Similarly Downing et.al (2008) in their research on 66 students at a Hongkong university found a connection between problem-based curricula and development of metacognition in that students tend to consult the highest meta-level of cognition (metacognition) when things go wrong or the situation is new.

O’Malley and Chamot (1990, p. 8) argue metacognition, particularly metacognitive strategies, as involving thinking about the learning process as it is taking place, planning for learning, monitoring of one’s production or comprehension while it is taking place, and self-evaluation after the completion of a learning activity. It refers to planning for learning, monitoring one’s own comprehension and production, and evaluating how well one has achieved a learning objective (Chamot and O’Malley, 1994, p. 60).

Similarly, Ellis (1994, p. 538) defines metacognitive strategies as the ability “to make use of knowledge about cognitive processes and constitutes an attempt to regulate language learning by means of planning, monitoring, and evaluating.” Thus, metacognitive strategies help learners to plan, monitor and evaluate their learning, which may lead to their becoming more critical in reading. In other words, thinking processes involved in critical thinking in reading can be grouped into the planning stage, the monitoring stage and the evaluation stage.

Critical thinking has been seen as an important aspect of students’ learning success, yet it is not promoted intentionally in many school curricula including in Indonesian school curriculum and education system. The teaching learning processes in Indonesian schools are likely to involve rote-learning and memorisation of facts and inhibit the cultivation of independent learning and self-direction. A recent study on English language teaching in five senior high schools in Indonesia, involving 258 students (Marcellino, 2008), reveals three factors inhibiting the implementation of teaching approaches that emphasise flexible, self-directed and independent learning, and teachers being a facilitator rather than an authoritative agent. These three factors are cultural, professional and practical. Marcellino describes Indonesian students’ cultural values as inhibiting learning in the following ways:

Total obedience, unquestioning mind, and the belief that the old know all as well as that the teacher can do no wrong normally portray the learning atmosphere in many classes under study. Accordingly, the class hardly raised any question to the teacher,

scarcely responded critically to the teachers' debatable and unsound statement or argument; instead they respectfully and compliantly did the teacher's instructions and believed that what was said was entirely correct (Marcellino, 2008, p. 58).

Contrasting with the finding of Marcellino's study (above) is research by Lamb on learning autonomy of Indonesian students (Lamb, 2004b, p. 229). Lamb found that even young Indonesian learners already demonstrated an ability to learn independent of teachers' prescriptions, both inside and outside the classroom context. Ironically, Lamb argues that the students' openness to the increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. To overcome this, Lamb suggests the promotion of appropriate forms of learner autonomy in order to avoid the students' frustration in their struggle to learn English. Learner autonomy can nurture learners' critical thinking, a skill which is crucial in reading.

This study is undertaken as a response to the teachers' need to understand critical thinking skills of semester four students of the English Education Sanata Dharma University as they engage in the Critical Reading and Writing 2 (CRW2) course. Although the students had passed CRW1, it is assumed that the students' level of criticality in thinking, and reading may not be part of their academic practices. The teacher teaching the course was motivated to find out how critical the students were in thinking and reading. The outcome of this research is expected to help the teachers to find ways of developing students' critical thinking in reading. Being critical in reading will enable students to benefit from the vast availability of information both in the internet and in the traditional classroom settings. This research addresses the following question: How critical are Indonesian EFL learners' thinking in reading?

## Method

This study adopts a mixed methods approach combining both qualitative and quantitative research used to assess the students' understanding of critical thinking in reading. Neuman (2006, p. 151) argues that though different in many ways, quantitative and qualitative research complement each other. Similarly Onwuegbuzie, Johnson and Collins' (2009, p. 131) comments that quantitative and qualitative methods can be reconciled at the level of data analysis. The participants of this study were 55 semester four students enrolled in two classes of Critical Reading and Writing II (CRW2) of the English Education Study Program Sanata Dharma University in the even semester of 2014. To collect the quantitative and qualitative data, a survey consisting of a questionnaire and students' reflection of their thinking skills in reading were used. In treating this type of data, the researcher had a choice to make between seeing it as ordinal or quasi interval (see Fraenkel and Wallen (2006, pp. 141-142 and Creswell, 2012, p. 167).

The Likert-typed data collected in this research was analysed descriptively focusing on finding the percentages and the mean of the students' answers to the critical thinking 29 statements using SPSS. For the purpose of analysis, responses 'strongly disagree' to 'disagree' (1-2 on the scale) were collapsed, as were 'agree' to 'strongly agree' (4-5). Qualitative data generated from the students' reflections were analysed focusing on the themes pertaining to thinking skills in reading.



## Results

This section focuses on the results of the quantitative and qualitative data analysis respectively.

### Quantitative data analysis

Quantitative data analysis focuses on the three metacognitive strategies that underpinned the students' critical thinking in reading, i.e., planning, monitoring and evaluation. There were twenty seven (27) statements. Some statements focus on sole strategies while some other questions on a combination of the two or all the three strategies. The statements on strategies are grouped into five: 1) planning strategies; 2) monitoring strategies; 3) evaluation strategies; 4) planning, monitoring, and evaluation strategies; and 5) monitoring and evaluation strategies. For the purpose of analysis, responses 'strongly disagree' to 'disagree' (1-2 on the scale) were collapsed and written with symbol 1, undecided 3, and 'agree' to 'strongly agree' (4-5) 5.

### Simultaneous Use of Planning, monitoring and evaluation strategies in reading

The two strategies below focus on the students' simultaneous implementation of the planning, monitoring and evaluation in reading.

Table 4: The students' simultaneous use of planning, monitoring and evaluation in reading

No.	Statement	Disagree	undecided	Agree	Mean	Std. Dev.
CT3	I can find the purpose of the text	2%	8%	90%	3.98	0.533
CT9	I understand the line of reasoning of the text	5%	44%	51%	3.49	0.637

As indicated by their responses (CT3), almost all (90%; 3.98) of the students were able to find the purpose of the text they were in reading. However, only half of the students (51%) indicated that they were able to understand the line of reasoning in the reading (CT9). Almost half of them (44%; 3.49) could not decide if they could understand the line of reasoning used in reading. This may suggest the need for further practice in critical thinking in reading focusing on understanding the line of reasoning so that they could become more familiar with it.

### Simultaneous Use of Monitoring and Evaluation

The students' responses to seventeen (17) monitoring and evaluation statements are indicated in Table 5 below.

Table 5: The students' responses to the monitoring and evaluation statements

No.	Statements	Disagree	Undecided	Agree	Mean	Std. Dev.
CT2	I can critique the logic of the text	1%	37%	62%	3.59	.595
CT5	I remain focused on the on the exact requirements of a reading activity	12%	42%	46%	3.39	.771
CT6	I can analyse the structure of an argument		27%	73%	3.83	.587
CT7	I can figure out the facts, experiences, data the author is using to support her/his conclusions		17%	83%	3.90	.490
CT12	I recognize the signals used to indicate stages of an argument in the reading	7%	12%	81%	3.76	.624
CT13	I can separate key points from other material				3.37	.488
CT14	I can find key problems (key question) in the reading	2%	20%	78%	3.83	.587
CT16	I can identify unfair techniques used to persuade readers	2%	27%	70%	3.71	.559

CT17	I can figure out the main assumption(s) underlying the author's thinking ( that may be taken for granted) in the reading	15%	29%	56%	3.46	.0897
CT18	I can evaluate the evidence in the reading to support a point of view	7%	34%	58%	3.54	.674
CT19	I pay attention to small details in the reading	22%	51%	27%	3.00	.894
CT20	I can weigh up different points of view in the reading fairly	15%	58%	27%	3.15	.691
CT21	I do research to find out more about something related to the reading to strengthen my understanding.	20%	29%	51%	3.44	.950
CT23	I can spot inconsistencies in an argument easily.	5%	37%	58%	3.61	.542
CT24	I can identify the unclear arguments used in the reading.	2%	34%	64%	3.17	.803
CT26	I can evaluate the sources of data used as references in the reading.	12%	15%	73%	3.88	.510
CT27	I can identify the key conclusions the author comes to and presents in the article.		20%	80%	3.10	1.044

Eighteen statements aimed to ask the students' responses to the monitoring and evaluation skills simultaneously. The students' responses were grouped into three, i.e. the highest, the mild and the lowest agreement to the statements. The highest percentage was indicated by students' responses to statement CT7 with 83% of the students admitting that they were able to find facts, experiences and data used by the author to support his/her conclusions. Eighty one percent (CT12) agreed that they identified discourse markers, followed by eighty percent who acknowledged that they identified the main conclusions in the article (CT27). Seventy eight percent admitted being able to find key questions in the article (CT14). The agreement to the statements the ability to analyse arguments used in the reading (CT6) was 73%, and the ability to evaluate references used in the reading (CT26) was 73 %. Seventy percent of the students indicated that they were able to identify unfair techniques used by the writer to persuade the readers (CT16), and sixty four percent agreed that they were able to identify the unclear arguments in the reading (CT24). Slightly more than half of the respondents showed mild agreement to the statements with 58% each agreed that they were able to show inconsistencies in the reading (CT23) and that they evaluated evidence in the reading used to support a certain viewpoint (CT18). Some responses indicated low agreements to the statements. Forty six percent of the students agreed that they were able to concentrate on the reading (CT5). The lowest percentage of the agreement responses occurred to statements CT19 and CT20 where 22% of the students agreed that usually paid attention to the details (CT19) and that they considered various viewpoints in the reading (CT20). Statements CT5, CT19 and CT20 need further explanations due to the high proportion of the students who were undecided in relation to the statements. Forty percent of the students were not sure if they were able to remain focused on the reading (CT5). Slightly more than half (51%/CT19) indicated that usually paid attention to the details, and 58 % (CT20) mentioned that they considered various viewpoints in the reading.

Overall, the majority of the students indicated, through their responses, that they implemented some monitoring and evaluation strategies. However, some students were not yet confidently able to implement these critical thinking strategies in reading.

### **Simultaneous Use of Monitoring and Evaluation of feelings in reading**

The students were asked six statements pertaining to the use of monitoring and evaluation strategies in reading. Their responses are presented in Table 6 below.

Table 6: The students' responses to the statements on monitoring and evaluation of feelings in reading

No.	Statement	Disagree	Undecided	Agree	Mean	Std. Dev.
CT1.	I feel comfortable in pointing out the weakness of an expert's work in reading	12%	39%	49%	3.46	.840
CT8.	I can offer criticism to the reading without feeling bad (8)	7%	38%	55%	3.60	.810
CT10.	I am aware of my current beliefs' prejudice on fair consideration of an issue (10)	15%	12%	73%	3.68	.850
CT4.	I am patient in identifying the line of reasoning in an argument	24%	34%	42%	3.18	.844
CT15.	I am patient in going over the facts in order to reach an accurate view (15)	15%	49%	36%	3.24	.734
CT25.	I realise how my upbringing might prejudice fair consideration of an issue in the reading (25)	19%	42%	39%	3.78	.881

Six statements attempted to investigate students' emotive responses in reading. Most of the students indicated low agreement to all the statements except to statement CT10 and CT 8. Students' responses indicated that more than half agreed to statements CT10 (73%), i.e. an awareness that their beliefs can prejudice them against an issue, and CT8 (55%), i.e. the ability to critique a reading without making them become a bad person. The other four responses indicated low agreement to the statements with statement CT1 on whether they felt comfortable in pointing out the potential weaknesses of the works by experts (49%), statement CT4 on their patience in identifying the reasoning used in reading (42%), statement CT25 on how they were reared may make them prejudice against an issue in reading (39%), and statement CT15 on their patience in reviewing facts in order to reach a correct understanding of the reading (36%).

The students' answers to the statements on their ability to monitor and evaluate their feelings in reading suggest that the majority of them were not able to implement critical thinking in reading due to an inability to monitor and evaluate their feelings.

Overall, the quantitative data analysis suggest that most of the students were not yet able to consistently implement critical thinking in reading although there was indications of the planning, monitoring, and evaluation strategies being implemented sporadically.

### Summative statements

Four statements were used to ask students on the separate use of individual strategies of planning, monitoring and evaluation.

The students' responses to the statements are indicated in Table 5 below.

Table 1: Students' responses to planning strategies

Planning strategies						
No.	Statements	Disagree	Undecided	Agree	Mean	Std. Deviation
CT4	I activate my background knowledge in relation to the text	-	8%	92%	4.10	.496
CT 28	I plan strategies to use in reading	27%	37%	36%	3.10	1.044
Monitoring strategy						
CT 29	I monitor my understanding during reading	15%	24	71%	3.66	0.693
Evaluation Strategy						
CT 30	I evaluate my understanding of the reading	10%	20%	70%	3.71	0.814

Table 1 indicates different responses to the two planning stages in critical reading. While the majority of the students (92%; 4.10) agreed that they activated their background knowledge in relation to the text, the minority of them (36%; 3.10) planned strategies to use in reading. The result suggests the students' familiarity with the first strategy but not the second strategy. Although students have been taught reading strategies since the first semester, they do not seem to have ownership of them. They seldom plan a strategy in reading.

Most of the students (71%; 3.66) indicate that they implemented the monitoring strategy in reading. More than half of the students (70%; 3.71) mentioned that they evaluated their understanding of the reading.

## **Qualitative data analysis**

Qualitative data focus on inviting students to reflect on eight critical thinking statements in reading: 1) What is critical reading?; 2) is critical reading important in reading; 3) what critical thinking techniques do you use in reading?; 4) What strategy do you use in finding key ideas in the passage?; 5) what hinders you from thinking critically?; 6) what qualities do you have that facilitate your critical thinking?; and 7) what do you do when you find difficulties in reading?, and 8) how critical are you in reading? These eight statements were expected to reveal the students' critical thinking skills in terms of the planning, monitoring and evaluating strategy when they read.

### **What is critical thinking?**

The first question aimed to invite students to reflect on their knowledge and understanding of critical thinking. The majority of the students indicated a slightly varying understanding of the concept although they all seemed to share some common knowledge of the planning, monitoring and evaluation strategies. Six key definitions were identified: the ability to see the problem from various perspectives, the ability to analyse the problem deeply, the habit of asking questions, the ability to focus on the problem and its solutions, the ability to be skeptical about something, the ability to evaluate the strengths and the weaknesses of an argument, and being open-minded.

The first definition of critical thinking to appear was the ability to see the problem from many perspectives underpinning the importance of the planning, monitoring and evaluation in critical reading. Student S02, for example, states that critical is "thinking about something from various and objective perspectives (S02)." One student (S05) mentions critical reading as "a process where people look at a problem from many angles and then draw one/ some conclusions based on the provided evidence (S05)." It is not just the ability to see a problem from many perspectives and also the ability to find the negative and positive sides of an issue (S017 and S022). "It is the ability to see something from various perspectives which help one gain a deep understanding of the issue (S23)." It is responding to an issue from an unusual perspective, one that is not thought of by many people (S36) and thinking about the topic from different perspectives (S35). It is thinking out of the box so when reading we ask what is important in the text but not explicitly discussed there (S21).

A number of students defined critical thinking as the ability to go beyond what is written in a reading text revealing particularly the students' understanding of monitoring and evaluation in reading. S08, for example, defined critical reading as ability to go beyond what is written

in a reading text as indicated by students' ability to analyse an issue deeply (S08), and to think deeply about something (S07). Similar definitions were put forward by students (S13, S25, S33, S34 and S37). For example, S13 stresses the need to think deeply in order to dig out the information clearly and to see beyond what is written. S33 define critical thinking as thinking widely about a text trying to analyse its strengths and weaknesses. Included in the going beyond the text ability in critical thinking is the ability to delve into the text deeply and ability to understand implicit information in the text (S09). It is the act of thinking in relation to an issue, i.e. not accepting somebody's ideas easily and looking at an issue from various perspectives (S37). It is also "a process that requires an ability to pay attention to details by developing certain analytical techniques (S38)". It involves the ability to do two things when reading, i.e. reading and identifying what is being read so the decision-making process can be done quickly and correctly (S24), identifying and observing something deeply (S25), and connecting old and new information (S34).

Other students define critical reading as the habit of asking questions regarding an issue. For example, Student S16 argues that critical thinking as attitude of "not easily taking the information and ideas in the passage for granted unless sufficient evidence is provided." Student S03 defines critical thinking as "the habit of questioning about the accuracy/clarity of the information we receive (S03)". In agreement with S16 were student S04, S18, S19, S21, S28 and S41 who stated critical reading as the art of questioning and critiquing the truth of an issue. This definition shows the students' understanding of the importance of monitoring and evaluation in critical reading

Another definition, which underpins the importance of monitoring and evaluation in reading, was the ability to be sceptical about something. Student S16, for example, argues that the reader should not easily take the information in the passage for granted unless sufficient evidence is provided. Similarly other students, such as S18, S19, S27, S28 and S41, argue that being critical means not accepting opinions easily and questioning the truth of an issue. Being sceptical means always asking whether something is true and not easily believing in something including when reading and hearing any information (S12).

Some students defined critical thinking as the ability to evaluating the strengths and weaknesses of the text (monitoring and evaluation). It is thinking by finding the strengths and weaknesses of the text (S10) and comparing and weighing what is right or wrong responsibly (S20). It is the way of thinking used when one needs to express an opinion about or evaluate a problem (S15). It refers to how we respond to an issue and will vary from people to people depending on the knowledge each person has (S31). One student defined critical thinking as a smart, careful and an open-minded attitude towards an issue (monitoring and evaluation) (S26). Another student defined it as the ability to focus on the problem and its solutions (S01).

Overall the majority of the students seemed to have some common understanding of the definitions of critical thinking underpinning the idea of the planning, monitoring, and evaluation strategies in reading.

The second reflective question was asking whether students believed that critical thinking was important.

## Is critical thinking important in reading?

All students agreed that critical thinking was important. They cited at least thirteen reasons why it was so. All the answers showed signs of students' understanding of the planning, monitoring and evaluation in reading.

Some students stated that critical thinking was a requirement for understanding a passage (monitoring and evaluation) without which it was impossible to understand it (S08, S09, S25, S37, S37, S38, S39 and S40). S12 and S29 argue that through critical thinking we can understand the passage and have the ability to evaluate the passage (S12029). "It is important without which it is hard to understand the passage" (S04). "Important because it can help me understand the passage (S08)". "Yes without critical thinking we won't be able to understand what is written in passage; through critical thinking we can sharpen our mind to think outside our comfort zones" (S39).

Some students mentioned that critical thinking help readers to be sceptical in reading (Monitoring and evaluation). It teaches them to be sceptical in reading so that they will not accept one's ideas without examining its truths and be trapped in the writer's opinions (S17, S18 and S23). S23 argues 'it is important so we as readers will not be easily misled and persuaded to believe in an issue (topic)'.

Other students (S07, S21 and S33) mentioned critical thinking to be important when reading a scientific or academic text. Two students acknowledged it to be important in understanding information in the reading in detail (S14) since not all ideas in the reading are true (S28). Some other students mentioned that critical reading helped them to understand the passage deeply (S15, S16 and S29). Critical reading was also important in understanding implicit information (Monitoring and evaluation). In S32's words, "It is important because there is plenty of implicit information in the text that requires our critical thinking ability (S32)".

One student acknowledged that critical thinking trains the brain to be sensitive to an issue in the reading (S22). It is important since in reading "we have to interpret arguments and facts and infer the purposes of the reading as well as solve the problem (S30)". Critical reading was also seen as helping readers to gain new knowledge (Planning, Monitoring and evaluation). It facilitated students to process the new information using the old knowledge when we have to gain knowledge (S31). "Yes it can add our understanding of an issue and correct our misunderstanding (S05)". Another student saw it as a requirement for understanding and responding to the text (Monitoring and evaluation) correctly, critically and carefully (S26).

Other students mentioned that critical reading enabled them to see an issue in reading from various perspectives (S02, S10 and S35) and helped them to see possibilities of explanations at an issue (S07). Critical reading helped students to question what we read (Monitoring and evaluation). "Yes because we must always ask why, where, when, etc (WH questions) in relation to the reading passage. It also can make us creative and may trigger the birth of a certain idea in us (S07)". Similarly S03 and S05 argue that critical thinking help them to be creative in thinking, i.e. in asking WH questions. Another student, (S17), states, 'Very important as it facilitates our understanding of the text more easily and quickly and helps us to see the negative and positive sides in the text'.

Other students did not mention a specific reason why critical thinking was important in reading except that it helped them to understand the passage (S10, S11, S12, S13, and S41).



One student (S36) admits, “I am beginning to realize the importance of thinking critically after joining this class and another lecturer’s class; I used to take it lightly before”.

In general, students believed that critical thinking was important in reading. The third reflective question asked students about the techniques they used in reading.

### **What critical thinking technique do you use?**

Students mentioned eleven reading techniques they often used in reading. These strategies can be grouped into the planning, monitoring and evaluation strategies when seen under the lens of the metacognitive strategies.

Some students indicated evidence of the use of the planning strategies in the form activating one’s background knowledge with regard to the issue (for example, S19, S35 and S37). Other strategies are a combination of the implementation of the planning, monitoring and evaluation strategies although students did not mentioned the metacognitive strategies per se explicitly. They are skimming (S12, S16, S29), scanning (S07), outlining, summarising in our own words and identifying main ideas (S09), reading intensively and staying focused (S03, S07, S26, S27, S28, S29 and S38), following the explanations in the paragraph carefully and in detail (S25 and S39), reading again while paying attention on paragraphs (S10 and S40), taking important points and then making concept maps (S08), Paying careful attention to the explanations and details given by the writer (S13), identifying the key message in the sentence/topic (S14), connecting old and new information when reading and being curious about something (S11) focusing on the organisation of the text and the writer’s point of view (S04 and S05), underlining as this technique keeps the student focused on the reading (S15), finding the main ideas, evidence, arguments, and then draw conclusions based on the evidence (S22, S24 and S36), focusing on the topic sentence and supporting sentences in each paragraph (S20), note-making in every paragraph (S23), reading an-easy-to understand text (S18). Other students mentioned interest in the topic and the desire as well as the mood in reading was the strategy they used (for example, S09).

Overall students did reveal their understanding of the importance of employing techniques in reading. However these strategies were not fully grasped by each individual student. They tended to use similar and familiar strategies to all reading texts.

The fourth question invited students to reflect on the factors inhibiting their critical thinking in reading.

### **What hinders you from thinking critically in reading?**

At least eight hindrances were cited by students as the factors that inhibit their critical thinking in reading. These hindrances may be understood in the light of the planning, monitoring and evaluation strategies. The first cause was inability to maintain concentration in reading. Student S29 admitted ‘too often I can’t focus on the passage making me lose track of the key issues there’. Other students, such as S14, S20, S25, and S38 also acknowledged being unable to stay focused on the reading. One student (S08) added ‘I can’t focus my attention in reading/in reading something again because I feel bored easily’. Lack of interest in the topic was cited by S03, S04, S07, S09, S21 and S40 as inhibiting their critical thinking in reading. Insufficient knowledge of the topic was another cause of students’ inability to implement critical thinking in reading (as admitted by S05, S19 and S39). Students such as

S05 mentioned reluctance to critique someone's idea as the major cause inhibiting critical thinking in reading. Students, for example S05, S11, S12, S13, S15, and S29 mentioned that they were too lazy and not motivated to think hard. Lack of patience was also a dominant factor influencing students' critical thinking as admitted by S07. The next factor was the text difficulty. Students such as S10, S16, S17, S22, and S24 added that the difficulty could be related to the vocabulary, ideas, or the writing style used. The last factor influencing students' application of critical thinking in reading is the unsupportive learning environment. The interruption may come in the form of a friend asking to hang around (S37), wrong time and place of the reading activity (S35 and S41).

The students' answers demonstrate their understanding of the many factors that may impede their critical thinking and how these may negatively impact on their reading. The fifth question assisted students to reflect on the qualities they had that facilitated their critical thinking in reading.

### **What qualities you have that facilitates your critical thinking in reading?**

Students mentioned twelve strengths that facilitate their critical thinking in reading. The first strength is the habit of questioning an issue. Student S07 stated 'I like reading and have a tendency to question anything and high curiosity in something'. 'I like to ask questions when reading' (S04). 'I like reading and (S07).' 'I like to ask questions why?' (S13). 'I don't believe in something easily and like to debate on an issue (S23). Other students such as S21 say that he had the habit of asking questions on almost anything. Other students mentioned that they had the ability to connect new and old information (S41) and this ability was facilitated using the concept/mind map (S03 and S08). Students' motivation, curiosity, and interest in reading were other qualities they had as admitted by S05, S20 and S37. Other students such as S09 and S10 mentioned that they had the ability to concentrate and read critically. Having sufficient background knowledge of the topic was also the strength of some students. Students S12, S17, S34 and S35 stated that they had sufficient background knowledge in almost all fields ranging from sports, politics, economics and culture. It is not only the possession of knowledge in the relevant topic but also the openness to new knowledge and the positive thinking attitude about something (S15 and S18) that became a necessary quality in critical thinking. As if emphasising the ideas put forward by S12, S17, S34, S35, S15 and S18 above, student S19 states 'I am open to new ideas but also at the same time possess my own opinions'.

Students also cited speed reading as an important quality that they had in their critical thinking as acknowledged by S16, S29 and S36. One student (S22) mentioned the ability to see something from various angles as her important critical reading quality. Student S24 would write key points and then check them after reading and she believe this as her strength in reading. Some other students saw patience in reading particularly in finding key ideas (S25 and S33). Asking for help was another important quality in reading (S30) in addition to the ability to see details to see details in the sentence to avoid misunderstanding (S26). One student (S39) admitted having sufficient logical thinking skills and the ability understand the passage well. One student, however, was unable to mention her strength. In her words: "Don't know. I don't like reading books but always read articles from the internet in particular those of personal interest. I can think critically but don't know my strengths' (S31).

Overall, students were able to identify their strength in critical thinking in reading. However, they seemed to have a partial understanding of it since none of them admitted having more

than one quality. The sixth question asked students' their problem solving strategies in reading as the result of the monitoring and evaluation in reading.

### **What do you do when facing difficulties in reading?**

Six strategies were undertaken by students when encountering reading difficulties. The first strategy is reading again until they understood the message in the text. Many students admitted adopting this fix-up strategy (S03, S04, S05, S07, S08, S12, S16, 17, S18, S19, S20, S21, S25, S30, S31, S33, S35, S38 and S39). The second most common strategy was seeking help from friends or from other resources in the internet (S10, S11, S12, S13, S14, S15, S22, S23 and S36). Vocabulary seemed to be the source of difficulty for many students' understanding of the text. This was evident by students S26, S28, S30 and S40, who admitted finding the meaning of difficult words as the strategy they used in when finding difficulties in reading. Rather than keeping working on the text that presented difficulty, students S24, S32 and S37 would stop reading, do something else and get back to it afresh.

In general many students came up with some strategies when encountering difficulties in reading. However, they would need to be prompted to reflect on whether these strategies were effective. The last question asked students to evaluate their critical thinking in reading.

### **How critical are you in reading?**

Four themes appeared when asked whether they were critical in reading. Majority of the students admitted that they were not so critical in reading. Some students also included some reasons why they were not critical. S04, S12, S29, and S37 said that they were still in the process of learning to be critical. Student S04 said that she was not so critical particularly when she did not have any experience related to the issue in the passage. Lack of familiarity with the topic of the reading influenced students' critical thinking in reading such as S07, S13, S14, S16, S31, 33, 34 and 41. Other students were not critical because of various reasons such as the tendency to agree with the shared/common opinions (S18), a focus on understanding the words rather than the message in the passage (S20), disliking reading (S32), not being careful in reading and understanding the passage (S26), reading without thinking about it critically (S35).

Some students admitted that they were quite critical. They included reasons such as S10 who said that she was able to express her opinions to friends and critique other peoples' opinions, i.e. not accepting them blindly. S22 mentioned she was quite critical but still unable to give clear comments. S23 was quite critical to new things but not so critical to things which agreed with his understanding (beliefs). S29 had that habit of finding grammatical mistakes in the passage and commenting on some details. Other students acknowledged that they did not know whether they were critical or not. S09 said that she could not measure how critical she was (S09). S21 said that we could not evaluate ourselves (S21). S27 was not sure since all this time she read the text without thinking critically.

From all the students' answers to all the questions, it seemed that they had a sufficient understanding of the concept and importance of critical thinking in reading. They also employed certain strategies in reading demonstrating their ability in planning, monitoring, and evaluation strategies in reading. However, many students also admitted that they were not yet that critical in reading.

Therefore, students need to be introduced to various kinds of critical thinking strategies in reading. They should also be given ample opportunity to practice these strategies so that they could become more skilled in thinking and reading and were able to decide when to implement a strategy as required by a text. In other words, they should be taught the declarative, procedural and conditional knowledge in reading.

## Discussion

The analysis of the students' responses to both the quantitative and qualitative data indicates that the students' understanding of and ability to implement critical thinking in reading was sporadic and not comprehensive in that they were able to implement some strategies but not others. At least seven themes were drawn from the analysis.

The first theme was related to students' critical thinking in the planning stage. The result suggests that the students were familiar with '*activating background knowledge*' but they were not aware of the need to plan a strategy in reading consciously. Their ability to activate their background knowledge might be attributable to the explicit teaching of the strategy particularly in the first semester. However, they were not explicitly taught about the need to plan a strategy consciously before and when they read. Borkowski et al. (1994, pp. 53-58) argues that learners need to possess specific strategy knowledge which enables them to understand which particular strategies to use among a set of strategies at his or her disposal, and when and how to use them efficiently with the least possible effort in dealing with the learning task demands. Therefore, students need to raise their awareness of the need to consciously plan a strategy in reading in order to enhance their critical reading skills.

Another theme was related to students' ability to understand the line of reasoning in reading. The result indicates that some students were able to follow the line of reasoning in reading while the other half (44%) were unable to decide if they could understand the line of reasoning used in reading. The students' inability to use line of reasoning in reading might be caused by lack of familiarity and practice with reasoning. In Indonesian education system, most of the teaching was centred on the teacher delivering prescribed curriculum (see Marcel, 2008) with little room for critical thinking to develop since an early age. A prominent researcher in reading, Pressley, reminds teachers that teaching even a small number of strategies may take a school year, and that active comprehension does not develop in days or weeks, but months and years. He criticises many teachers who expect quick results and move on with reading instruction when they do not get the expected results, an act that may be detrimental to students' development of critical thinking in reading (Pressley, 2005, p. 401). The finding suggests the need for further practice in critical thinking in reading focusing on students' understanding of the line of reasoning so that they could become more familiar with it and use it when required by the passage.

The third theme was the students' implementation of the monitoring and evaluation strategies in reading. As happens to the planning strategies, students' ability to implement the monitoring and evaluation strategies was partial. Overall, the majority of the them indicated, through their responses, that they implemented some monitoring and evaluation strategies but not others. They also admitted that they were yet confident in implementing these critical thinking strategies in reading. From the the analysis, it was necessary that the students be introduced to knowledge of cognition and regulation of cognition in order to enhance their chances of success in using critical thinking. Knowledge of cognition comprises declarative

(knowing what), procedural (knowing how) and conditional knowledge (knowing when and why), while regulation of cognition constitutes one's ability to plan, monitor and evaluate learning (Brown, 1987). Possessing sufficient knowledge of the strategies and being able to use them appropriately as required by the reading as well as the ability to plan, monitor and evaluate these strategies will enhance their critical thinking skills. Further practice on these strategies is needed for students to take ownership of them. For this to happen, teachers need to change their traditional approach in teaching as reminded by Mbato (2013, p. 166):

In the short term, the traditional approach to teaching may stifle learners' creativity, sense of independence and ownership of learning, and therefore debilitate their engagement in English language learning. In the long run, it may discourage the growth of self-regulated learning and lead to underachievement.

Students' ability to regulate their critical thinking in reading will flourish when they are given time and space to exercise and experiment their skills.

The fourth theme was related to the monitoring and evaluation of feelings in reading. The students' answers to the statements on their ability to monitor and evaluate their feelings in reading suggest that the majority of them were not able to implement critical thinking in reading due to an inability to monitor and evaluate their feelings. Feelings of incompetence and the way they were raised were noted to have negatively impacted their implementation of critical thinking in reading. This confirmed what (Lamb, 2004b, p. 229) found in his study of learning autonomy of Indonesian students. Lamb found that even young Indonesian learners already demonstrated an ability to learn independent of teachers' prescriptions, both inside and outside the classroom context. Ironically, Lamb argues that the students' openness to the increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. To overcome this, Lamb suggests the promotion of appropriate forms of learner autonomy in order to avoid the students' frustration in their struggle to learn English. Learner autonomy is expected to increase the students' ability to objectively assess the logic of the ideas in the text and in turn increase the students' critical thinking without feeling guilty.

Related to the definition of critical thinking in reading, the majority of the students seemed to have some common understanding of the definition of critical thinking underpinning the idea of the planning, monitoring, and evaluation strategies in reading. However, as discussed previously, this understanding does not reveal their actual ability in reading critically. Although students believed that critical thinking was important in reading and acknowledged the importance of employing certain techniques in reading, they did not understand these strategies fully and therefore were not able to use them when required in reading. They tended to use similar and familiar strategies to all reading situations.

Overall, the quantitative and qualitative data analysis suggest that most of the students were not yet able to consistently implement critical thinking in reading although there were indications of the planning, monitoring, and evaluation strategies being implemented sporadically.

## Conclusion

The investigation of students' critical thinking in reading suggests that the majority of the students had a partial understanding of critical thinking in reading at the conceptual level, i.e. they were able to mention some critical thinking strategies in reading. They also acknowledged the importance of critical thinking in reading. However, they need to develop a comprehensive understanding of the concept, that is, the declarative knowledge. In addition, the students need to have more intensive and regular practice in critical thinking in order to be skilled. In other words, they need to develop the procedural knowledge, i.e. knowing how to use the knowledge they possess. Furthermore, to be critical, students need to know when and why to use certain strategies, i.e. the conditional knowledge. Overall, students indicated their understanding of and ability to use critical thinking in reading, but to become skilled in critical thinking in reading, they need to be in a learning atmosphere where their critical thinking could be nurtured. To this end, the teachers need to focus on students' declarative, procedural, and conditional knowledge in relation to critical thinking skills in reading. These three types of knowledge can be developed using the metacognitive framework as students plan, monitor and evaluate their critical thinking in reading.

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## **A. Students' Self-Regulation in Thesis Writing: Overcoming Difficulties and Maintaining Motivation**

### **B. Abstract (Abstrak)**

Undergraduate thesis writing necessitates EFL students to self-regulate themselves, particularly in overcoming the difficulties they encounter and maintaining their motivation. There has been little research on EFL undergraduate students' self-regulation, help-seeking, and motivation-regulation in thesis writing. This research was conducted to partially fill this gap. Under explanatory mixed-method framework, this research aimed to investigate how Indonesian EFL undergraduate students self-regulated their thesis writing process and to what extent their self-regulation assisted them to seek help and regulate their motivation. The results showed that the students generally demonstrated a high level of self-regulation, help-seeking, and motivation-regulation. Furthermore, it was revealed that self-regulation had a positive, significant, and moderate correlation with help-seeking ( $r=.461$ ), and a positive, significant, and high correlation with motivation-regulation ( $r=.648$ ). The findings suggested that self-regulation, help-seeking, and motivation-regulation were important for students to finish their challenging undergraduate thesis. However, even when the overall measured results were good, the support from other people including from the university staff were needed, especially in cultivating students' self-regulatory mechanism. This research offers implications for the university and thesis advisors.

**Keywords:** help-seeking, motivation-regulation, self-regulation, thesis, undergraduate

### **C. Background of the study (Latar Belakang Masalah)**

While writing task has been considered difficult (Jahin & Idrees, 2012, p. 11) and might cause anxiety for EFL learners (see Gkonou, 2011), producing academic work challenges students to another level with many aspects to consider (Badi, 2015, p. 65). These challenges include "lack of theoretical knowledge and logical organization, lack of ability to synthesize" (Xia & Luxin, 2012, p. 339), lack of linguistic and literacy background (Abdulkareem, 2013, p. 1553); and word selection issues (Sajid & Siddiqui, 2015, p. 183). Academic writing also necessitates students to think critically (Abdulkareem, 2013, p. 1553; Woodward-Kron, 2002, p. 12), in which the writers are required to tap deeper into the topic to produce a more sophisticated writing.

Despite the aforementioned difficulties, all universities in Indonesia, and presumably in other parts of the world, obliged their students to write an undergraduate thesis including students majoring in English as a foreign language. Flexible deadlines for the students to finish their undergraduate thesis may be one of the causes of students' tendency to not



**LAPORAN PENELITIAN DIAJUKAN KEPADA LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS SANATA DHARMA 2018**

A. Judul Penelitian : Undergraduate Students' Self-Regulation in Thesis Writing:  
Overcoming Difficulties and Maintaining Motivation

B. Bidang Ilmu : Pendidikan Bahasa Inggris

C. Kategori Penelitian : Penelitian Terapan

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F. Anggota Peneliti II

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Yogyakarta, 10 Desember 2018

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which, in this case, is finishing an undergraduate thesis.

An extensive look to existing literature revealed that a body of empirical research has addressed to what extent self-regulation facilitates learners' writing performance (e.g., Hapsari, 2015; Mehrabi et al., 2016). Nevertheless, only limited study has addressed self-regulation in thesis writing. One such study was conducted by Wagener (2017), which focused on master's thesis – not an undergraduate one. In addition, although many studies have been done to address the ability of learners to seek help during difficult times (e.g., Cheng & Tsai, 2011; Hao, Barnes, Wright, & Branch, 2016; Karabenick, 2004) and their motivation (e.g., MacIntyre & Vincze, 2017; Surastina & Dedi, 2018; Van Blankenstein et al., 2018), to the best of our knowledge, little has been done to address these notions in the context of undergraduate thesis, especially in the EFL learning context such as Indonesia..

This research was conducted at the undergraduate English Education Study Program of Sanata Dharma University, Indonesia. It is important to note that in Indonesia, the teacher-centered education practices are still prevalent inside the classrooms despite the recent government efforts to promote the school and university curriculum that give prominence to student-centered learning (see Dardjowidjojo, 2001; Indah, 2017; Indah & Kusuma, 2016; Liando, 2010, p. 119; Marcellino, 2008). Sanata Dharma University, however, has been implementing student-centered learning focusing on the development of *Competence, Conscience, and Compassion* (3C) (Universitas Sanata Dharma, 2009) where a great emphasis is put on students' development of knowledge and skills, commitment to seek the truth, and being open to receiving and providing help for others. The lecturers seem to be aware of "when to teach by explaining and giving examples, when to build up spirit and motivation, and when to support and supervise" (Author, 2013, p. 160). With student-oriented projects that often dominate the learning atmosphere, students are encouraged to develop as a whole human person and be responsible for their own learning. Despite the favorable learning culture at the university, so far there has been no research pertaining to how students self-regulate their undergraduate thesis writing now that they had been used to the teacher-cantered education during their previous years of schooling.

To fill the gap and provide further literature on self-regulation, help-seeking, and motivation, especially in relation to EFL undergraduate students' thesis writing, this research was conducted focusing on two research questions:



1. How do Indonesian EFL undergraduate students self-regulate themselves; particularly in help-seeking and maintaining their motivation in doing their undergraduate thesis writing?
2. To what extent does self-regulation facilitate Indonesian EFL undergraduate students to seek help and maintain their motivation?

#### **D. Problem Formulation (Rumusan Masalah)**

Two research questions are formulated to guide this research, as follows:

1. How do Indonesian EFL undergraduate students self-regulate themselves; particularly in help-seeking and maintaining their motivation in doing their undergraduate thesis writing?
2. To what extent does self-regulation facilitate Indonesian EFL undergraduate students to seek help and maintain their motivation?

#### **E. Objective of the Study (Tujuan Penelitian)**

This study aims to seek findings and insights about:

1. How the students self-regulate their undergraduate thesis writing;
2. The extent to which self-regulation facilitates the participants to overcome difficulties in thesis writing; and
3. The extent to which the participants maintain motivation in thesis writing

#### **F. Benefit of the Study (Manfaat Penelitian)**

This research is expected to give benefits to:

1. Undergraduate students of English Education and Master Students in English Education about how successful and less successful students self-regulate their thesis writing. It also gives information about how becoming self-regulated learners help students to overcoming difficulties in thesis writing and maintain motivation in order to survive thesis writing;
2. Thesis Supervisors of undergraduate and Master students in English Education at Sanata Dharma University about the students' difficulties in thesis writing and about the strategies they undertake to overcome difficulties



and maintain motivation;

3. Students and supervisors of thesis writing in other universities be it in Indonesia or in other parts of the world about the need to support students to develop self-regulated learning strategies in order to assist them to overcome difficulties and maintain motivation in thesis writing and completion.

## **F. Literature Review(Tinjauan Pustaka dan Landasan Teori)**

### **1. Self-Regulation**

Self-regulated learning is defined as “self-generated thoughts, feelings, and actions intended to attain specific educational goals” (Zimmerman, Bonner, & Kovach, 1996, p. 2). Self-regulation allows learners, among others, to monitor and improve their learning. Zimmerman (1998) describes self-regulation as a self-fulfilling cycle involving three phases: forethought, performance, and self-reflection (p. 2). Forethought phase refers to the preparation processes to ‘set the learning stage’ in which students’ beliefs will influence the learning process. Performance or volitional control is the processes where the learners try to maintain their concentration and performance during the learning process. Self-reflection refers to processes happen after each learning effort (Zimmerman, 1998).

Possessing self-regulation in learning can benefit learners in many ways. Zimmerman, Bonner, & Kovach (1996) argue that self-regulation in learning allows learners to be responsible for their learning and learning strategies, which leads to overall students’ advancement in learning and perceptions of self-efficacy. In addition, knowing their strengths and weaknesses enables learners to regulate their learning to achieve their academic goal (Author, 2013, p. 2). In more practical ways, the role of self-regulation for improving students’ performance and achievement in learning has been well-researched (e.g., Mega, Ronconi, & De Beni, 2014). Some studies have also found that self-regulation enhances overall writing performance. For instance, self-regulation helps students to find enjoyment in writing (Hammann, 2005) and to perform better in writing tasks (Hacker et al., 2015) such as in helping to recall existing knowledge and review the writing (Hapsari, 2015), and in overall academic writing (Mehrabi et al., 2016).

### **2. Help-Seeking**

One of the characteristics of highly self-regulated learners is the way they deal with difficulties and problems during the process of achieving their academic goal (Dunn et al.,



2014; Finney et al., 2018; Newman, 2002). They tend to have the help-seeking ability that allows them to realize and identify whenever they encounter difficulties and to show self-determination to remedy them by, for instance, seeking help from a more knowledgeable person (Newman, 2002, p. 132). Self-regulated learners will show some efforts to deal with difficulties – showing some social forms of learning – by displaying “personal initiative, perseverance, and adaptive skill” (Zimmerman, 2008, p. 167).

Newman (2002) contends that to be able to really implement this adaptive help-seeking, learners should possess several competencies and resources related to self-regulation, i.e. cognitive competencies – such as to know when they need help; social competencies – such as to know who to approach for help; motivational resources – such as to have willingness to seek help; and contextual motivational resources – such as to know the context of the possible help-seeking (pp. 132-133). Further, Ryan & Pintrich (1998) have summarized that there are two phases of adaptive help-seeking. First, it is important that the students have awareness that they need help. Second, the students have to decide if they should do any help-seeking (as cited in Dunn et al., 2014, p. 75).

## **B. Motivation-regulation**

Motivation is the reason why we do something, how long we are willing to do it, and how much effort we will give to achieve it (Dörnyei & Ushioda, 2013, p. 4). In learning, motivation plays a really important role and, thus, due to its dynamic nature (see Pawlak, 2012), regulating motivation becomes very essential to enhance students’ academic performance (see Mukti, 2017; Pawlak, 2016), especially to protect the intention to learn (McCann & Garcia, 1999, p. 260), and to persevere during difficult situations (Daniela, 2015, p. 2550). Failure to keep oneself motivated during the effort of attaining a certain academic goal may lead to failure in learning.

Motivation to do something might differ from one learner to the others as it is affected by how much the goals mean to them, and how much they want to achieve these goals (Sansone & Thoman, 2006, p. 1697). In short, their goals will reflect the “‘what’ (e.g., complete the task, score better than a standard) and the ‘why’ (e.g., to achieve, to have fun) of activity engagement – their extrinsic motivation” (Sansone & Thoman, 2006, p. 1698). In addition, motivation is also affected by the way learners perceive their experience in engaging to the activity, rather than the possible outcomes. This type of activity is known as intrinsic motivation (Sansone & Thoman, 2006, p. 1699). If the experience is interesting, the



complete their writing (cf. Hallberg & Olsson, 2017, p. 14). Further, the challenges of having to write in academic English, which is not their mother tongue (see Gilmore, 2009, p. 363), may lead the students to delay completing their thesis as they initially expect or, much worse, fail their study.

With these challenges at hand, it becomes essential for students to develop self-regulation in finishing their undergraduate thesis on time. Self-regulation is one's capacity to manage or control their thoughts, feelings, and actions that translate into the skills to attain a specific educational goal (Zimmerman, Bonner, & Kovach, 1996, p. 2). The notion self-regulation has been well-researched throughout the world (e.g., Daniela, 2015; Zeng & Goh, 2018) along with other similar concepts, such as self-directed learning (e.g., Hawkins, 2018) or autonomous learning (e.g., Pawlak, 2017; Pawlak & Kruk, 2012). Specifically, self-regulation has been found to improve students' achievement in academic writing (Hammann, 2005; Hapsari, 2015; Mehrabi, Kalantarian, & Boshraadi, 2016). These studies contend that highly self-regulated students tend to have better academic progress compared to those who are not.

Furthermore, to be successful in undergraduate thesis writing, students need the ability to seek help whenever necessary. The ability to seek help enables students to "avert possible failure, maintain engagement, lead to task success, and increase the likelihood of long-term mastery and autonomous learning" (Newman, 2002, p. 132). The students' self-regulation level aligns with their level of academic help-seeking (Dunn, Rakes, & Rakes, 2014). This means that students with high level of self-regulation tend to seek help whenever they encounter problems. Self-regulated learners will know whenever they need help (Dunn et al., 2014) and they will decide when they will ask for some help, including from whom and what kind of help to ask (Finney, Barry, Horst, & Johnston, 2018, p. 158). Students who seek help when facing a learning difficulty will have a better opportunity to succeed.

In finishing thesis writing in the midst of difficulties, it is also vital that students keep their motivation in check. Regulating motivation – the reason to do something along with how long and how much effort one is willing to do to achieve the goal (Dörnyei & Ushioda, 2013, p. 4) – is considered essential for learning (Pawlak, 2016), including in finishing an academic writing task (Sajid & Siddiqui, 2015), such as undergraduate thesis. Having enough motivation would enable students to have the tenacity required to finish the writing, even when the deadline is not clear. Wolters (2003) suggested that highly self-regulated students tend to have great ways to maintain their motivation in finishing their academic task (p. 189).



University, Indonesia completed an online three-part questionnaire, consisting of 37 statements. The questionnaire utilized Likert-type statements on the scale of 1 to 5 – with 5 represented strongly agree (SA) and 1 represented strongly disagree (SD). Online type of questionnaire was used to ease the data gathering as the respondents were able to answer the questions and submit the questionnaire online (Ary et al., 2010, p. 385).

The first part of questionnaire was adapted from Author's self-regulation strategies (2013) and SRQ version by Erickson, Soukup, Noonan, & McGurn (2015); the second part was adapted from help-seeking measures by Ryan & Pintrich (1997), online help-seeking measures by Hao et al. (2016) and Karabenick's (2003) help-seeking scales; whereas the third part of the questionnaire was adapted from Mccann & Garcia's (1999) Academic Volitional Strategy Inventory – The Three Factor Solution. To ensure its validity and reliability, the adapted questionnaire was piloted on May 2018 to 40 people who had done undergraduate thesis writing. The result showed that all items in the present questionnaire were considered valid (all  $r_{xy} > 0.322$ ) and reliable, as summarized in Table 1.

**Table 1**

**Validity and Reliability of the Questionnaire**

Part	Aspect	N of Items	Valid	Invalid	Cronbach's Alpha
1	Self-regulation	12	12	-	0.787
2	Help-reeking	8	8	-	0.704
3	Motivation-regulation	12	12	-	0.808

As this research focused on describing the phenomenon, the data gathered from the questionnaire were analyzed using descriptive analysis, specifically by measuring its central tendency (see Creswell, 2012, p. 184); the higher the mean indicated the higher their degree of agreement to the statement was, and vice versa. This descriptive analysis showed an overall picture of undergraduate students' strategies of self-regulation, help-seeking, and motivation-regulation in their thesis writing. In addition, correlation analyses were done to understand further how self-regulation correlated with help-seeking, and with motivation. For these correlation analyses, two alternative hypotheses were formulated as follows, where the degree of strength was determined based on Sarwono's (2009) categorization: 0=no correlation; 0.00-0.25=very weak; 0.00-0.25=moderate; 0.50-0.75=strong; 0.75-0.99=very strong; 1=perfect correlation:



- a.  $H_{1a}$  = There was a positive and significant correlation between self-regulation and help-seeking,
- b.  $H_{1b}$  = There was a positive and significant correlation between self-regulation and motivation-regulation.

## B. Qualitative data

The second part of the research was conducted by interviewing nine students involved in the research. The interviews were to help explain and explore the phenomenon deeper. The question protocols for the interviews were about how they applied self-regulation strategies, sought help when facing difficulties, and maintained their motivation in thesis writing.

The students involved in the interviews were chosen using individual purposeful sampling method (see Creswell, 2012, p. 206) based on their level of self-regulation, help-seeking, and motivation-regulation in undertaking thesis writing, which can be seen from the mapping yielded from the descriptive analysis result. Three students were chosen randomly from the comparatively highly self-regulated group, another three from moderately self-regulated group, and the other three from low self-regulated group. This was to ascertain that the qualitative data represented all students. The interviews were conducted twice for each student and were audio-recorded. The result of the interviews were transcribed and selectively coded (see Ary et al., 2010, p. 464) based on the qualitative themes. They were used to complement the quantitative data by providing further descriptions of the phenomena. Pseudonyms were used to protect participants' confidentiality.

## B. Results

### 1. Students' self-regulation

Table 2 presents the summary of the students' self-regulation strategies level.

**Table 2**

Students' Self-Regulation								
No	Aspects	SD	D	N	A	SA	Mean	$\sigma$
A1	Planning out	0	5	12	47	38	4.2	0.82
A2	Setting Goal	0	8	17	55	22	3.9	0.83
A3	Counting tasks	0	14	22	46	20	3.7	0.94
A4	Estimating	3	18	29	42	10	3.4	0.98
A5	Keeping track	0	10	23	54	15	3.7	0.83
A6	Identifying all the task	0	2	17	59	24	4.0	0.70

A7	Making right choices	0	3	15	71	13	3.9	0.62
A8	Keeping on trying	0	4	13	66	19	4.0	0.69
A9	Evaluating progress	1	10	23	51	17	3.7	0.89
A10	Evaluating feelings	0	1	11	45	45	4.3	0.70
A11	Setting new goal	0	3	16	64	19	4.0	0.68
A12	Learning from mistakes	0	0	6	50	46	4.4	0.60

Table 2 shows that the students' self-regulation level was generally high. This was evident from the mean for each statement that was above the neutral number (3). For the forethought phase (statements number A1-A4), the students had already demonstrated a great 'stage-setting' for their thesis writing. Most students agreed that they did 'plan out' their thesis (A1;  $\bar{x}$ =4.2) and decided their goals in advance (A2;  $\bar{x}$ =3.9). This was in line with the interview result where students reported that they usually made a plan for their writing, for instance, *"It's like this week, I'm going to finish this chapter and that chapter, and next week also"* (Alex) or *"I write down the date. I have daily target as I love to be working on schedule"* (Daisy). In addition, most students showed that they considered all things to get done (A3;  $\bar{x}$ =3.7) and estimated how much time it would take to finish it (A4;  $\bar{x}$ =3.4), indicating that they were able to prepare their writing process.

For the performance phase (A5-A8), the students were generally able to monitor their writing. The means from the statement A5 ( $\bar{x}$ =3.7) and A6 ( $\bar{x}$ =4.0) showed that the students were able to "keep track" and "identify things to get done" related to their undergraduate thesis writing. In addition, the majority of the students showed that they could "make choices" even when they were not the most fun (A7;  $\bar{x}$ =3.9) and "keep on trying many possibilities" (A8;  $\bar{x}$ =4.0) to be successful. These quantitative results were mirrored in the interviews where most students referred back to the plan or targets they had made, such as *"every time I get lazy, I try to go back to my schedule"* (Daisy); while some others tried to keep the distraction away, such as by choosing to work in *"a quiet room"* and *"turn off the phone"*, and *"say 'no' to friends asking to hang out"* (Emma).

The questionnaire results showed that the students' level of self-regulation in the self-reflection phase (A9-A12) was high. This is indicated by the relatively high means of the Likert statements' response. In general, the students were able to check their performance (A9;  $\bar{x}$ =3.7) – checking whether they had accomplished their goal, examine their feeling towards their accomplishment (A10,  $\bar{x}$ =4.3), set a new goal by examining how they had done (A11;  $\bar{x}$ =4.0), and learn from their mistakes (A12;  $\bar{x}$ =4.4).



Unsurprisingly, these findings were in line with the majority of the interviewees' response. They were able to evaluate their performance and/or feelings, know what was left to be done and set a better plan for the next round. Charles, for instance, shared that he "would be feeling a little bit disappointed if [his] target was not accomplished that day" but he then "set a better plan, usually to do more for the next round." To conclude, generally, students had demonstrated many self-regulatory strategies to plan, monitor, and evaluate their performance on thesis writing.

## 2. Students' help-seeking

Before discussing students' help-seeking, getting to know briefly about the challenges and difficulties the students experienced during the process of finishing their undergraduate thesis writing is necessary. Although not central to this research, some questions related to challenges and difficulties were asked in the beginning of the interviews. In the first round of interviews, it was confirmed that there were various difficulties faced by the students during their thesis writing. These problems arouse either from personal problems, – such as laziness or time management – or technical and language problems, – like finding the appropriate literature or appropriate vocabulary – or even problems with thesis advisor, – such as getting unclear feedback.

Despite the various problems, students had attempted to seek help. Table 3 presents the summary of their help-seeking.

**Table 3**

**Students' Help-Seeking (HS)**

No	Aspect	SD	D	N	A	SA	Mean	$\sigma$
B1	HS doesn't mean a failure	0	1	21	44	36	4.1	0.77
B2	HS doesn't mean incapable	2	7	20	41	32	3.9	0.98
B3	HS helps to do better	0	0	1	27	74	4.7	0.47
B4	Asking over guessing	1	0	8	35	58	4.5	0.73
B5	One of first things to do	0	7	15	41	39	4.1	0.90
B6	Identifying the challenges	0	4	18	51	29	4.0	0.79
B7	Asking lecturer(s)	2	9	19	30	42	4.0	1.07
B8	Asking friend(s)	0	4	9	46	43	4.3	0.78

Generally, the students had great help-seeking level, including their perspective and intention towards help-seeking and their actual act of it. Drawing from the statements B1 to B3, the students generally had a positive perspective towards the act of help-seeking.



When provided with statements “I do NOT feel like a failure if I need help to finish my undergraduate thesis writing” (B1;  $\bar{x}=4.1$ ) and “getting help in undergraduate thesis writing is NOT an admission that I am just not smart enough to do the work on my own” (B2;  $\bar{x}=3.9$ ), the majority of the students gave positive response to the statements. In addition, most students perceived that help-seeking helped them to do better (B3;  $\bar{x}=4.7$ ). This is similar to what Flo concluded when being asked about help-seeking matters, “*My pride is high but not too high, so I think help-seeking is necessary. We do need that.*” This excerpt shows that the participants generally had a great opinion towards help-seeking.

Besides having a good perspective on help-seeking, the students showed a great intention to seek help, seen from statements B4 and B5. When facing uncertainty during the process of writing their thesis, the students preferred to “ask someone for assistance rather than guess” (B4;  $\bar{x}=4.5$ ) and admitted that help-seeking becomes “one of the first things [they] would do” (B5;  $\bar{x}=4.1$ ).

For the act of help-seeking, the students generally could identify their difficulties (B6;  $\bar{x}=4.0$ ) and sought help, from both their lecturer(s) (B7;  $\bar{x}=4.0$ ) and their friends (B8;  $\bar{x}=4.3$ ). These results were reflected in the interviews as well. When asked whether they could identify their difficulties, the majority reported they could recognize their difficulties. Charles, for example, responded, “*I know if I have difficulties; I can identify them, like, I know when I am stuck.*” In addition, the students reported that they asked their lecturers, particularly their thesis advisor to help them, like “*I would be brave enough to send him a WhatsApp chat, even though I am not sure it would be replied or just left as ‘read’*” (Emma). In conclusion, most students demonstrated that they had a great opinion of help-seeking, high intention to seek help, and demonstrated the actual help-seeking act.

### 3. Students’ motivation-regulation

Table 4 is the summary of the result of participants motivation-regulation.

**Table 4**

**Students’ Motivation-regulation**

No	Aspect	SD	D	N	A	SA	Mean	$\sigma$
C1	Self-talk on own ability	0	1	5	36	60	4.5	0.64
C2	Thinking about great outcomes	0	1	6	34	61	4.5	0.66
C3	Self-talk on task importance	0	1	7	43	51	4.4	0.67
C4	Thinking of own set-goals	1	0	9	48	44	4.3	0.72
C5	Giving rewards to self	5	8	16	32	41	3.9	1.15



C5	Talking to friends	0	1	11	56	34	4.2	0.67
C7	Trying new ways	1	14	16	52	19	3.7	0.96
C8	Doing relaxation	4	20	25	31	22	3.5	1.15
C9	Avoiding disappoint others	2	2	12	36	50	4.3	0.89
C10	Remembering reason of going to college	1	5	20	46	30	4.0	0.88
C11	Thinking of made-sacrifices	0	2	7	33	60	4.5	0.71
C12	Thinking of bad consequences	1	1	17	42	41	4.2	0.82

Similar to students' level of self-regulation and help-seeking, the result of the Likert-type questionnaire indicated that, in general, students' motivation-regulation strategies were high. From statements C1 to C4, it could be seen that the students generally stated that they undertook many strategies to enhance their self-efficacy. Most students reported that they did self-talk about their own ability, such as 'you can do this' (C1;  $\bar{x}=4.5$ ), thought about how great they would feel once the task had been completed (C2;  $\bar{x}=4.5$ ), reminded themselves that the task was important in order to graduate (C3;  $\bar{x}=4.4$ ), and thought about the goals that they had set (C4;  $\bar{x}=4.3$ ). In line with the questionnaire, in the interviews, the students mentioned some great efforts to enhance their self-efficacy, for instance by "telling [her]self 'C'mon, you should do this quick! You can do that'" (Helen) or "saying 'keep going through to my own hell,'" (Flo). Here, it can be seen that the participants tell themselves motivating sentences to maintain their motivation.

To maintain their motivation, the students indicated that they did several stress reducing actions (C5-C8) to go through the challenges in writing their undergraduate thesis. With relatively high means, the majority of the students showed that they promised themselves something after having some progress (C5;  $\bar{x}=3.9$ ), talked to a friend and had some discussion with them (C6;  $\bar{x}=4.2$ ), thought of interesting or different ways to do their undergraduate thesis writing (C7;  $\bar{x}=3.7$ ), and used some forms of relaxation to make them concentrate better (C8;  $\bar{x}=3.5$ ). Similarly, through the interview, the students revealed that they often gave themselves rewards after they achieved some amount of progress as well as some little entertainment during their writing session, like to "scroll through Instagram for a moment only to get her mind refreshed (Daisy). Similarly, Charles shared, "Before I sit down I look for a book that is not related to any theories for my thesis ... If I am feeling drowsy, I will read for several minutes and I continue writing." It indicated that he tried to



keep himself motivated even when he felt bored in the thesis writing process.

Moreover, the students indicated that they regulated their motivation by thinking of the consequence of their behavior (C9-C12), especially the negative ones. Most of the students agreed that they did not want to disappoint others (C9;  $\bar{x}=4.3$ ) and remembered the reasons why they were going to college (C10;  $\bar{x}=4.0$ ). In addition, they indicated that they thought of how much sacrifice they and their parents had made so far (C11;  $\bar{x}=4.5$ ) as well as the bad consequences if they did not graduate on time (C9;  $\bar{x}=4.2$ ). These results were parallel with the interview section, which revealed that “money” and “avoiding parental disappointment” became the biggest initial motivation for the students to finish their thesis. Overall, it is clear that the majority of students were able to regulate their motivation, be it by enhancing their self-efficacy, exercising stress-reducing actions, or thinking of possible consequences of their present actions.

#### 4. Self-regulation and help-seeking

Pearson product-moment correlation was utilized to examine the relationship between self-regulation and help-seeking in undergraduate thesis writing. Table 5 is the result of the correlation analysis.

**Table 5**  
**Correlation between self-regulation and help-seeking in undergraduate thesis writing**

Self-regulation	Help-Seeking	
	Pearson Correlation	.461 <sup>**</sup>
	Sig. (2-tailed)	.000
	N	102

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

As shown in table 5, the correlation between self-regulation and help-seeking in the context of undergraduate thesis writing was moderate with  $r=.461$ , significant at 0.00 level, hence, the first alternative hypothesis ( $H_{1a}$ ) was accepted. It could be concluded that there was a positive, moderate, and significant correlation between these two notions. This quantitative correlation was supported by the qualitative data, especially in ways that the students demonstrated the importance of help-seeking in the process of regulating themselves in finishing their writing. Ian, for instance, elaborated this connection by stating, “In forethought phase, we can ask our lecturers what books we can use as references; in evaluation, maybe we can ask lecturers or friends to give us feedback and suggestions”. Furthermore, Flo shared how she made the best use of reflection phase to

know what needed to be improved and to inform her “*when to reach out for help.*” Hence, from this elaboration, it can be concluded that self-regulation and help-seeking were closely related.

## 5. Self-regulation and motivation-regulation

The correlation between self-regulation and motivation-regulation in undergraduate thesis writing was also examined using Pearson product-moment correlation. Table 6 presents the result.

**Table 6**

**Correlation between self-regulation and motivation-regulation in undergraduate thesis writing**

Self-regulation	Motivation-regulation	
	Pearson Correlation	.648 <sup>**</sup>
	Sig. (2-tailed)	.000
	N	102

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

From table 6, self-regulation and motivation-regulation were correlated in  $r=.648$ , significant at 0.00. Thus, the second alternative hypothesis ( $H_{1b}$ ) was accepted, and it was confirmed that there was a positive, high, and significant correlation between self-regulation and motivation-regulation in the context of undergraduate thesis writing. This finding was also evident from the interview result. The students generally acknowledged that self-regulation and motivation-regulation were highly correlated. Ian, for instance, explicitly addressed this relation, highlighting “*to me, those who are self-regulated should have better motivation-regulation in doing their undergraduate thesis, and vice versa.*” Similarly, Beth concluded that “*motivation is part of self-regulation.*” From these excerpts and the correlational data analysis, the students demonstrated that they were aware and agreed that self-regulation and motivation-regulation were highly related.

## I. Discussion

Although self-regulation, help-seeking, and motivation-regulation have been popular topics for research (e.g., Hao et al., 2016; Mehrabi et al., 2016; Surastina & Dedi, 2018), to date, only limited empirical studies have been directed to address how they are used in thesis writing, let alone the undergraduate thesis, especially in the Eastern learning contexts like Indonesia. Addressing these notions in this context would partially fill the gap and bring forth unique significance for at least three reasons: 1) undergraduate thesis writing is most likely the first time students conduct actual research (cf. Reynolds & Thompson, 2011, p. 209); 2)



# Efl undergraduate students' self-regulation in thesis writing: help-seeking and motivation-regulation

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## ABSTRACT

Type Undergraduate thesis writing necessitates EFL students to self-regulate themselves, particularly in overcoming the difficulties they encounter and maintaining their motivation. To date, there has been little research on EFL undergraduate students' self-regulation, help-seeking, and motivation-regulation in thesis writing, especially in Asian context. Under explanatory mixed-method framework, this research aimed to investigate how Indonesian EFL undergraduate students self-regulated their thesis writing process and to what extent their self-regulation assisted them to seek help and regulate their motivation. The results showed that the students generally demonstrated a high level of self-regulation, help-seeking, and motivation-regulation. Furthermore, it was revealed that self-regulation had a positive, significant, and moderate correlation with help-seeking ( $r=.461$ ), and a positive, significant, and high correlation with motivation-regulation ( $r=.648$ ). The findings suggested that self-regulation, help-seeking, and motivation-regulation were important for students to finish their challenging undergraduate thesis. However, even when the overall measured results were good, the support from other people including from the university staff were needed, especially in cultivating students' self-regulatory mechanism. This research offers implications for the university and thesis advisors.

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## 1. Introduction

Writing can be described as critical skill. In its process, the writers may have particular aspects needed to deliver their idea such as background knowledge, diction mastery, critical thinking and problem solving. In addition they are also required to tap deeper into the topic to produce a more sophisticated writing. While writing task has been considered difficult (Jahin & Idrees, 2012, p. 11; Lee, 2017, p. 467), producing academic work challenges students to another level with many aspects to consider (Badi, 2015, p. 65). These challenges include "lack of theoretical knowledge and logical organization, lack of ability to synthesize" (Xia & Luxin, 2012, p. 339), lack of linguistic and literacy background (Abdulkareem, 2013, p. 1553); and word selection issues (Sajid & Siddiqui, 2015, p. 183). Moreover, in addition to students limited experience, training and understanding of



creating an acceptable academic writing (Mu, 2010), academic writing also necessitates students to think critically (Abdulkareem, 2013, p. 1553; Woodward-Kron, 2002, p. 12),

Despite the aforementioned difficulties, a form of academic writing called undergraduate thesis still becomes one of the requirements for students to obtain a bachelor's degree, especially in Asian context. For students who are majoring in English language, the challenges are amplified as they are required to write in academic English, which, most of the times, is not their mother tongue (Gilmore, 2009, p. 363). Furthermore, flexible deadlines for the students to finish their undergraduate thesis may be one of the causes of students' tendency to not complete their writing (cf. Hallberg & Olsson, 2017, p. 14). This may lead the students to delay completing their thesis as they initially expect or, much worse, fail their study.

With these challenges at hand, it becomes essential for students to develop self-regulation in finishing their undergraduate thesis on time. Self-regulation is one's capacity to manage or control their thoughts, feelings, and actions that translate into the skills to attain a specific educational goal (Zimmerman, Bonner, & Kovach, 1996, p. 2). The notion self-regulation has been well-researched throughout the world (e.g., Daniela, 2015; Pipattarasakul & Singhasiri, 2018; Zeng & Goh, 2018). Specifically, self-regulation has been found to improve students' achievement in academic writing (Hammann, 2005; Hapsari, 2015; Mehrabi, Kalantarian, & Boshraadi, 2016). These studies contend that highly self-regulated students tend to have better academic progress compared to those who are not.

Furthermore, to be successful in undergraduate thesis writing, students need the ability to seek help whenever necessary. The ability to seek help enables students to "avert possible failure, maintain engagement, lead to task success, and increase the likelihood of long-term mastery and autonomous learning" (Newman, 2002, p. 132). The students' self-regulation level aligns with their level of academic help-seeking (Dunn, Rakes, & Rakes, 2014). This means that students with high level of self-regulation tend to seek help whenever they encounter problems. Self-regulated learners will know whenever they need help (Dunn et al., 2014) and they will decide when they will ask for some help, including from whom and what kind of help to ask (Finney, Barry, Horst, & Johnston, 2018, p. 158). Students who seek help when facing a learning difficulty will have a better opportunity to succeed.

In finishing thesis writing in the midst of difficulties, it is also vital that students keep their motivation in check. Regulating motivation – the reason to do something along with how long and how much effort one is willing to do to achieve the goal (Dörnyei & Ushioda, 2013, p. 4) – is considered essential for writing performance (Chae, 2016; Sajid & Siddiqui, 2015), such as in finishing undergraduate thesis. Having enough motivation would enable students to have the tenacity required to finish the writing, even when the deadline is not clear. Wolters (2003) suggested that highly self-regulated students tend to have great ways to maintain their motivation in finishing their academic task (p. 189). which, in this case, is finishing an undergraduate thesis.

An extensive look to existing literature revealed that a body of empirical research has addressed to what extent self-regulation facilitates Asian learners' writing performance (e.g., Farsani, Beikmohammadi, & Mohebbi, 2014; Hapsari, 2015; Mehrabi et al., 2016; Nasihah & Cahyono, 2017). Nevertheless, only limited study has addressed self-regulation in thesis writing. One such study was conducted by Wagener (2017) in a western country, which focused on master's theses – not the undergraduate ones. In addition, although many studies involving Asian learners have been done to address their ability to seek help during difficult times (e.g., Cheng & Tsai, 2011; Williams & Takaku, 2011a, 2011b) and their learning motivation (e.g., Arju, 2018; Khodadad, 2018; Surastina & Dedi, 2018), to the best of our knowledge, little has been done to address these notions in the context of undergraduate thesis, especially in the Asian EFL learning context.

This research was conducted at the undergraduate English Education Study Program of Sanata Dharma University, Indonesia. It is important to note that in Indonesia, the teacher-centered education practices are still prevalent inside the classrooms despite the recent government efforts to promote the school and university curriculum that give prominence to student-centered learning (see Dardjowidjojo, 2001; Indah, 2017; Indah & Kusuma, 2016; Liando, 2010, p. 119; Marcellino, 2008; Author, 2019). Sanata Dharma University, however, has been implementing student-centered learning (Universitas Sanata Dharma, 2009) where a great emphasis is put on students' development

of knowledge and skills, commitment to seeking the truth, and being open to receiving and providing help for others. With student-oriented projects that often dominate the learning atmosphere, students are encouraged to develop as a whole human person and be responsible for their own learning. The lecturers also need to improve their awareness of “when to teach by explaining and giving examples, when to build up spirit and motivation, and when to support and supervise” (Author, 2013, p. 160). Despite the more favorable learning culture at the university, so far there has been no research pertaining to how students self-regulate their undergraduate thesis writing now that they had been used to the teacher-cantered education during their previous years of schooling.

Thus, to fill the gap and provide further literature on self-regulation, help-seeking, and motivation, especially in relation to EFL undergraduate students’ thesis writing in universities around the world where thesis writing is a requirement for graduation, this research was conducted focusing on two research questions:

How do Indonesian EFL undergraduate students self-regulate themselves; particularly in help-seeking and maintaining their motivation in doing their undergraduate thesis writing?

To what extent does self-regulation facilitate Indonesian EFL undergraduate students to seek help and maintain their motivation?

### ***Self-Regulation***

Self-regulated learning is defined as “self-generated thoughts, feelings, and actions intended to attain specific educational goals” (Zimmerman, Bonner, & Kovach, 1996, p. 2). Self-regulation allows learners, among others, to monitor and improve their learning. Zimmerman (1998) describes self-regulation as a self-fulfilling cycle involving three phases: forethought, performance, and self-reflection (p. 2). Forethought phase refers to the preparation processes to ‘set the learning stage’ in which students’ beliefs will influence the learning process. Performance or volitional control is the processes where the learners try to maintain their concentration and performance during the learning process. Self-reflection refers to processes happen after each learning effort (Zimmerman, 1998).

Possessing self-regulation in learning can benefit learners in many ways. Zimmerman, Bonner, & Kovach (1996) argue that self-regulation in learning allows learners to be responsible for their learning and learning strategies, which leads to overall students’ advancement in learning and perceptions of self-efficacy. In addition, knowing their strengths and weaknesses enables learners to regulate their learning to achieve their academic goal (Author, 2013, p. 2). In more practical ways, the role of self-regulation for improving students’ performance and achievement in learning has been well-researched (e.g., Ghasemi & Dowlatabadi, 2018; Mega, Ronconi, & De Beni, 2014). Some studies have also found that self-regulation enhances overall writing performance. For instance, self-regulation helps students to find enjoyment in writing (Hammann, 2005) and to perform better in writing tasks (Hacker et al., 2015) such as in helping to recall existing knowledge and review the writing (Hapsari, 2015), and in overall academic writing (Mehrabi et al., 2016).

### ***Help-Seeking***

Self-regulation means that the users are able to recognise the possibility of difficulties and problems that they may face on writing process. It indicates that users or writers need to be able to handle those obstacles by means of help-seeking ability. It can be one of the ways they deal with difficulties and problems during the process of achieving their academic goal (Dunn et al., 2014; Finney et al., 2018; Newman, 2002). They tend to have the help-seeking ability that allows them to realize and identify whenever they encounter difficulties and to show self-determination to remedy them by, for instance, seeking help from a more knowledgeable person (Newman, 2002, p. 132). Self-regulated learners will show some efforts to deal with difficulties – showing some social forms of learning – by displaying “personal initiative, perseverance, and adaptive skill” (Zimmerman, 2008, p. 167).

It assumedly believed that this skill or ability has important part on students' success. Newman (2002) contends that to be able to really implement this adaptive help-seeking, learners should possess several competencies and resources related to self-regulation, i.e. cognitive competencies – such as to know when they need help; social competencies – such as to know who to approach for help; motivational resources – such as to have willingness to seek help; and contextual motivational resources – such as to know the context of the possible help-seeking (pp. 132-133). Further, Ryan & Pintrich (1998) have summarized that there are two phases of adaptive help-seeking. First, it is important that the students have awareness that they need help. Second, the students have to decide if they should do any help-seeking (as cited in Dunn et al., 2014, p. 75).

### ***Motivation-regulation***

Failure to keep oneself motivated during the effort of attaining a certain academic goal may lead to failure in learning. Motivation is the reason why we do something, how long we are willing to do it, and how much effort we will give to achieve it (Dörnyei & Ushioda, 2013, p. 4; Fryer & Roger, 2017, p. 443). Motivation has been proven important for English language learners (see Muslim, 2017; Shin et al., 2018; Tanaka, 2017) and regulating it becomes very essential to enhance students' academic performance (see Mukti, 2017), especially to protect the intention to learn (McCann & Garcia, 1999, p. 260), and to persevere during difficult situations (Daniela, 2015, p. 2550).

Motivation to do something might differ from one learner to the others as it is affected by how much the goals mean to them, and how much they want to achieve these goals (Sansone & Thoman, 2006, p. 1697). In short, their goals will reflect the “‘what’ (e.g., complete the task, score better than a standard) and the ‘why’ (e.g., to achieve, to have fun) of activity engagement – their extrinsic motivation” (Sansone & Thoman, 2006, p. 1698). In addition, motivation is also affected by the way learners perceive their experience in engaging to the activity, rather than the possible outcomes. This type of activity is known as intrinsic motivation (Sansone & Thoman, 2006, p. 1699). If the experience is interesting, the learners will get more engaged in the activity.

Research has found that self-regulated learners tend to possess “adaptive beliefs and attitudes that drive their willingness to engage and persist at academic tasks” (Wolters, 2003, p. 189), even when they encounter difficulties. These students tend to choose and implement some strategies and show determination to avoid giving up (see Mega et al., 2014, p. 121). They will exercise many strategies, such as three-factor solution related to maintaining motivation in self-regulatory process: self-efficacy enhancement, stress reducing actions, and negative-based incentives to engage to their goal more and to prevent any kinds of procrastination and early quitting (see McCann & Garcia, 1999, pp. 273–275).

## **2. Method**

### **Research design**

As the study aimed to capture the complete understanding of the phenomenon of self-regulation on thesis writing both quantitatively and qualitatively, mixed method research was utilized (see Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 559), specifically the explanatory mixed method (Creswell, 2012, p. 542). Quantitative research was conducted beforehand to gather general data as well as to map the respondents' self-regulation, help-seeking, and motivation-regulation level. Qualitative research was then undertaken to gain more in-depth data and to explain the phenomenon about their self-regulation, help-seeking, and motivation-regulation strategies in undergraduate thesis writing. The findings from both methods were discussed in a complementary manner.

### **Quantitative data**

During July 2018, 102 Indonesian EFL undergraduate students of Sanata Dharma University, Indonesia completed an online three-part questionnaire, consisting of 37 statements. The questionnaire utilized Likert-type statements on the scale of 1 to 5 – with 5 represented strongly agree (SA) and 1 represented strongly disagree (SD). Online type of questionnaire was used to ease the data gathering as the respondents were able to answer the questions and submit the questionnaire online (Ary et al., 2010, p. 385).

The first part of questionnaire was adapted from Author's self-regulation strategies (2013) and SRQ version by Erickson, Soukup, Noonan, & McGurn (2015); the second part was adapted from help-seeking measures by Ryan & Pintrich (1997), online help-seeking measures by Hao et al. (2016) and Karabenick's (2003) help-seeking scales; whereas the third part of the questionnaire was adapted from Mccann & Garcia's (1999) Academic Volitional Strategy Inventory – The Three Factor Solution. To ensure its validity and reliability, the adapted questionnaire was piloted on May 2018 to 40 people who had done undergraduate thesis writing. The result showed that all items in the present questionnaire were considered valid (all  $r_{xy} > 0.322$ ) and reliable, as summarized in Table 1.

**Table 1.** Validity and Reliability of the Questionnaire

Part	Aspect	N of Items	Valid	Invalid	Cronbach's Alpha
1	Self-regulation	12	12	-	0.787
2	Help-seeking	8	8	-	0.704
3	Motivation-regulation	12	12	-	0.808

As this research focused on describing the phenomenon, the data gathered from the questionnaire were analyzed using descriptive analysis, specifically by measuring its central tendency (see Creswell, 2012, p. 184); the higher the mean indicated the higher their degree of agreement to the statement was, and vice versa. This descriptive analysis showed an overall picture of undergraduate students' strategies of self-regulation, help-seeking, and motivation-regulation in their thesis writing. In addition, correlation analyses were done to understand further how self-regulation correlated with help-seeking, and with motivation. For these correlation analyses, two alternative hypotheses were formulated as follows, where the degree of strength was determined based on Sarwono's (2009) categorization: 0=no correlation; 0.00-0.25=very weak; 0.25-0.50=moderate; 0.50-0.75=strong; 0.75-0.99=very strong; 1=perfect correlation:

- a.  $H_{1a}$  = There was a positive and significant correlation between self-regulation and help-seeking,
- b.  $H_{1b}$  = There was a positive and significant correlation between self-regulation and motivation-regulation.

### Qualitative data

The second part of the research was conducted by interviewing nine students involved in the research. The interviews were to help explain and explore the phenomenon deeper. The question protocols for the interviews were about how they applied self-regulation strategies, sought help when facing difficulties, and maintained their motivation in thesis writing.

The students involved in the interviews were chosen using individual purposeful sampling method (see Creswell, 2012, p. 206) based on their level of self-regulation, help-seeking, and motivation-regulation in undertaking thesis writing, which can be seen from the mapping yielded from the descriptive analysis result. Three students were chosen randomly from the comparatively highly self-regulated group, another three from moderately self-regulated group, and the other three from low self-regulated group. This was to ascertain that the qualitative data represented all students. The interviews were conducted twice for each student and were audio-recorded. The result of the interviews were transcribed and selectively coded (see Ary et al., 2010, p. 464) based on the qualitative themes. They were used to complement the quantitative data by providing further descriptions of the phenomena. Pseudonyms were used to protect participants' confidentiality.

### 3. Findings and discussion

#### Findings

In order to provide the result of this study, research findings are laid out first as the materials of discussion section.

#### *Students' self-regulation*

Table 2 presents the summary of the students' self-regulation strategies level.

No	Aspects	SD	D	N	A	SA	Mean	$\sigma$
A1	Planning out	0	5	12	47	38	4.2	0.82
A2	Setting Goal	0	8	17	55	22	3.9	0.83
A3	Counting tasks	0	14	22	46	20	3.7	0.94
A4	Estimating	3	18	29	42	10	3.4	0.98
A5	Keeping track	0	10	23	54	15	3.7	0.83
A6	Identifying all the task	0	2	17	59	24	4.0	0.70
A7	Making right choices	0	3	15	71	13	3.9	0.62
A8	Keeping on trying	0	4	13	66	19	4.0	0.69
A9	Evaluating progress	1	10	23	51	17	3.7	0.89
A10	Evaluating feelings	0	1	11	45	45	4.3	0.70
A11	Setting new goal	0	3	16	64	19	4.0	0.68
A12	Learning from mistakes	0	0	6	50	46	4.4	0.60

Table 2 shows that the students' self-regulation level was generally high. This was evident from the mean for each statement that was above the neutral number (3). For the forethought phase (statements number A1-A4), the students had already demonstrated a great 'stage-setting' for their thesis writing. Most students agreed that they did 'plan out' their thesis (A1;  $\bar{x}=4.2$ ) and decided their goals in advance (A2;  $\bar{x}=3.9$ ). This was in line with the interview result where students reported that they usually made a plan for their writing; for instance, "It's like this week, I'm going to finish this chapter and that chapter, and next week also" (Alex) or "I write down the date. I have daily target as I love to be working on schedule" (Daisy). In addition, most students showed that they considered all things to get done (A3;  $\bar{x}=3.7$ ) and estimated how much time it would take to finish it (A4;  $\bar{x}=3.4$ ), indicating that they were able to prepare their writing process.

For the performance phase (A5-A8), the students were generally able to monitor their writing. The means from the statement A5 ( $\bar{x}=3.7$ ) and A6 ( $\bar{x}=4.0$ ) showed that the students were able to "keep track" and "identify things to get done" related to their undergraduate thesis writing. In addition, the majority of the students showed that they could "make choices" even when they were not the most fun (A7;  $\bar{x}=3.9$ ) and "keep on trying many possibilities" (A8;  $\bar{x}=4.0$ ) to be successful. These quantitative results were mirrored in the interviews where most students referred back to the plan or targets they had made, such as "every time I get lazy, I try to go back to my schedule" (Daisy); while some others tried to keep the distraction away, such as by choosing to work in "a quiet room" and "turn off the phone", and "say 'no' to friends asking to hang out" (Emma).

The questionnaire results showed that the students' level of self-regulation in the self-reflection phase (A9-A12) was high. This is indicated by the relatively high means of the Likert statements' response. In general, the students were able to check their performance (A9;  $\bar{x}=3.7$ ) – checking whether they had accomplished their goal, examine their feeling towards their accomplishment (A10;  $\bar{x}=4.3$ ), set a new goal by examining how they had done (A11;  $\bar{x}=4.0$ ), and learn from their mistakes (A12;  $\bar{x}=4.4$ ). Unsurprisingly, these findings were in line with the majority of the



interviewees' response. They were able to evaluate their performance and/or feelings, know what was left to be done and set a better plan for the next round. Charles, for instance, shared that he "would be feeling a little bit disappointed if [his] target was not accomplished that day" but he then "set a better plan, usually to do more for the next round." To conclude, generally, students had demonstrated many self-regulatory strategies to plan, monitor, and evaluate their performance on thesis writing.

### *Students' help-seeking*

Before discussing students' help-seeking, getting to know briefly about the challenges and difficulties the students experienced during the process of finishing their undergraduate thesis writing is necessary. Although not central to this research, some questions related to challenges and difficulties were asked in the beginning of the interviews. In the first round of interviews, it was confirmed that there were various difficulties faced by the students during their thesis writing. These problems arouse either from personal problems, – such as laziness or time management – or technical and language problems, – like finding the appropriate literature or appropriate vocabulary – or even problems with thesis advisor, – such as getting unclear feedback.

Despite the various problems, students had attempted to seek help. Table 3 presents the summary of their help-seeking.

**Table 3.** Students' Help-Seeking (HS)

No	Aspect	SD	D	N	A	SA	Mean	$\sigma$
B1	HS doesn't mean a failure	0	1	21	44	36	4.1	0.77
B2	HS doesn't mean incapable	2	7	20	41	32	3.9	0.98
B3	HS helps to do better	0	0	1	27	74	4.7	0.47
B4	Asking over guessing	1	0	8	35	58	4.5	0.73
B5	One of first things to do	0	7	15	41	39	4.1	0.90
B6	Identifying the challenges	0	4	18	51	29	4.0	0.79
B7	Asking lecturer(s)	2	9	19	30	42	4.0	1.07
B8	Asking friend(s)	0	4	9	46	43	4.3	0.78

Generally, the students had great help-seeking level, including their perspective and intention towards help-seeking and their actual act of it. Drawing from the statements B1 to B3, the students generally had a positive perspective towards the act of help-seeking. When provided with statements "I do NOT feel like a failure if I need help to finish my undergraduate thesis writing" (B1;  $\bar{x}$ =4.1) and "getting help in undergraduate thesis writing is NOT an admission that I am just not smart enough to do the work on my own" (B2;  $\bar{x}$ =3.9), the majority of the students gave positive response to the statements. In addition, most students perceived that help-seeking helped them to do better (B3;  $\bar{x}$ =4.7) This is similar to what Flo concluded when being asked about help-seeking matters, "My pride is high but not too high, so I think help-seeking is necessary. We do need that." This excerpt shows that the participants generally had a great opinion towards help-seeking.

Besides having a good perspective on help-seeking, the students showed a great intention to seek help, seen from statements B4 and B5. When facing uncertainty during the process of writing their thesis, the students preferred to "ask someone for assistance rather than guess" (B4;  $\bar{x}$ =4.5) and admitted that help-seeking becomes "one of the first things [they] would do" (B5;  $\bar{x}$ =4.1).

For the act of help-seeking, the students generally could identify their difficulties (B6;  $\bar{x}$ =4.0) and sought help, from both their lecturer(s) (B7;  $\bar{x}$ =4.0) and their friends (B8;  $\bar{x}$ =4.3). These results were reflected in the interviews as well. When asked whether they could identify their difficulties, the

majority reported they could recognize their difficulties. Charles, for example, responded, “I know if I have difficulties; I can identify them, like, I know when I am stuck.” In addition, the students reported that they asked their lecturers, particularly their thesis advisor to help them, like “I would be brave enough to send him a WhatsApp chat, even though I am not sure it would be replied or just left as ‘read’” (Emma). In conclusion, most students demonstrated that they had a great opinion of help-seeking, high intention to seek help, and demonstrated the actual help-seeking act.

### *Students’ motivation-regulation*

Table 4 is the summary of the result of participants motivation-regulation.

**Table 4.** Students’ Motivation-regulation

No	Aspect	SD	D	N	A	SA	Mean	$\sigma$
C1	Self-talk on own ability	0	1	5	36	60	4.5	0.64
C2	Thinking about great outcomes	0	1	6	34	61	4.5	0.66
C3	Self-talk on task importance	0	1	7	43	51	4.4	0.67
C4	Thinking of own set-goals	1	0	9	48	44	4.3	0.72
C5	Giving rewards to self	5	8	16	32	41	3.9	1.15
C6	Talking to friends	0	1	11	56	34	4.2	0.67
C7	Trying new ways	1	14	16	52	19	3.7	0.96
C8	Doing relaxation	4	20	25	31	22	3.5	1.15
C9	Avoiding disappoint others	2	2	12	36	50	4.3	0.89
C10	Remembering reason of going to college	1	5	20	46	30	4.0	0.88
C11	Thinking of made-sacrifices	0	2	7	33	60	4.5	0.71
C12	Thinking of bad consequences	1	1	17	42	41	4.2	0.82

Similar to students’ level of self-regulation and help-seeking, the result of the Likert-type questionnaire indicated that, in general, students’ motivation-regulation strategies were high. From statements C1 to C4, it could be seen that the students generally stated that they undertook many strategies to enhance their self-efficacy. Most students reported that they did self-talk about their own ability, such as ‘you can do this’ (C1;  $\bar{x}$ =4.5), thought about how great they would feel once the task had been completed (C2;  $\bar{x}$ =4.5), reminded themselves that the task was important in order to graduate (C3;  $\bar{x}$ =4.4), and thought about the goals that they had set (C4;  $\bar{x}$ =4.3). In line with the questionnaire, in the interviews, the students mentioned some great efforts to enhance their self-efficacy, for instance by “telling [her]self ‘C’mon, you should do this quick! You can do that” (Helen) or “saying ‘keep going through to my own hell,’” (Flo). Here, it can be seen that the participants tell themselves motivating sentences to maintain their motivation.

To maintain their motivation, the students indicated that they did several stress reducing actions (C5-C8) to go through the challenges in writing their undergraduate thesis. With relatively high means, the majority of the students showed that they promised themselves something after having some progress (C5;  $\bar{x}$ =3.9), talked to a friend and had some discussion with them (C6;  $\bar{x}$ =4.2), thought of interesting or different ways to do their undergraduate thesis writing (C7;  $\bar{x}$ =3.7), and used some forms of relaxation to make them concentrate better (C8;  $\bar{x}$ =3.5). Similarly, through the interview, the students revealed that they often gave themselves rewards after they achieved some amount of progress as well as some little entertainment during their writing session, like to “scroll through Instagram for a moment only to get her mind refreshed (Daisy). Similarly, Charles shared, “Before I sit down I look for a book that is not related to any theories for my thesis ... If I am feeling drowsy, I will read for several minutes and I continue writing.” It indicated that he tried to keep himself motivated even when he felt bored in the thesis writing process.

Moreover, the students indicated that they regulated their motivation by thinking of the consequence of their behavior (C9-C12), especially the negative ones. Most of the students agreed that they did not want to disappoint others (C9;  $\bar{x}=4.3$ ) and remembered the reasons why they were going to college (C10;  $\bar{x}=4.0$ ). In addition, they indicated that they thought of how much sacrifice they and their parents had made so far (C11;  $\bar{x}=4.5$ ) as well as the bad consequences if they did not graduate on time (C9;  $\bar{x}=4.2$ ). These results were parallel with the interview section, which revealed that “money” and “avoiding parental disappointment” became the biggest initial motivation for the students to finish their thesis. Overall, it is clear that the majority of students were able to regulate their motivation, be it by enhancing their self-efficacy, exercising stress-reducing actions, or thinking of possible consequences of their present actions.

### ***Self-regulation and help-seeking***

Pearson product-moment correlation was utilized to examine the relationship between self-regulation and help-seeking in undergraduate thesis writing. Table 5 is the result of the correlation analysis.

**Table 5.** Correlation between self-regulation and help-seeking in undergraduate thesis writing

Self-regulation	Help-Seeking	
	Pearson Correlation	.461
	Sig. (2-tailed)	.000
	N	102

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

As shown in table 5, the correlation between self-regulation and help-seeking in the context of undergraduate thesis writing was moderate with  $r=.461$ , significant at 0.00 level, hence, the first alternative hypothesis (H1a) was accepted. It could be concluded that there was a positive, moderate, and significant correlation between these two notions. This quantitative correlation was supported by the qualitative data, especially in ways that the students demonstrated the importance of help-seeking in the process of regulating themselves in finishing their writing. Ian, for instance, elaborated this connection by stating, “In forethought phase, we can ask our lecturers what books we can use as references; in evaluation, maybe we can ask lecturers or friends to give us feedback and suggestions”. Furthermore, Flo shared how she made the best use of reflection phase to know what needed to be improved and to inform her “when to reach out for help.” Hence, from this elaboration, it can be concluded that self-regulation and help-seeking were closely related.

### ***Self-regulation and motivation-regulation***

The correlation between self-regulation and motivation-regulation in undergraduate thesis writing was also examined using Pearson product-moment correlation. Table 6 presents the result.

**Table 6.** Correlation between self-regulation and motivation-regulation in undergraduate thesis writing

Self-regulation	Motivation-regulation	
	Pearson Correlation	.648
	Sig. (2-tailed)	.000
	N	102

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

From table 6, self-regulation and motivation-regulation were correlated in  $r=.648$ , significant at 0.00. Thus, the second alternative hypothesis (H1b) was accepted, and it was confirmed that there was a positive, high, and significant correlation between self-regulation and motivation-regulation in

the context of undergraduate thesis writing. This finding was also evident from the interview result. The students generally acknowledged that self-regulation and motivation-regulation were highly correlated. Ian, for instance, explicitly addressed this relation, highlighting *“to me, those who are self-regulated should have better motivation-regulation in doing their undergraduate thesis, and vice versa.”* Similarly, Beth concluded that *“motivation is part of self-regulation.”* From these excerpts and the correlational data analysis, the students demonstrated that they were aware and agreed that self-regulation and motivation-regulation were highly related.

## Discussion

Although self-regulation, help-seeking, and motivation-regulation have been popular topics for research (e.g., Hao et al., 2016; Mehrabi et al., 2016; Surastina & Dedi, 2018), to date, only limited empirical studies have been directed to address how they are used in thesis writing, let alone the undergraduate thesis, especially in the Eastern learning contexts like Indonesia. Addressing these notions in this context would partially fill the gap and bring forth unique significance for at least three reasons: 1) undergraduate thesis writing is most likely the first time students conduct actual research (cf. Reynolds & Thompson, 2011, p. 209); 2) working on thesis demands the students to be responsible for their own success now that their supervisor will only guide them to work independently (cf. Strauss, 2012, p. 286); 3) the concept of being independent – or self-regulated – learners is not part in Indonesian learning culture (cf. Dardjowidjojo, 2001; Indah, 2017; Indah & Kusuma, 2016; Marcellino, 2008). On this account, this study was conducted to address this matter closely, especially how Indonesian EFL undergraduate students self-regulated their thesis writing process, sought help, and maintained their motivation, as well as the relationship between self-regulation and help-seeking, and between self-regulation and motivation-regulation. Based on the quantitative and qualitative data analysis, three major findings were revealed, which will be discussed in the following paragraphs.

First, this research revealed that academic writing, in this case undergraduate thesis, presents difficulties for EFL students. It was found that students faced various challenges during the process of the thesis writing, be it technical-language, personal, or other difficulties. This finding echoes previous related studies (e.g., Badi, 2015; Chen, 2012). One possible explanation for these difficulties was that the students had to produce their work in English, which is not their mother tongue (see Gilmore, 2009, p. 363). In addition, the challenges might arise from conducting research for the first time and making the report of it (cf. Reynolds & Thompson, 2011), where they might not have a clear idea and sufficient experience of how to write a good thesis. The difficulties may also stem from the flexible deadline (cf. Hallberg & Olsson, 2017, p. 14), which may be equal to too much freedom of when to finish their thesis.

Second, the encouraging result of students' self-regulation, help-seeking, and motivation-regulation may stem from students' learning culture in Sanata Dharma University. Data analysis results indicated that most students were able to plan, monitor, and evaluate their thesis writing process (see Zimmerman, 1998). Additionally, the students showed a positive intention towards help-seeking, great intention to do it, as well as the actual act of help-seeking whenever they really needed assistance; be it from friends, thesis advisor, or lecturers (see Newman, 2002). The students also reported many strategies to keep themselves motivated by trying to enhance their self-efficacy, doing stress reducing actions, and thinking of possible consequences to maintain their motivation (see McCann & Garcia, 1999, pp. 273–275). These results were quite surprising, as in Eastern countries, particularly in Indonesia, teacher-centered education practices are still prevalent although the curriculum documents have stressed student-centered learning (see Dardjowidjojo, 2001; Indah, 2017; Indah & Kusuma, 2016; Liando, 2010, p. 119; Marcellino, 2008). One possible rationale for these encouraging findings is the learning atmosphere and the supportive culture for being independent learners in Sanata Dharma University. As has been noted, student-centered approach is embraced in this university, where the lecturers generally know how and when they position themselves in the learning process (Author, 2013, p. 160). Thus, even when students had experienced and been accustomed to the teacher-centered practices during their previous years of schooling, they have likely adapted to this student-centered learning during their first years of study in this university.

Third, self-regulation, help-seeking, and motivation-regulation are the key factors to be successful in undergraduate thesis. As this study discovered, self-regulated learners tended to have the ability to seek help and regulate their motivation, even when they encountered learning difficulties. This finding resonates well with previous studies, which argue that self-regulated learners possess the ability to seek help when the need arises (see Dunn et al., 2014; Finney et al., 2018; Newman, 2002; Zimmerman, 2008). This study is also supported by existing studies which contend that the ability of learners to self-regulate themselves align with their ability to maintain their motivation (see Daniela, 2015; Teng & Zhang, 2018; Wolters, 1998, 2003). Hence, the finding strengthens the notion that self-regulation and motivation are closely and significantly related. While all of them bring positive impacts on students' performance (see Mehrabi et al., 2016; Mukti, 2017; Newman, 2002), it becomes essential that students implement self-regulation strategies, i.e. how they seek help when necessary and maintain their motivation to be successful in undergraduate thesis writing, an academic task, which is full of challenges particularly in EFL learning contexts.

#### 4. Conclusion

Although self-regulation, help-seeking, and motivation-regulation have been popular topics for research (e.g., Hao et al., 2016; Mehrabi et al., 2016; Surastina & Dedi, 2018), to date, only limited empirical studies have been directed to address how they are used in thesis writing, let alone the undergraduate thesis, especially in the Eastern learning contexts like Indonesia. Addressing these notions in this context would partially fill the gap and bring forth unique significance for at least three reasons: 1) undergraduate thesis writing is most likely the first time students conduct actual research (cf. Reynolds & Thompson, 2011, p. 209); 2) working on thesis demands the students to be responsible for their own success now that their supervisor will only guide them to work independently (cf. Strauss, 2012, p. 286); 3) the concept of being independent – or self-regulated – learners is not part in Indonesian learning culture (cf. Dardjowidjojo, 2001; Indah, 2017; Indah & Kusuma, 2016; Marcellino, 2008). On this account, this study was conducted to address this matter closely, especially how Indonesian EFL undergraduate students self-regulated their thesis writing process, sought help, and maintained their motivation, as well as the relationship between self-regulation and help-seeking, and between self-regulation and motivation-regulation. Based on the quantitative and qualitative data analysis, three major findings were revealed, which will be discussed in the following paragraphs.

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### Conclusions and Implications

This research has elucidated how Indonesian EFL undergraduate students of Sanata Dharma University, Indonesia self-regulated their thesis writing process, including how they sought help and maintained their motivation among the stream of challenges. Generally, the students demonstrated various strategies of self-regulation, help-seeking, and motivation-regulation to finish their thesis. It was also found that students who were highly self-regulated tend to seek-help and maintain their motivation better than those who were not.

This study, however, has several limitations. First, although the number of the students involved in this study was quite big (N=102), its findings could not be generalized to the whole context of Indonesian or Asian undergraduate students since this study was conducted specifically in the English Language Education Study Program of Sanata Dharma University. As the context was quite specific, an attempt to replicate this study to another university context, be it in Indonesia or in other Asian countries, may yield different results. Second, this study has not explored how self-regulation, help-seeking, and motivation-regulation empirically relate to students' performance in undergraduate thesis writing, especially how they can help students graduate faster and produce a good quality thesis. Hence, further researchers are encouraged to do similar studies with different contexts and discuss the relationship between the findings and students' performance in undergraduate thesis writing.

Nevertheless, this study brings forth several implications. First, self-regulation will grow in a learning environment which provides students with rich opportunity to develop their potentials wholly. Therefore, it is important that the university in general and thesis advisors in particular create the academic atmosphere that facilitates all students to develop self-regulation, help-seeking, and motivation-regulation strategies in finishing their thesis. Second, it is necessary for the students and thesis advisors to agree on certain deadlines, be it weekly or monthly as they become a tool that encourages students to keep making writing progress. Third, there is a need for programs that could familiarize students to academic English, especially for students whose mother tongue is not English so that they would be more accustomed to producing an academic writing.

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**LAPORAN PENELITIAN**

**Empowering Indonesian EFL Students' Public Speaking Skills through  
Multiple Learning Strategies**

Diajukan Kepada  
Lembaga Penelitian dan Pengabdian Kepada Masyarakat  
Universitas Sanata Dharma



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## **A. Empowering Indonesian EFL Students' Public Speaking Skills through Multiple Learning Strategies**

### **B. Abstract (Abstrak)**

This research aimed to find out whether the implementation of multiple learning strategies empowered Indonesian EFL students' public speaking skills. 56 students enrolled in three public speaking classes of Sanata Dharma University, Yogyakarta in the academic year 2017-2018 participated in the research. One overriding research question was postulated i.e., to what extent does the implementation of multiple learning strategies empower students' public speaking skills? To answer the question, classroom mixed method-research was employed where students filled out four different questionnaires and submitted focus group discussion (FGD) results at the end of the semester. Quantitative and qualitative data analyses indicated that students had very high perceptions about the use of and the combinations of reflections, peer-, teacher-, and self-assessments, and independent learning plans and activities. Students believed that multiple learning strategies implemented in Public Speaking Class enabled them to be independent, responsible, and better learners. They also acknowledged becoming better public speakers. Result from a paired samples t-test also strengthened the findings from descriptive statistics and FGD where students admitted having improved their public speaking skills considerably after participating in the research. These findings were encouraging considering Indonesian cultural values, which might otherwise hinder Indonesian students' public speaking skill developments. It can be concluded from the findings that multiple learning strategies implemented in public speaking class positively impacted on students' public speaking skills. This research offers suggestions for teachers and future researchers.

**Key Words: Public Speaking, Learning Strategies, Reflection, Assessment, Independent Learning, Indonesian social and cultural values**

### **C. Background of the study (Latar Belakang Masalah)**

Being able to speak in English well has driven many EFL learners around the world, including those in Indonesia, to pursue English language learning either at formal or non-formal language learning institutions. In recent decades, EFL learners are not only expected to speak in English well but also to perform public speaking activities in

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English successfully. In relation to the globalization of information, technology, commerce and fast interactions between people from different nationalities, public speaking skills become inevitable in the 21<sup>st</sup> century's learning, life and employment (see Yee & Abidin, 2014; Watkins, 2015; Mabuan, 2017; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). Responding to globalization challenges, higher education institutions in many parts of the world internationalize their curricula to include public speaking skills (Boromisza-Habashi, Hughes & Malkowski, 2016).

Public Speaking is a compulsory course for English language students at Sanata Dharma University, Yogyakarta, Indonesia. Through more than twenty years of teaching at the university, I found that Public speaking becomes one of the most challenging courses for students. Public speaking presents difficult challenges to non-native speakers of English since it requires a number of skills such as good language production (pronunciation, voice volume, fluency, grammar and articulation), an ability to speak in front of an audience, good confidence and interaction with the audience, body language and movement, content mastery, organization and delivery, and perfect time management. Students even face a greater challenge when their performance is assessed not for learning purposes but for testing. This observation confirms Pawlak's (2018) assertion that, despite the available online learning materials, non-native speakers learning English in a foreign language setting find speaking in English challenging.

Public Speaking may lead to students' increased level of anxiety and stage fright (Bippus & Daly, 1999; Durlak, Brown & Tsakiris, 2014; LeFebvre, LeFebvre & Allen, 2018). In their research on 192 students at Introductory Communication Courses at a large public university, Bippus and Daly (1999) found five major causes of stage fright, i.e., feeling afraid of committing mistakes, not knowing what role to play during speech, feeling humiliated, and failing to perform well (p. 70). They suggested these factors be openly and frequently addressed in any public speaking training.

Several studies on public speaking have been conducted in Indonesia (Anandari, 2015; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). Anandari (2015) found that having to speaking in public led to students' anxiety, which might be attributable to their social and cultural backgrounds. Moffatt (2012) asserted that Indonesian people tend to communicate indirectly, softly and very carefully in order to avoid public shame. They like to use body language and gestures to get the message across. These cultural traits



may hinder Indonesian students from gaining success when they are required to speak in public.

Since Public Speaking is quite demanding and may be connected to students' cultural and social values, teachers need to come up with some strategies that could help students reduce the level of anxiety and focus on empowering themselves. Teachers' teaching strategies may have a positive or negative impact on students' ability to regulate their emotions (cf. Dornyei, 2005; Mbato, 2013). Teachers should encourage students to shift their attention from negative emotions towards learning since failing to control their anxiety may impair foreign language proficiency development (Jin, 2015, p. 59). The teaching strategies should help students to be more motivated and willing to put more efforts into learning despite the learning difficulties and challenges (cf. Dornyei & Ushioda, 2013).

So far, research about public speaking by Indonesian researchers has been focused on single strategies to facilitate students' learning (cf. Anandari, 2015; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). In this research, Indonesian students were provided with ample opportunity to develop multiple learning strategies that could diminish their cultural stumbling blocks (see Moffatt, 2012 above) and enabled them to focus on regulating their motivation to speak in public confidently and successfully. Teachers should not rely on students' own ability to manage the learning environment in order to maintain motivation and reduce anxiety as was the case found in Chaffee, Noels and McEown's study (2014). Rather than encouraging EFL learners to develop speaking strategies on their own, teachers need to envisage concrete actions to support them. As argued by Pawlak (2018), little research has been conducted on students' speaking strategies. This research furthered the argument by empowering students to develop and make use of various learning strategies to enhance their public speaking skills. It argued that motivated and resilient learners should be nurtured through teaching strategies that focused on creating a positive learning environment for students to experiment with learning and empower themselves.

The present study aimed to partly add and enrich the current literature by reporting classroom mixed method-research on three major learning strategies designed to empower public speaking students of Sanata Dharma University in the 2017-2018 academic year, namely : (1) students' reflections about their learning experiences; (2)

the implementation of self-, peer-, and teacher-assessment as learning feedback rather than merely as grading tools; and (3) independent learning activities where learners had the freedom to plan, monitor and evaluate their learning independent of the teacher's intervention;. These three learning strategies were undertaken based on the public speaking rubric provided by the teacher.

The current research addressed one overriding research question:

To what extent does the implementation of multiple learning strategies empower the students' public speaking skills? This question was elaborated into four sub-questions:

- (1) What are the students' perceptions about the role of reflections in public speaking?
- (2) What are the students' perceptions about the role of peer-, teacher-, and self-assessments in public speaking?
- (3) What are the students' perceptions about the combination of multiple learning strategies in public speaking?
- (4) Is there a difference in students' perception about their public speaking skills before and after participating in public speaking class?

Based on this research question (4), a null hypothesis and an alternative hypothesis were formulated:

H<sub>0</sub>: There is no significant difference in students' perception about their public speaking skills before and after taking public speaking class.

H<sub>1</sub>: There is a significant difference in students' perception about their public speaking skills before and after taking public speaking class.

#### **D. Problem Formulation (Rumusan Masalah)**

The current research addressed one overriding research question:

To what extent does the implementation of multiple learning strategies empower the students' public speaking skills? This question was elaborated into four sub-questions:

- (1) What are the students' perceptions about the role of reflections in public speaking?

- (2) What are the students' perceptions about the role of peer-, teacher-, and self-assessments in public speaking?
- (3) What are the students' perceptions about the combination of multiple learning strategies in public speaking?
- (4) Is there a difference in students' perception about their public speaking skills before and after participating in public speaking class?

Based on this research question (4), a null hypothesis and an alternative hypothesis were formulated:

H<sub>0</sub>: There is no significant difference in students' perception about their public speaking skills before and after taking public speaking class.

H<sub>1</sub>: There is a significant difference in students' perception about their public speaking skills before and after taking public speaking class.

#### **E. Objective of the Study (Tujuan Penelitian)**

This study aimed to seek findings and insights about the extent to which the implementation of multiple learning strategies empower the students' public speaking skills. In particular, it aimed to investigate:

- (1) the students' perceptions about the role of reflections in public speaking?
- (2) the students' perceptions about the role of peer-, teacher-, and self-assessments in public speaking?
- (3) the students' perceptions about the combination of multiple learning strategies in public speaking?
- (4) Whether there was a difference in students' perception about their public speaking skills before and after participating in public speaking class?

#### **F. Benefit of the Study (Manfaat Penelitian)**

This research was expected to give benefits to:

1. Undergraduate students of English Education and Master Students in

English Education about how to empower their public speaking skills through the implementation of multiple learning strategies.

2. English lecturers regarding the strategies they could employ to empower their students' public speaking skills.
3. Researchers in English language learning regarding research ideas in the area of EFL learning and learning strategies.

## **F. Literature Review (Tinjauan Pustaka dan Landasan Teori)**

### **1. Learning strategies**

Learning strategies have been defined as students' thoughts and actions that are consciously directed towards specific learning goals (see Oxford, 1990; 1994; 2011; 2017; O'Malley & Chamot, 1990; Chamot, 2008; 2009a; 2009b). Learning strategies have been found to facilitate students' learning management and success (see Chamot, 2009a; 2009b; Oxford, 1990; 1994; 2011; 2017; Mbato, 2013). However, as argued above, the students learning English in a foreign language setting needs to be facilitated to empower their speaking and public speaking skills (cf. Pawlak, 2018) rather than making them rely too much on their own abilities to regulate the learning environment (cf. Chaffee, Noels & McEown, 2014). Learning-centered teaching gives weight to the centrality and integration of independent learning. Therefore, students in this research were encouraged to plan, implement, monitor and evaluate their independent learning activities outside the classroom, make regular progress reports about their learning, and come to class with a learning goal and prepared public speaking outlines.

Learning strategies are central to the students' learning success (Oxford, 1990; 1994; 2011; 2017; O'Malley & Chamot, 1990; Chamot, 2009a; 2009b; Mbato, 2013). In my class the focus was on designing learning strategies that could nurture students' learning independence and success. As mentioned earlier, students need to think of and develop specific strategies to enhance their public speaking skills. One of the strategies that has gained popularity in literature is metacognitive learning strategy (cf. Oxford, 1990; 1994; 2011; 2017; Chamot, 2009a; 2009b). To be effective, metacognitive strategies should be directed to a certain skill. Mbato (2013) found that specific and achievable learning plans could facilitate students' learning progress and achievements.

In the light of technology advancements, learners could make use of the online learning materials since accessing the online learning materials have the potential to

empower students' public speaking ability (Butler, 2017, p. 9). However, without a well-designed learning strategy, the availability of technological advancements will contribute little, if any, to the EFL students' speaking skills (see Pawlak, (2018). Making weekly independent learning plans is a first step for learners take the learning responsibility into their own hands. Being responsible for their on learning is an important element for the learners to become self-regulated, which in turn will contribute positively to their academic learning progress and achievements (Zimmerman, 2000; 2008; Mbato, 2013; Daniela, 2015).

## **2. Reflections**

As an English teacher who has been teaching English as a foreign language for more than 20 years at the university, I realized that learning would be a success when it was well planned, monitored and evaluated. To be able to do so, learners need teachers who are willing to change teacher-centred interactions with the students. Zuniga and Simard (2016, p. 154) points out lack of fruitful interactions between the teacher and the students despite the long existence of the communicative language teaching. One strategy to create meaningful learning and constructive interactions in class is by supporting students to gain an accurate description of their public speaking proficiency development. Lockley (2013, p. 189) argues that a student's ability to measure their speaking ability correctly will help them to increase their willingness to speak, which in turn lead to increased proficiency. He further argues that (Lockley, 2013) that self-evaluation and classroom behavior are related to learners' perceptions about their speaking and communication competence (p. 190).

Student reflections could be used as powerful learning methods that derive from and make use of experiences (Finlay, 2008). Anandari (2015) and Mbato (2013) in their respective research on Indonesian EFL learners revealed that students' reflections impact their learning positively. By reflecting on and learning from their experiences, students will be able to construct new understanding that may constructively benefit their future language learning (see, Scanlan & Chernomas, 1997). Helping students to build the habits of reflecting about their learning should be an explicit teaching goal at the university (see, Hutchings, 2018). Gallego (2014) encourages more research on learners' reflective enterprises (p. 48). It is expected that through reflections, learners would come to my class with a positive and accurate perception about themselves as learners.



### **3. Assessment**

Developing effective learning strategies in students requires an integration of peer, teacher and self-assessments. Khonbi and Sadeghi (2013) have implemented these three kinds of assessments to 63 Iranian EFL University students and found that in general students indicated a positive attitude towards them. They argued that most testing at the education institutions have focused mainly on standardized testing rather than on their contributions to students' learning (p. 88). Black and Wiliam (2018, p. 3) argue that classroom assessment should enable students to learn something. Abdolrezapour, Tavakoli and Ketabi (2017) in their research about 50 EFL Iranian students' emotions using dynamic assessment argue that "when learners become aware of the learning goals and assessment procedures, they can determine their expectations of success, which in turn enhance their motivation" (p. 232). They found, among others, that cognition, emotions, dynamic assessment could assist learners to enhance their performance (p. 234). Cheng and Fox (2016, cited in Krajka, 2017, p. 719) emphasize the importance of the interconnectedness between assessments of learners' progress, achievements and learning. Good assessments should motivate students to engage more in learning and not stop merely at describing their language competence and skills. This research enriches the current literature on assessments since assessments were used as a learning tool and were integrated with learning plans and reflections (see discussion below on reflections).

Learners' weekly independent learning plans and activities make use of the self-, peer- and teacher-assessments, which were all based on a public speaking rubric, and geared towards learners' metacognitive awareness and strategies to enhance their public speaking skills. The plans were created based on students' understanding of their strengths and weakness (cf. Khonbi & Seghi, 2013; Mbato, 2013).

Having assessment feedback from various sources was expected to enhance learners' understanding about themselves as learners and prevent misconceptions. For this to happen, I used one public speaking rubric (see Appendix 2, p. 30). The rubric was used by the teacher, the individual students and their peers to assess the students' public speaking performances both inside the class and independently outside the class. The independent learning plan, reflections and assessments are most effective when they are based on the learners' prior learning experiences, which give them a better understanding of their strengths and weaknesses in relation to a certain skill (cf. Khonbi, 2013, p. 88;

Mbato, 2013). Metacognitively, good learning will happen when learners monitor and evaluate their performances, and plan the strategies to fix the learning problems and improve the learning outcome (cf. Oxford, 1990; 2011; 2017; Chamot, 2009a; 2009b; Mbato, 2013; Mbato 2019).

To the best of my knowledge, there has been little research on public speaking in EFL learning contexts investigating the integration of multiple learning strategies. This research partially filled the gap and enrich the findings from previous research (Anandari, 2015; Jin, 2015; Abdolrezapour, Tavakoli & Ketabi ; Butler, 2017; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018; Pawlak 2018) since it implemented classroom mixed method-research where the teacher shared equal roles with the students to empower them to become the agents of their language learning change, progress and achievement. The teacher in this research acted more as a facilitator rather than a controller (cf. Chaffee, Noels & McEown, 2014).

The present study also aimed to enrich the study by Pawlak (2018). While Pawlak (2018) focused on investigating advanced learners' strategy use before, during and after the performance of two communication-based tasks, this paper reported classroom mixed methods-research on the strategies used by the teacher researcher to empower students to develop public speaking skills. Pawlak (2018) suggested lack of language learning strategies as one of the reasons why learners do not employ certain strategies in speaking. He also pointed out to lack of research on speaking strategies used by EFL learners. This research attempted to contribute to the current literature by integrating independent learning, assessments and students' reflections to facilitate students' public speaking developments. This article argues that integrating more than one learning strategy with the teachers acting more as facilitators would empower students' public speaking skills, an area of research which has gained little attention, particularly in the foreign language learning context (cf., Pawlak, 2018).

#### **G. Research Methods (Metode Penelitian)**

This study employed classroom mixed method-research where the teacher shared equal roles with the students to empower them to become the agents of their language

learning change, progress and achievement (cf., Rainey, 2000; Jing, 2005; Burns, 2010; Banegas, 2011; Creswell, 2012). It collected both quantitative and qualitative data from four groups of public speaking classes at Sanata Dharma University, Yogyakarta, Indonesia from August 2017 to June 2018. The students were enrolled in two semesters of Public Speaking classes with each semester consisting of two classes. The number of students agreed to participate in the research was 56 consisting of 20 males and 35 females with the mean age of 20. The data collection was accomplished through Google Forms where students filled out a consent form in order to participate.

### **3.1 Data Collection instruments**

Quantitative data in the form of four sets of Likert type questionnaires were collected at the end of the classes. The first questionnaire asked students to indicate their agreement to questions about reflections, the second about assessments, the third about the combinations of the teaching methods, and the fourth about the students' perceived improvements in public speaking skills at the beginning and at the end of the program. Questionnaires could be found in Appendix 1 (pp. 26-29). Qualitative data aimed to enrich the findings from quantitative data and were collected from students' Focus Group Discussion (FGD) on three reflective questions: (1) What are the benefits of the learning plan and progress report in Public Speaking class?; (2) In what way have you developed in Public Speaking class?; and (3) Are you planning to make your own learning plan and progress reports after completing public speaking class? These data were collected at the end of the semester.

### **3.3 Data Analysis**

Descriptive statistics were employed focusing on the means of the students' responses to questionnaires about reflections, assessments, and the combinations of the teaching strategies. Paired samples t-test was performed to determine whether or not there was a significant difference in students' perceived improvements about their public speaking skills before and after their participation in the research. Quantitative data analyses were conducted using SPSS 17. Qualitative data analyses focused on finding major issues and themes in relation to: (1) the benefits of the learning plan and progress report in Public Speaking class?; (2) how students have developed in Public Speaking class?; and (3) whether or not students were you planning to continue making learning plans and progress reports after completing public speaking class?

### **3.4 Typical Public Speaking Learning Procedures**

Typical classroom learning activities in my public speaking classes began with the students' progress reports to the teacher about their public speaking plans and activities outside the class. They were followed by group discussion and sharing, with the teacher moving around the class listening attentively and giving comments and feedback, when necessary. The students were then split up into several small groups. Each group was given a chance to choose where they wanted to perform public speaking activities either inside the class or outside the class. In the group, the students would in turn present their prepared speech to the group. While presenting, the speaker was assessed by other group members using the public speaking rubric (see Appendix 2, p. 30). At the end of the presentation, the speaker had a chance to reflect on his or her presentation by filling out the same rubric. After every one in the group had presented, the filled rubric would be returned to the person. It was then followed by group discussion. The teacher would move around the groups, watching, listening, and participating in the group discussion.

When this activity was finished, everyone returned to class. In class, the teacher would give the students an opportunity to share their experiences and asked questions. Class discussions ended with each individual student writing a reflection about the learning experiences making use the feedback from peers, the teacher, and themselves. These reflections became the basis for them to make weekly learning plans. The plans consisted of the learning goals and activities to undertake outside the class, independent of the teacher's intervention. Outside the class, each student would pursue their individual learning goals and activities, either in groups or individually. The activities aimed to empower their public speaking skills as listed in the public speaking rubric. To do so, they were encouraged by the teacher to make use of the online learning materials. The students were also expected to make their public speaking outlines and speeches for the following class. At the end of the activities, which included practicing presenting the speech based on the outline, the students would make a reflection about their public speaking performance and filled out the rubric. The assessments on students' progress and achievements used the same rubric the class had been using both inside and outside the class.

From the research design, it was clear that the class learning, including

assessments, was conducted in cycles integrating independent learning, progress reports, peer, teacher and self-assessments, and reflections. This was to take away the tension of class learning that focused too much on testing rather on students' learning and empowerment.

## H. Results

This section presents findings from both quantitative and qualitative data analyses.

### 4.1 Perceptions about of reflections

Table 1 indicates the students' responses towards the use of reflections in public speaking class.

No.	Statement	Mean	Std. Deviation
1	Reflections in class and ability to plan, monitor and evaluate learning	4.51	.68
2	Reflections outside class and ability to plan, monitor and evaluate learning	4.49	.63
3	Assessments helped deep reflections	4.54	.57
4	Reflections help me understand strengths and weaknesses	4.51	.57
5	Reflections grows responsibility	4.44	.57
6	Reflections help me become a better public speaker	4.61	.56

As indicated in the table all participants showed a very high agreement to the six statements (ranging from Mean 4.44/Item 5 to Mean 4.61/Item 6) about the role of reflections in developing public speaking. They strongly agreed that they became more responsible learners (Item 5/ Mean, 4.44), better in planning, monitoring, evaluating their public speaking skills through reflection in class (Item 1/Mean, 4.51) and outside class (Item 2/Mean 4.49). In addition, they acknowledged the positive contributions of the peer-, teacher- and self-assessments to their ability to make deep reflections (Item



3/Mean, 3.54). As admitted by the students' high responses, reflections were powerful in helping them understand their strengths and weaknesses (Item 5/Mean, 4.44). Item 6, which asked students' overall assessment about their public speaking skills, showed the highest agreement (Mean 4.61) where students admitted that they became a better public speaker after joining the class. The overall students' positive responses to the role of reflections in public speaking class reiterate the importance and power of reflections in students' learning, progress and achievement.

#### 4.2 Perceptions about peer, self- and teacher- assessment

Table 2 demonstrates students' responses towards the use of various assessments in public speaking class.

No.	Statement	Mean	Std. Deviation
1	Contribution of regular peer assessments on public speaking skills	4.57	.56
2	Contribution of the lecturer's assessment on public speaking skills	4.57	.56
3	Contribution of regular self-assessments on public speaking skills	4.32	.71
4	Contribution of peer assessments on monitoring strengths and weaknesses	4.61	.56
5	Contribution of self-assessments on monitoring strengths and weaknesses	4.44	.63
6	Contribution of lecturer's assessments on monitoring strengths and weaknesses	4.54	.57
7	Whether peer, teacher- and self-assessments in the tests were objective	4.58	.56
8	Attitude towards peer, lecturer, and self-assessment in weekly learning activities	4.44	.63
9	Attitude towards peer, the lecturer, and self-assessment in the tests	4.47	.63

The table above shows the students' high mean responses to three types of questions regarding the contribution of assessments to their public speaking skills. Item 1-3 asked students to indicate whether they learnt a lot about their public speaking skills from various assessments. Item 4-6 invited students' responses towards the contributions of various assessments to their ability in monitoring their strengths and weaknesses in

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public speaking. Item 7-9 focused on students' attitudes towards various assessments in class and in the test.

Students agreed that they learned a lot about their public speaking skills from various assessments with peer- and lecturer's assessments (Item 1 and 2) showed the highest mean (4.57) and self-assessment (Item 3) the lowest mean (4.32). They also indicated the highest agreement (Mean 4.61/Item 4) regarding the role of peer assessments based on the rubric on their ability to monitor their strengths and weaknesses in public speaking. The second highest response was Item 6 (Mean 4.54) whereby students had high favour towards the lecturer's assessments. The contribution of self-assessments (Item 5) towards their ability to monitor their strengths and weaknesses in public speaking recorded the lowest response (Mean 4.43). It seemed that students needed more training to learn from self-assessments rather than relying more on external assessments. The last three questions (Item 7-9) indicated students' positive attitudes towards the assessments in the tests and in the weekly learning activities. Students believed that being assessed by peers, the lecturer, and themselves in the tests was an objective way to measure their public speaking skills (Item 7/ Mean 4.57) and that they liked being assessed by peers, the lecturer, and themselves in the tests (Item 9/Mean 4.46). The lowest response for this group of questions was Item 8 (Mean 4.43) where students demonstrated positive attitudes towards assessments by peers, the lecturer, and themselves in the weekly learning activities. Overall, students showed positive attitudes towards the implementation of peer-, teacher- and self-assessments in public speaking class.

### **4.3 Combinations of strategies**

Table 3 presents students' responses towards the combination of multiple learning strategies in public speaking class.

No.	Statement	Mean	Std. Deviation
1	Attitude toward the combination of various learning strategies in public speaking	4.58	.56
2	The combination of various learning strategies and being an independent learner.	4.58	.56
3	The combination of various strategies and being a responsible learner	4.31	.71
4	The combination of various learning strategies and self-understanding	4.61	.56
5	The combination of various strategies and awareness about success	4.43	.63
6	The combination of various learning strategies and being a better public speaker	4.54	.57
7	The combination of various learning strategies and becoming a better learner	4.58	.56
8	The methods of learning in public speaking made learning fun	4.43	.63
9	I am a better learner after taking public speaking class	4.47	.63
10	Motivation to learn independently after class completion	4.68	.54

The table indicates very high students' agreements to the ten attitudinal statements on the implementations of multiple strategies in public speaking class. The highest agreement was found in Item 10 i.e., with the students' admitting that they were motivated to continue learning independently after taking public speaking class (Mean 4.68). The second highest agreement was shown in the students' response to Item 4 (Mean 4.61). Students agreed that the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class made them become a better public speaker. Three statements demonstrated the same level of students' agreements (Item 1, 2, & 7/Mean 4.58). Students showed strong agreement to the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class (Item 1). They also favored highly the contribution of the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class in helping them to be an independent learner (Item 2). In addition, they admitted that the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class make them become a better learner (Item 7). However, though still very high, the students' responses to the influence of multiple strategies on their becoming responsible learners showed the lowest mean (Mean 4.32).

Qualitative data strengthened the findings from quantitative data regarding the benefits of various learning strategies implemented in public speaking class. For example, Focus Group Discussion 1 highlights the contributions of learning plans and

progress reports on students' ability to monitor and assess their learning achievement:

Reflection and progress report can be used to help us to monitor and assess our achievement or progress in learning public speaking from the beginning until the end of the semester, know about everything we learned during the teaching and learning process inside or outside classroom and everything we need to improve to increase our public speaking performance skills, whether we have developed our or not yet (FGD 1).

They also mentioned that learning plans helped them to create better learning strategies and time management:

Learning plan can be used to help us to create better strategies for us to make a good speech (both informative speech and persuasive speech), manage our time wisely because we already have a schedule which set our time to practice so that we can decide a right time for doing certain useful activities, such as brainstorming ideas, making an outline and script of speech, and doing repetition of practice. It can also help us to organize our material well, focus on a particular target in learning, and manage our time. (FGD 5).

Other groups, for example, Group 9, asserts the benefits in terms of time management and knowledge improvement.

We become a person who can manage our time wisely especially in our practice. In our activities that we had done, there are so many things that can improve our skills in our progress and it is very meaningful for us. We also can get some knowledge through the media that we use, such as videos on youtube or any other media, films, movies, and songs in order to help us to become a good speaker (FGD 9).

Similarly Group 3 asserts that the multiple learning strategies in class helped them to be more responsible for themselves, understand what they lacked and led them to work our skills that they lacked. They also taught them to assess themselves critically and wisely (FGD 3). They also added how the learning strategies in class pushed them to form a good learning habit and ability to do self-assessment:

The benefits of the weekly individual learning plan and progress repost are the habit of practice of public speaking and the evaluation during the week from the Public Speaking. We can know the weaknesses from our public speaking and we know the improvement in the public speaking in every week. Not just depend on the friend's evaluation but it is also from self-evaluation. We can know the progress from the week 1 until the last week about the improvement in the weaknesses.

Students valued having clear plans in learning as seen from this group's discussion result:

Through the weekly individual learning plan, everything we did would be clearer and directed because we already have a plan. While through the progress report we can evaluate ourselves, knowing our strengths and weaknesses. Because from the assessment and reflection each week we can see what progress we have (FGD 8).

What are the benefit of the weekly individual learning plan and progress report?

The benefit of the weekly individual learning plan and progress report is to make us have a purpose every time we come to class. We know what we are going to learn and what we are going to do, because of that we can prepare our speech in order to improve our public speaking performances (FGD F 5).

The benefits of the weekly individual learning plan and progress report are so many. Based on our thoughts, weekly individual learning plan can make everything that we want to do become easier and clearer because we already have a plan to do, and progress report helps a lot to make us know about our weakness, then we can avoid our weakness in the future, it also helps us to increase our skills in public speaking, those 2 things literally help us to realise that we still makes lots of mistakes, also it makes everything that we want to do become clearer and easier (FGD 6).

#### 4.4 Public Speaking Skills before and after joining the class

Table 4-6 show the results of the *paired samples t-test* comparing means of students' responses on twelve items of public speaking skills measured prior to and after joining public speaking classes.

**Table 4: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Public Speaking Skills before taking Public speaking class	2.6766	337	.95392	.05196
	Public Speaking Skills after taking Public Speaking class	4.1513	337	.58575	.03191

**Table 5: Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Public Speaking Skills before taking Public speaking class & Public Speaking Skills after taking Public Speaking class	337	.083	.131

**Table 6: Paired Samples test**

Paired difference							
95% Confidence Interval of the Difference							
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)



Pair 1	-1.47478	1.07741	.05869	-1.59022	-1.35933	-25.128	336	.000
Public Speaking before- Public Speaking after								

A paired sample t-test was conducted to examine scores on students' perceived public speaking skills as the dependent variable measured prior to and after taking the class. The result demonstrated a significant perceived improvement between the pre-participation level, 2.67, SD = .95392, and post participation level, 4.15, SD = .58575,  $t(336) = -25.12$ ,  $p < .0.5$ . Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that multiple learning strategies implemented in public speaking class was perceived to positively impact on students' public speaking skills.

Results from qualitative data analyses below supported the findings from the paired sample t-test. The following students admitted that they had developed in many areas of public speaking skills. For example, Focus Group Discussion 5 and 6 wrote:

By attending in public speaking class, we think that we have already developed our self. The first one is self-confidence; we learn how to control our expression and behavior in front of the audience. The second one is how to deliver the information clearly and interestingly. The third, we have improved on how to develop ideas specifically so it makes the speech not confusing for the audience (FGD 5).

In public speaking class, we have already developed lots of things through speaking practice, because practice makes perfect. We did more than 2 speaking practice in our home also when in the class in front of our friends in 1 group. It literally can help us to develop our public speaking skills. We were frequently got nervous but through lots of practices to talk a lot, to talk in front of many people, the nervousness can be avoided by us, but it needed time. We also did lots of practice in order to avoid mispronunciation which was ususally appeared, also about our body gestures which were still looked weird while talking. By practicing a lot, we can do public speaking better (FGD 6)

Other groups mentioned the benefits of attending Public Speaking class in relation to specific language skills and competence. For example,

We develop our public speaking performance and how to improve our speech productions (pronunciation, voice volume, fluency, grammar, and articulation) by learning how to make a well-prepared learning plan and doing repetition of practice (FGD C2).

Group FGD C9 adds:

First, it is about the speech production: in this class, the things that we have developed are the voice volume, in this part we already can control our voice volume, and the other part we have to improve our pronunciation, fluency, and also the articulation in our speaking.

Another group also showed their agreement to the benefits of attending Public Speaking class particularly regarding the strategies implemented in class.

In Public Speaking class, we developed our speaking skills. We practiced to improve our confidence, critical thinking, and how to be a good public speaker. Every week, we practiced in our small group and assess each other with the rubrics given by the teacher [originally the teacher's name]. From the rubrics, we can see our progress and what aspects that we need to improve more. We also made progress reports and reflections every week. We can see our progress from the beginning until now. We can see what to improve and focus on what we should want to improve (FGD C6).

Students showed commitments to continuing making learning plans and progress reports form themselves when asked if they planned to continue the practice now that they had completed public speaking class.

Yes, we are planning to make our own learning plan in progress report. Actually, we never plan to make such a beneficial thing like that, but after knowing and learning in public speaking class, we realized that making our own learning plan in progress report will be very useful for us to overcome our problems in public speaking class (FGD 1).

*Yes, we make and planning our progress report because it help us to know more about our skills and ability. We make planning by ourselves and learning autonomously. We learn not only in the classroom. Learning in the classroom is not enough. We need to learn by ourselves. If we have planning, we will be more motivated to improve our skills because we have target (FGD 5).*

Yes, we still have a plan to continue to make our lesson plan and progress report because it is really helpful for us to face another course that needs our speaking skills and make us become a good teacher. The lesson plan and progress report are very useful for our learning progress, we can do some activities that can help us in our learning, it also likes our journal or diary so we can know the activities that we have done during a week and I think it is very interesting. Through these activities, we can know our progress in learning and what the things we need to improve (FGD 9).

## **I. Discussion**

This research addresses one overriding research question, i.e., to what extent does the implementation of multiple learning strategies empower the students' public speaking skills? In general, results from both the quantitative and qualitative data analyses demonstrated that the implementation of multiple learning strategies empowered

students' public speaking skills. Firstly, students indicated that their involvements in reflecting about their public speaking skills both inside and outside the class had empowered them to become better public speakers. Through reflections, they learnt to understand their strengths and weaknesses, plan, monitor and evaluate learning, and embrace the learning responsibility. This finding strengthens previous authors' arguments that students' reflections should be an important component of learning because of their positive impacts on learning, progress and achievements (see e.g., Finlay, 2008; Lockley, 2013; Mbato, 2013) and that university teaching should help students build the habits of reflecting about their learning and learning experiences (see Hutchings, 2018).

Another major finding is this study is related the implementation of peer-, teacher-, and self-assessments. Overall, students viewed these assessments very positively. They liked being assessed by peers, the teacher and themselves both inside and outside the class. They also viewed assessments by peers, the teacher and themselves in the tests highly. These findings align with Khonbi and Sadeghi's (2013) study in that in general students at an Iranian University indicated a positive attitude towards assessments by peers, the teacher and themselves and that testing should contribute to students' learning rather than focus merely on standardized testing. Students in this study also acknowledged that the implementations of multiple assessments had contributed positively to the developments of their public speaking skills. This finding confirms the results from Abdolrezapour, Tavakoli and Ketabi's (2017) research about 50 EFL Iranian students' emotions using dynamic assessments. They revealed that learners' awareness about learning expectations and the assessments could influence their learning performance, success, and motivation. Assessments should help students to understand their strengths and weaknesses in learning and prompt them to plan, monitor and evaluate their learning progress and achievements.

In addition, students in this research indicated that they had higher ability to learn from others' assessments than from self-assessments. They demonstrated more positive attitudes towards being assessed by others than themselves. It seemed that the culture and practices of assessments at the university, and also at the previous schooling, had negatively impacted on students' ability to believe and learn from self-assessments. Rather than merely focusing on standardized testing, university learning should be

designed to support learners to learn from assessments (cf. Abdolrezapour, Tavakoli & Ketabi, 2017; Khonbi & Sadeghi, 2013; Mbato, 2013; Mbato, 2019). In this case, students needed more training to learn from self-assessments rather than relying more on external assessments, and their individual ability to regulate the learning environments (cf. Chaffee, Noels, & McEown, 2014).

Furthermore, students, through both quantitative and qualitative data analysis results, showed very high perceptions towards the combinations of multiple learning strategies in public speaking class. They revealed becoming more independent and responsible learners, and better learners and speakers. They acknowledged having a better understanding about their strengths and weaknesses in relation to public speaking skills and could plan, monitor and evaluate their learning and learning strategies using this understanding. In other words, they indicated increased awareness about the importance of having a learning goal and of managing themselves and their public speaking skills both individually and together with the teacher and their classmates. Paired samples-t test strengthened the findings from descriptive statistics and qualitative data analysis as it indicated significant students' perceptions about their public speaking skills before and after joining the class.

Findings in this study enriched the study by Pawlak (2018). While Pawlak (2018) focused on investigating advanced learners' strategy use before, during and after the performance of communication-based tasks, this article reports classroom mixed methods-research on the strategies used by the teacher to empower students to develop public speaking skills. Pawlak (2018) argued that lack of language learning strategies resulted in students' ability to employ certain strategies in speaking. This research furthered the argument by demonstrating that EFL teachers need to facilitate students' use of multiple learning strategies. The implementations of reflections, independent learning, progress reports, peer-, teacher- and self-assessments in this research showed favorable acceptance among Indonesian EFL learners.

Students in this research acknowledged being more strategic, confident and successful in learning and performing public speaking skills. This finding shed optimistic wave particularly to Indonesian students' ability to speak in public. It was suggested in the introduction section of the article that having to speaking in public led to Indonesian students' anxiety, which might be attributable to social and cultural backgrounds (see

Anandari, 2015). It was also underlined that (see Moffatt, 2012) Indonesian people tended to communicate indirectly, softly and very carefully in order to avoid public shame, and that they liked to use body language and gestures to get the message across. These cultural traits were seen to hinder Indonesian students from gaining success when they were required to speak in public. However, as demonstrated by both quantitative and qualitative data results, students admitted becoming better learners and public speakers after taking public speaking class. They were able to manage increased level of anxiety and stage fright because of having to speaking in public (see Bippus & Daily, 1999; Durlak, Brown & Tsakiris, 2014; LeFebvre, LeFebvre & Allen, 2018). Therefore, EFL teachers should not expect students to manage themselves and their learning on their own (cf. Chaffee, Noels & McEown, 2014). Supporting them to be strategic (see Chamot, 2009a; 2009b; Oxford, 1990; 1994; 2011; 2017; Mbato, 2013) will eventually lead them to becoming more self-regulated learners, who could maximize their learning potential and achieve rewarding academic success (see Zimmerman, 2000; 2008; Mbato, 2013; Daniela, 2015).

## **J. Conclusions and Implications**

Public speaking may present difficult challenges for many EFL learners. In addition to having to speak in English, they are expected to speak in front of the audience successfully. It is even more daunting when the performance is being assessed by their teachers. Because of these challenges, EFL learners need to be in a learning environment which supports them to focus on learning rather than merely on testing. This research has shown that facilitating learners' learning helped them to develop themselves as learners and the skills necessary to be successful public speakers. Through independent learning plan and activities, students' reflections, and peer-, teacher- and self-assessments, learners in this research acknowledged becoming more independent, responsible, and better learners, as well as more confident and better public speakers after taking public speaking course. Overall, the implementation of multiple learning strategies in this research has empowered students' public speaking skills. They were able to overcome Indonesian traditional cultural values that might otherwise have impaired them from



developing their public speaking skills. Despite its encouraging results, this research has a limitation in that it relies on data from students' perceptions. EFL teachers and future researchers may need to administer a valid and reliable test to collect data on students' public speaking skills at the beginning and end of the research. Data from teachers' notes and observations may also be used to enrich findings from students' perceptions.

#### K. Research Plan (Jadwal Penelitian)

No.	Kegiatan	Bulan								
		April	Mei	Juni	Juli	Agustus	September	Oktober	November	Desember
1	Penulisan dan revisi proposal	x	x							
2.	Pengumpulan referensi	x	x	x	x	x	x	x	x	x
3.	Pembuatan instrumen	x	x	x						
4.	Pengumpulan data		x	x	x	x	x			
5	Analysis Data		x	x	x	x	x	x		
6	Penulisan laporan akhir					x	x	x	x	x
7	Seminar							x		
8	Penulisan Artikel			x	x	x	x	x	x	x
9	Pengiriman Artikel							x	x	x

#### I. Research Personel (Tenaga Peneliti dan Jangka waktu penelitian)

- a. Nama lengkap : Drs. Concilianus Laos Mbato, M.A., Ed.D. dengan gelar .
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/ : Penata/IIId

NIP/NP : P.1948

d. Jabatan Fungsional : Lektor

e. Jabatan Sekarang : Dosen MPBI

f. Fakultas/Pusat : FKIP

g. Universitas : Sanata Dharma

h. Bidang Ilmu

i. Jangka waktu : 23 Jam/Minggu 9 bulan (210 Jam)

## L. Research Budget (Biaya Penelitian)

### Rekapitulasi Biaya (Rp. 15.000.000)

No	Uraian	Jumlah (Rp)
1	Honorarium (maks 25%)	3750000
2	Bahan Habis Pakai	45000
3	Peralatan	
4	Perjalanan	
5	Lain-lain (termasuk pajak)	13550000
	<b>Jumlah Biaya</b>	<b>17345000</b>

#### 1. Honorarium

No	Pelaksana Kegiatan	Jumlah	Jml Jam	Honor/Jam	Jumlah
1	Peneliti Utama	1	560	6696,428571	3750000

#### 2. Lain-lain

No	Uraian	Volume	Biaya/Satuan	Total
1	Revisi Propoposal	20	50000	1000000
2	Pengembangan Instrumen Penelitian	15	50000	750000
3	Pengumpulan Referensi	15	40000	600000
4	Analisis data kuantitatif	20	50000	1000000
5	Analisis Data Kualitatif	20	50000	1000000
6	Penulisan dan Revisi Background	30	40000	1200000
7	Penulisan dan Revisi Literatur Review	50	50000	2500000
8	Penulisan dan Revisi Method	40	50000	2000000
9	Penulisan diskusi dan kesimpulan	70	50000	3500000
	<b>Jumlah Biaya</b>	<b>280</b>	<b>430000</b>	<b>13550000</b>

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## Appendix 1 Questionnaire

**Table 1: The use of reflections in public speaking class**

No.	Statement	Strongly disagree	disagree	undecided	agree	strongly agree
1	Reflections on my performances after each public class activity IN CLASS helped me to monitor, evaluate and develop my public speaking skills					
2	Reflections on my performances after each individual public class activity OUTSIDE class helped me to monitor, evaluate and develop my public speaking skills					
3	Assessments from my friends, lecturer, and myself in the rubric helped me to make deep reflections about my public speaking skills					
4	Reflections were powerful in helping me understand my strengths and weaknesses in public speaking skills					
5	Reflections helped me to be responsible for my own learning progress					
6	Reflections helped me to become a better public speaker than before taking public speaking class					

**Table 2: The use of multiple assessments in public speaking class**

No.	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
1	I learn a lot about my public speaking skills from regular peer assessments					
2	I learn a lot about my public speaking skills from the lecturer's assessments					
3	I learn a lot about my public speaking skills from regular self-assessments					
4	Peer assessments based on the rubric helped me to monitor my strengths and weaknesses in public speaking					
5	Self-assessments based on the rubric helped me to monitor my strengths and weaknesses in public speaking					
6	The lecturer's assessments based on the rubric helped me to monitor my strengths and weaknesses in public speaking					
7	Being assessed by my peers, my lecturer, and myself in the tests is an objective way to measure my public speaking skills					
8	I like being assessed by my peers, the lecturer, and myself in the weekly learning activities					
9	I like being assessed by my peers, the lecturer, and myself in the tests					

**Table 3: The combinations of multiple methods in public speaking class**

No.	Statement	Strongly disagree	disagree	undecided	agree
1	I like the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class				
2	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped me to be an independent learner.				
3	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped me to become a responsible learner				
4	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped me to understand my strengths and weaknesses in public speaking				
5	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped to realise that my success in public speaking depended mostly on myself				
6	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class made me become a better public speaker				
7	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class made me become a better learner				
8	The methods of learning in public speaking made learning fun				
9	I am a better learner after taking public speaking class				
10	I am motivated to continue learning independently after taking public speaking class				

Table 4: Perception about Public Speaking Skills before and after participation

Pre-Semester Public Speaking Skills						
No.	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
1	Rate your public speaking skills BEFORE taking public speaking class					
2	My speech production (pronunciation, voice volume, fluency, grammar, articulation) BEFORE taking Public speaking class					
3	My body movement (eye contact, move and gesture, facial expression) BEFORE taking Public Speaking Class					
4	My speech content (Attention getting opener, thesis & preview, idea development, conclusion and concluding remark, transition signals, knowledge of the material) BEFORE taking public speaking class					
5	Interaction with the audience BEFORE taking public speaking class					
6	My confidence to speak in public BEFORE taking public speaking class					

Post-Semester Public Speaking Skills						
No.	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
1	Rate your public speaking skills AFTER taking public speaking class					
2	My speech production (pronunciation, voice volume, fluency, grammar, articulation) AFTER taking Public speaking class					
3	My body movement (eye contact, move and gesture, facial expression) AFTER taking Public Speaking Class					
4	My speech content (Attention getting opener, thesis & preview, idea development, conclusion and concluding remark, transition signals, knowledge of the material) AFTER taking public speaking class					
5	Interaction with the audience AFTER taking public speaking class					
6	My confidence to speak in public AFTER taking public speaking class					

## Appendix 2: Public Speaking Rubric

Category	Elements	Poor	Fair	Good	Very Good	Excellent
Speech Production	Pronunciation	1	2	3	4	5
	Voice Volume	1	2	3	4	5
	Fluency	1	2	3	4	5
	Grammar	1	2	3	4	5
	Articulation	1	2	3	4	5
Body Movement	Eye Contact	1	2	3	4	5
	Move and Gesture	1	2	3	4	5
	Facial Expression	1	2	3	4	5
Content	Attention-getting Opener	1	2	3	4	5
	Thesis (Topic) & Preview	1	2	3	4	5
	Idea Development	1	2	3	4	5
	Conclusion & Concluding Remark	1	2	3	4	5
	Transition Signals	1	2	3	4	5
	Knowledge of the Material	1	2	3	4	5
Interaction	Interaction with the audience	1	2	3	4	5
	Confidence	1	2	3	4	5



# **Empowering Indonesian EFL Students' Public Speaking Skills through**

## **Multiple Learning Strategies**

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### ***Abstract***

This research aimed to find out whether the implementation of multiple learning strategies empowered Indonesian EFL students' public speaking skills. 56 students enrolled in three public speaking classes of Sanata Dharma University, Yogyakarta in the academic year 2017-2018 participated in the research. One overriding research question was postulated i.e., to what extent does the implementation of multiple learning strategies empower students' public speaking skills? To answer the question, classroom mixed method-research was employed where students filled out four different questionnaires and submitted focus group discussion (FGD) results at the end of the semester. Quantitative and qualitative data analyses indicated that students had very high perceptions about the use of and the combinations of reflections, peer-, teacher-, and self-assessments, and independent learning plans and activities. Students believed that multiple learning strategies implemented in Public Speaking Class enabled them to be independent, responsible, and better learners. They also acknowledged becoming better public speakers. Result from a paired samples t-test also strengthened the findings from descriptive statistics and FGD where students admitted having improved their public speaking skills considerably after participating in the research. These findings were encouraging considering Indonesian cultural values, which might otherwise hinder Indonesian students' public speaking skill developments. It can be concluded from the findings that multiple learning strategies implemented in public speaking class positively impacted on students' public speaking skills. This research offers suggestions for teachers and future researchers.

**Key Words: Public Speaking, Learning Strategies, Reflection, Assessment, Independent Learning, Indonesian social and cultural values**

## **1. Introduction**

Being able to speak in English well has driven many EFL learners around the world, including those in Indonesia, to pursue English language learning either at formal or non-formal language learning institutions. In recent decades, EFL learners are not only expected to speak in English well but also to perform public speaking activities in English successfully. In relation to the globalization of information, technology, commerce and fast interactions between people from different nationalities, public speaking skills become inevitable in the 21<sup>st</sup> century's learning, life and employment (see Yee & Abidin, 2014; Watkins, 2015; Mabuan, 2017; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). Responding to globalization challenges, higher education institutions in many parts of the world internationalize their curricula to include public speaking skills (Boromisza-Habashi, Hughes & Malkowski, 2016).

Public Speaking is a compulsory course for English language students at Sanata Dharma University, Yogyakarta, Indonesia. Through more than twenty years of teaching at the university, I found that Public speaking becomes one of the most challenging courses for students. Public speaking presents difficult challenges to non-native speakers of English since it requires a number of skills such as good language production (pronunciation, voice volume, fluency, grammar and articulation), an ability to speak in front of an audience, good confidence and interaction with the audience, body language and movement, content mastery, organization and delivery, and perfect time management. Students even face a greater challenge when their performance is assessed not for learning purposes but for testing. This observation confirms Pawlak's (2018) assertion that, despite the available online learning materials, non-native speakers learning English in a foreign language setting find speaking in English challenging.

Public Speaking may lead to students' increased level of anxiety and stage fright (Bippus & Daly, 1999; Durlik, Brown & Tsakiris, 2014; LeFebvre, LeFebvre & Allen, 2018). In their research on 192 students at Introductory Communication Courses at a large public university, Bippus and Daly (1999) found five major causes of stage fright, i.e., feeling afraid of committing mistakes, not knowing what role to play during speech, feeling humiliated, and failing to perform well (p. 70). They suggested these factors be openly and frequently addressed in any public speaking training.

Several studies on public speaking have been conducted in Indonesia (Anandari,

2015; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). Anandari (2015) found that having to speaking in public led to students' anxiety, which might be attributable to their social and cultural backgrounds. Moffatt (2012) asserted that Indonesian people tend to communicate indirectly, softly and very carefully in order to avoid public shame. They like to use body language and gestures to get the message across. These cultural traits may hinder Indonesian students from gaining success when they are required to speak in public.

Since Public Speaking is quite demanding and may be connected to students' cultural and social values, teachers need to come up with some strategies that could help students reduce the level of anxiety and focus on empowering themselves. Teachers' teaching strategies may have a positive or negative impact on students' ability to regulate their emotions (cf. Dornyei, 2005; Mbato, 2013). Teachers should encourage students to shift their attention from negative emotions towards learning since failing to control their anxiety may impair foreign language proficiency development (Jin, 2015, p. 59). The teaching strategies should help students to be more motivated and willing to put more efforts into learning despite the learning difficulties and challenges (cf. Dornyei & Ushioda, 2013).

So far, research about public speaking by Indonesian researchers has been focused on single strategies to facilitate students' learning (cf. Anandari, 2015; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). In this research, Indonesian students were provided with ample opportunity to develop multiple learning strategies that could diminish their cultural stumbling blocks (see Moffatt, 2012 above) and enabled them to focus on regulating their motivation to speak in public confidently and successfully. Teachers should not rely on students' own ability to manage the learning environment in order to maintain motivation and reduce anxiety as was the case found in Chaffee, Noels and McEown's study (2014). Rather than encouraging EFL learners to develop speaking strategies on their own, teachers need to envisage concrete actions to support them. As argued by Pawlak (2018), little research has been conducted on students' speaking strategies. This research furthered the argument by empowering students to develop and make use of various learning strategies to enhance their public speaking skills. It argued that motivated and resilient learners should be nurtured through teaching strategies that focused on creating a positive learning environment for students to experiment with learning and empower themselves.

The present study aimed to partly add and enrich the current literature by reporting

classroom mixed method-research on three major learning strategies designed to empower public speaking students of Sanata Dharma University in the 2017-2018 academic year, namely : (1) students' reflections about their learning experiences; (2) the implementation of self-, peer-, and teacher-assessment as learning feedback rather than merely as grading tools; and (3) independent learning activities where learners had the freedom to plan, monitor and evaluate their learning independent of the teacher's intervention;. These three learning strategies were undertaken based on the public speaking rubric provided by the teacher.

The current research addressed one overriding research question:

To what extent does the implementation of multiple learning strategies empower the students' public speaking skills? This question was elaborated into four sub-questions:

- (1) What are the students' perceptions about the role of reflections in public speaking?
- (2) What are the students' perceptions about the role of peer-, teacher-, and self-assessments in public speaking?
- (3) What are the students' perceptions about the combination of multiple learning strategies in public speaking?
- (4) Is there a difference in students' perception about their public speaking skills before and after participating in public speaking class?

Based on this research question (4), a null hypothesis and an alternative hypothesis were formulated:

H<sub>0</sub>: There is no significant difference in students' perception about their public speaking skills before and after taking public speaking class.

H<sub>1</sub>: There is a significant difference in students' perception about their public speaking skills before and after taking public speaking class.

## **2. Literature Review**

### **2.1 Learning strategies**

Learning strategies have been defined as students' thoughts and actions that are consciously directed towards specific learning goals (see Oxford, 1990; 1994; 2011; 2017; O'Malley & Chamot, 1990; Chamot, 2008; 2009a; 2009b). Learning strategies have been

found to facilitate students' learning management and success (see Chamot, 2009a; 2009b; Oxford, 1990; 1994; 2011; 2017; Mbato, 2013). However, as argued above, the students learning English in a foreign language setting needs to be facilitated to empower their speaking and public speaking skills (cf. Pawlak, 2018) rather than making them rely too much on their own abilities to regulate the learning environment (cf. Chaffee, Noels & McEown, 2014). Learning-centered teaching gives weight to the centrality and integration of independent learning. Therefore, students in this research were encouraged to plan, implement, monitor and evaluate their independent learning activities outside the classroom, make regular progress reports about their learning, and come to class with a learning goal and prepared public speaking outlines.

Learning strategies are central to the students' learning success (Oxford, 1990; 1994; 2011; 2017; O'Malley & Chamot, 1990; Chamot, 2009a; 2009b; Mbato, 2013). In my class the focus was on designing learning strategies that could nurture students' learning independence and success. As mentioned earlier, students need to think of and develop specific strategies to enhance their public speaking skills. One of the strategies that has gained popularity in literature is metacognitive learning strategy (cf. Oxford, 1990; 1994; 2011; 2017; Chamot, 2009a; 2009b). To be effective, metacognitive strategies should be directed to a certain skill. Mbato (2013) found that specific and achievable learning plans could facilitate students' learning progress and achievements.

In the light of technology advancements, learners could make use of the online learning materials since accessing the online learning materials have the potential to empower students' public speaking ability (Butler, 2017, p. 9). However, without a well-designed learning strategy, the availability of technological advancements will contribute little, if any, to the EFL students' speaking skills (see Pawlak, (2018). Making weekly independent learning plans is a first step for learners take the learning responsibility into their own hands. Being responsible for their on learning is an important element for the learners to become self-regulated, which in turn will contribute positively to their academic learning progress and achievements (Zimmerman, 2000; 2008; Mbato, 2013; Daniela, 2015).

## **2.2 Reflections**

As an English teacher who has been teaching English as a foreign language for more



than 20 years at the university, I realized that learning would be a success when it was well planned, monitored and evaluated. To be able to do so, learners need teachers who are willing to change teacher-centred interactions with the students. Zuniga and Simard (2016, p. 154) points out lack of fruitful interactions between the teacher and the students despite the long existence of the communicative language teaching. One strategy to create meaningful learning and constructive interactions in class is by supporting students to gain an accurate description of their public speaking proficiency development. Lockley (2013, p. 189) argues that a student's ability to measure their speaking ability correctly will help them to increase their willingness to speak, which in turn lead to increased proficiency. He further argues that (Lockley, 2013) that self-evaluation and classroom behavior are related to learners' perceptions about their speaking and communication competence (p. 190).

Student reflections could be used as powerful learning methods that derive from and make use of experiences (Finlay, 2008). Anandari (2015) and Mbato (2013) in their respective research on Indonesian EFL learners revealed that students' reflections impact their learning positively. By reflecting on and learning from their experiences, students will be able to construct new understanding that may constructively benefit their future language learning (see, Scanlan & Chernomas, 1997). Helping students to build the habits of reflecting about their learning should be an explicit teaching goal at the university (see, Hutchings, 2018). Gallego (2014) encourages more research on learners' reflective enterprises (p. 48). It is expected that through reflections, learners would come to my class with a positive and accurate perception about themselves as learners.

### **2.3 Assessment**

Developing effective learning strategies in students requires an integration of peer, teacher and self-assessments. Khonbi and Sadeghi (2013) have implemented these three kinds of assessments to 63 Iranian EFL University students and found that in general students indicated a positive attitude towards them. They argued that most testing at the education institutions have focused mainly on standardized testing rather than on their contributions to students' learning (p. 88). Black and Wiliam (2018, p. 3) argue that classroom assessment should enable students to learn something. Abdolrezapour, Tavakoli and Ketabi (2017) in their research about 50 EFL Iranian students' emotions using dynamic

assessment argue that “when learners become aware of the learning goals and assessment procedures, they can determine their expectations of success, which in turn enhance their motivation” (p. 232). They found, among others, that cognition, emotions, dynamic assessment could assist learners to enhance their performance (p. 234). Cheng and Fox (2016, cited in Krajka, 2017, p. 719) emphasize the importance of the interconnectedness between assessments of learners’ progress, achievements and learning. Good assessments should motivate students to engage more in learning and not stop merely at describing their language competence and skills. This research enriches the current literature on assessments since assessments were used as a learning tool and were integrated with learning plans and reflections (see discussion below on reflections).

Learners’ weekly independent learning plans and activities make use of the self-, peer- and teacher-assessments, which were all based on a public speaking rubric, and geared towards learners’ metacognitive awareness and strategies to enhance their public speaking skills. The plans were created based on students’ understanding of their strengths and weakness (cf. Khonbi & Seghi, 2013; Mbato, 2013).

Having assessment feedback from various sources was expected to enhance learners’ understanding about themselves as learners and prevent misconceptions. For this to happen, I used one public speaking rubric (see Appendix 2, p. 30). The rubric was used by the teacher, the individual students and their peers to assess the students’ public speaking performances both inside the class and independently outside the class. The independent learning plan, reflections and assessments are most effective when they are based on the learners’ prior learning experiences, which give them a better understanding of their strengths and weaknesses in relation to a certain skill (cf. Khonbi, 2013, p. 88; Mbato, 2013). Metacognitively, good learning will happen when learners monitor and evaluate their performances, and plan the strategies to fix the learning problems and improve the learning outcome (cf. Oxford, 1990; 2011; 2017; Chamot, 2009a; 2009b; Mbato, 2013; Mbato 2019).

To the best of my knowledge, there has been little research on public speaking in EFL learning contexts investigating the integration of multiple learning strategies. This research partially filled the gap and enrich the findings from previous research (Anandari, 2015; Jin, 2015; Abdolrezapour, Tavakoli & Ketabi ; Butler, 2017; Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018; Pawlak 2018) since it implemented classroom mixed

method-research where the teacher shared equal roles with the students to empower them to become the agents of their language learning change, progress and achievement. The teacher in this research acted more as a facilitator rather than a controller (cf. Chaffee, Noels & McEown, 2014).

The present study also aimed to enrich the study by Pawlak (2018). While Pawlak (2018) focused on investigating advanced learners' strategy use before, during and after the performance of two communication-based tasks, this paper reported classroom mixed methods-research on the strategies used by the teacher researcher to empower students to develop public speaking skills. Pawlak (2018) suggested lack of language learning strategies as one of the reasons why learners do not employ certain strategies in speaking. He also pointed out to lack of research on speaking strategies used by EFL learners. This research attempted to contribute to the current literature by integrating independent learning, assessments and students' reflections to facilitate students' public speaking developments. This article argues that integrating more than one learning strategy with the teachers acting more as facilitators would empower students' public speaking skills, an area of research which has gained little attention, particularly in the foreign language learning context (cf., Pawlak, 2018).

### **3. Method**

This study employed classroom mixed method-research where the teacher shared equal roles with the students to empower them to become the agents of their language learning change, progress and achievement (cf., Rainey, 2000; Jing, 2005; Burns, 2010; Banegas, 2011; Creswell, 2012). It collected both quantitative and qualitative data from four groups of public speaking classes at Sanata Dharma University, Yogyakarta, Indonesia from August 2017 to June 2018. The students were enrolled in two semesters of Public Speaking classes with each semester consisting of two classes. The number of students agreed to participate in the research was 56 consisting of 20 males and 35 females with the mean age of 20. The data collection was accomplished through Google Forms where students filled out a consent form in order to participate.

#### **3.1 Data Collection instruments**

Quantitative data in the form of four sets of Likert type questionnaires were collected at the end of the classes. The first questionnaire asked students to indicate their agreement to questions about reflections, the second about assessments, the third about the combinations of the teaching methods, and the fourth about the students' perceived improvements in public speaking skills at the beginning and at the end of the program. Questionnaires could be found in Appendix 1 (pp. 26-29). Qualitative data aimed to enrich the findings from quantitative data and were collected from students' Focus Group Discussion (FGD) on three reflective questions: (1) What are the benefits of the learning plan and progress report in Public Speaking class?; (2) In what way have you developed in Public Speaking class?; and (3) Are you planning to make your own learning plan and progress reports after completing public speaking class? These data were collected at the end of the semester.

### **3.3 Data Analysis**

Descriptive statistics were employed focusing on the means of the students' responses to questionnaires about reflections, assessments, and the combinations of the teaching strategies. Paired samples t-test was performed to determine whether or not there was a significant difference in students' perceived improvements about their public speaking skills before and after their participation in the research. Quantitative data analyses were conducted using SPSS 17. Qualitative data analyses focused on finding major issues and themes in relation to: (1) the benefits of the learning plan and progress report in Public Speaking class?; (2) how students have developed in Public Speaking class?; and (3) whether or not students were you planning to continue making learning plans and progress reports after completing public speaking class?

### **3.4 Typical Public Speaking Learning Procedures**

Typical classroom learning activities in my public speaking classes began with the students' progress reports to the teacher about their public speaking plans and activities outside the class. They were followed by group discussion and sharing, with the teacher moving around the class listening attentively and giving comments and feedback, when necessary. The students were then split up into several small groups. Each group was given a

chance to choose where they wanted to perform public speaking activities either inside the class or outside the class. In the group, the students would in turn present their prepared speech to the group. While presenting, the speaker was assessed by other group members using the public speaking rubric (see Appendix 2, p. 30). At the end of the presentation, the speaker had a chance to reflect on his or her presentation by filling out the same rubric. After every one in the group had presented, the filled rubric would be returned to the person. It was then followed by group discussion. The teacher would move around the groups, watching, listening, and participating in the group discussion.

When this activity was finished, everyone returned to class. In class, the teacher would give the students an opportunity to share their experiences and asked questions. Class discussions ended with each individual student writing a reflection about the learning experiences making use the feedback from peers, the teacher, and themselves. These reflections became the basis for them to make weekly learning plans. The plans consisted of the learning goals and activities to undertake outside the class, independent of the teacher's intervention. Outside the class, each student would pursue their individual learning goals and activities, either in groups or individually. The activities aimed to empower their public speaking skills as listed in the public speaking rubric. To do so, they were encouraged by the teacher to make use of the online learning materials. The students were also expected to make their public speaking outlines and speeches for the following class. At the end of the activities, which included practicing presenting the speech based on the outline, the students would make a reflection about their public speaking performance and filled out the rubric. The assessments on students' progress and achievements used the same rubric the class had been using both inside and outside the class.

From the research design, it was clear that the class learning, including assessments, was conducted in cycles integrating independent learning, progress reports, peer, teacher and self-assessments, and reflections. This was to take away the tension of class learning that focused too much on testing rather on students' learning and empowerment.

## 4. Data Analysis

This section presents findings from both quantitative and qualitative data analyses.

### 4.1 Perceptions about of reflections

Table 1 indicates the students' responses towards the use of reflections in public speaking class.

No.	Statement	Mean	Std. Deviation
1	Reflections in class and ability to plan, monitor and evaluate learning	4.51	.68
2	Reflections outside class and ability to plan, monitor and evaluate learning	4.49	.63
3	Assessments helped deep reflections	4.54	.57
4	Reflections help me understand strengths and weaknesses	4.51	.57
5	Reflections grows responsibility	4.44	.57
6	Reflections help me become a better public speaker	4.61	.56

As indicated in the table all participants showed a very high agreement to the six statements (ranging from Mean 4.44/Item 5 to Mean 4.61/Item 6) about the role of reflections in developing public speaking. They strongly agreed that they became more responsible learners (Item 5/ Mean, 4.44), better in planning, monitoring, evaluating their public speaking skills through reflection in class (Item 1/Mean, 4.51) and outside class (Item 2/Mean 4.49). In addition, they acknowledged the positive contributions of the peer-, teacher- and self-assessments to their ability to make deep reflections (Item 3/Mean, 3.54). As admitted by the students' high responses, reflections were powerful in helping them understand their strengths and weaknesses (Item 5/Mean, 4.44). Item 6, which asked students' overall assessment about their public speaking skills, showed the highest agreement (Mean 4.61) where students admitted that they became a better public speaker after joining the class. The overall students' positive responses to the role of reflections in



public speaking class reiterate the importance and power of reflections in students' learning, progress and achievement.

#### 4.2 Perceptions about peer, self- and teacher- assessment

Table 2 demonstrates students' responses towards the use of various assessments in public speaking class.

No.	Statement	Mean	Std. Deviation
1	Contribution of regular peer assessments on public speaking skills	4.57	.56
2	Contribution of the lecturer's assessment on public speaking skills	4.57	.56
3	Contribution of regular self-assessments on public speaking skills	4.32	.71
4	Contribution of peer assessments on monitoring strengths and weaknesses	4.61	.56
5	Contribution of self-assessments on monitoring strengths and weaknesses	4.44	.63
6	Contribution of lecturer's assessments on monitoring strengths and weaknesses	4.54	.57
7	Whether peer, teacher- and self-assessments in the tests were objective	4.58	.56
8	Attitude towards peer, lecturer, and self-assessment in weekly learning activities	4.44	.63
9	Attitude towards peer, the lecturer, and self-assessment in the tests	4.47	.63

The table above shows the students' high mean responses to three types of questions regarding the contribution of assessments to their public speaking skills. Item 1-3 asked students to indicate whether they learnt a lot about their public speaking skills from various assessments. Item 4-6 invited students' responses towards the contributions of various assessments to their ability in monitoring their strengths and weaknesses in public speaking. Item 7-9 focused on students' attitudes towards various assessments in class and in the test.

Students agreed that they learned a lot about their public speaking skills from various assessments with peer- and lecturer's assessments (Item 1 and 2) showed the highest mean (4.57) and self-assessment (Item 3) the lowest mean (4.32). They also indicated the highest agreement (Mean 4.61/Item 4) regarding the role of peer assessments based on the rubric on their ability to monitor their strengths and weaknesses in public speaking. The second highest response was Item 6 (Mean 4.54) whereby students had high favour towards the lecturer's assessments. The contribution of self-assessments (Item 5) towards their ability to monitor their strengths and weaknesses in public speaking recorded the lowest response (Mean 4.43). It seemed that students needed more training to learn from self-assessments rather than relying more on external assessments. The last three questions (Item 7-9) indicated students' positive attitudes towards the assessments in the tests and in the weekly learning activities. Students believed that being assessed by peers, the lecturer, and themselves in the tests was an objective way to measure their public speaking skills (Item 7/ Mean 4.57) and that they liked being assessed by peers, the lecturer, and themselves in the tests (Item 9/Mean 4.46. The lowest response for this group of questions was Item 8 (Mean 4.43) where students demonstrated positive attitudes towards assessments by peers, the lecturer, and themselves in the weekly learning activities. Overall, students showed positive attitudes towards the implementation of peer-, teacher- and self-assessments in public speaking class.

#### **4.3 Combinations of strategies**

Table 3 presents students' responses towards the combination of multiple learning strategies in public speaking class.

No.	Statement	Mean	Std. Deviation
1	Attitude toward the combination of various learning strategies in public speaking	4.58	.56
2	The combination of various learning strategies and being an independent learner.	4.58	.56
3	The combination of various strategies and being a responsible learner	4.31	.71
4	The combination of various learning strategies and self-understanding	4.61	.56
5	The combination of various strategies and awareness about success	4.43	.63
6	The combination of various learning strategies and being a better public speaker	4.54	.57
7	The combination of various learning strategies and becoming a better learner	4.58	.56
8	The methods of learning in public speaking made learning fun	4.43	.63
9	I am a better learner after taking public speaking class	4.47	.63
10	Motivation to learn independently after class completion	4.68	.54

The table indicates very high students' agreements to the ten attitudinal statements on the implementations of multiple strategies in public speaking class. The highest agreement was found in Item 10 i.e., with the students' admitting that they were motivated to continue learning independently after taking public speaking class (Mean 4.68). The second highest agreement was shown in the students' response to Item 4 (Mean 4.61). Students agreed that the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class made them become a better public speaker. Three statements demonstrated the same level of students' agreements (Item 1, 2, & 7/Mean 4.58). Students showed strong agreement to the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class (Item 1). They also favored highly the contribution of the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class in helping them to be an independent learner (Item 2). In addition, they admitted that the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class make them become a better learner (Item 7). However, though still very high, the students' responses to the influence of multiple strategies on their becoming responsible learners showed the lowest mean (Mean 4.32).

Qualitative data strengthened the findings from quantitative data regarding the benefits of various learning strategies implemented in public speaking class. For example,

Focus Group Discussion 1 highlights the contributions of learning plans and progress reports on students' ability to monitor and assess their learning achievement:

Reflection and progress report can be used to help us to monitor and assess our achievement or progress in learning public speaking from the beginning until the end of the semester, know about everything we learned during the teaching and learning process inside or outside classroom and everything we need to improve to increase our public speaking performance skills, whether we have developed our or not yet (FGD 1).

They also mentioned that learning plans helped them to create better learning strategies and time management:

Learning plan can be used to help us to create better strategies for us to make a good speech (both informative speech and persuasive speech), manage our time wisely because we already have a schedule which set our time to practice so that we can decide a right time for doing certain useful activities, such as brainstorming ideas, making an outline and script of speech, and doing repetition of practice. It can also help us to organize our material well, focus on a particular target in learning, and manage our time. (FGD 5).

Other groups, for example, Group 9, asserts the benefits in terms of time management and knowledge improvement.

We become a person who can manage our time wisely especially in our practice. In our activities that we had done, there are so many things that can improve our skills in our progress and it is very meaningful for us. We also can get some knowledge through the media that we use, such as videos on youtube or any other media, films, movies, and songs in order to help us to become a good speaker (FGD 9).

Similarly Group 3 asserts that the multiple learning strategies in class helped them to be more responsible for themselves, understand what they lacked and led them to work our skills that they lacked. They also taught them to assess themselves critically and wisely (FGD 3). They also added how the learning strategies in class pushed them to form a good learning habit and ability to do self-assessment:

The benefits of the weekly individual learning plan and progress report are the habit of practice of public speaking and the evaluation during the week from the Public Speaking. We can know the weaknesses from our public speaking and we know the improvement in the public speaking in every week. Not just depend on the friend's evaluation but it is also from self-evaluation. We can know the progress from the week 1 until the last week about the improvement in the weaknesses.

Students valued having clear plans in learning as seen from this group's discussion result:

Through the weekly individual learning plan, everything we did would be clearer and directed because we already have a plan. While through the progress report we can evaluate ourselves, knowing our strengths and weaknesses. Because from the assessment and reflection each week we can see what progress we have (FGD 8).

What are the benefit of the weekly individual learning plan and progress report?  
The benefit of the weekly individual learning plan and progress report is to make us have a purpose every time we come to class. We know what we are going to learn and what we are going to do, because of that we can prepare our speech in order to improve our public speaking performances (FGD F 5).

The benefits of the weekly individual learning plan and progress report are so many. Based on our thoughts, weekly individual learning plan can make everything that we want to do become easier and clearer because we already have a plan to do, and progress report helps a lot to make us know about our weakness, then we can avoid our weakness in the future, it also helps us to increase our skills in public speaking, those 2 things literally help us to realise that we still makes lots of mistakes, also it makes everything that we want to do become clearer and easier (FGD 6).

#### 4.4 Public Speaking Skills before and after joining the class

Table 4-6 show the results of the *paired samples t-test* comparing means of students' responses on twelve items of public speaking skills measured prior to and after joining public speaking classes.

**Table 4: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Public Speaking Skills before taking Public speaking class	2.6766	337	.95392	.05196
	Public Speaking Skills after taking Public Speaking class	4.1513	337	.58575	.03191

**Table 5: Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Public Speaking Skills before taking Public speaking class & Public Speaking Skills after taking Public Speaking class	337	.083	.131

**Table 6: Paired Samples test**

Paired difference							
95% Confidence Interval of the Difference							
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df Sig. (2-tailed)
Pair 1 Public Speaking before- Public Speaking after	-1.47478	1.07741	.05869	-1.59022	-1.35933	-25.128	336 .000

A paired sample t-test was conducted to examine scores on students' perceived public speaking skills as the dependent variable measured prior to and after taking the class. The result demonstrated a significant perceived improvement between the pre-participation level, 2.67, SD = .95392, and post participation level, 4.15, SD = .58575,  $t(336) = -25.12$ ,  $p < .0.5$ . Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that multiple learning strategies implemented in public speaking class was perceived to positively impact on students' public speaking skills.

Results from qualitative data analyses below supported the findings from the paired sample t-test. The following students admitted that they had developed in many areas of public speaking skills. For example, Focus Group Discussion 5 and 6 wrote:

By attending in public speaking class, we think that we have already developed our self. The first one is self-confidence; we learn how to control our expression and behavior in front of the audience. The second one is how to deliver the information clearly and interestingly. The third, we have improved on how to develop ideas specifically so it makes the speech not confusing for the audience (FGD 5).

In public speaking class, we have already developed lots of things through speaking practice, because practice makes perfect. We did more than 2 speaking practice in our home also when in the class in front of our friends in 1 group. It literally can help us to develop our public speaking skills. We were frequently got nervous but through lots of practices to talk a lot, to talk in front of many people, the nervousness



can be avoided by us, but it needed time. We also did lots of practice in order to avoid mispronunciation which was usually appeared, also about our body gestures which were still looked weird while talking. By practicing a lot, we can do public speaking better (FGD 6)

Other groups mentioned the benefits of attending Public Speaking class in relation to specific language skills and competence. For example,

We develop our public speaking performance and how to improve our speech productions (pronunciation, voice volume, fluency, grammar, and articulation) by learning how to make a well-prepared learning plan and doing repetition of practice (FGD C2).

Group FGD C9 adds:

First, it is about the speech production: in this class, the things that we have developed are the voice volume, in this part we already can control our voice volume, and the other part we have to improve our pronunciation, fluency, and also the articulation in our speaking.

Another group also showed their agreement to the benefits of attending Public Speaking class particularly regarding the strategies implemented in class.

In Public Speaking class, we developed our speaking skills. We practiced to improve our confidence, critical thinking, and how to be a good public speaker. Every week, we practiced in our small group and assess each other with the rubrics given by the teacher [originally the teacher's name]. From the rubrics, we can see our progress and what aspects that we need to improve more. We also made progress reports and reflections every week. We can see our progress from the beginning until now. We can see what to improve and focus on what we should want to improve (FGD C6).

Students showed commitments to continuing making learning plans and progress reports form themselves when asked if they planned to continue the practice now that they had completed public speaking class.

Yes, we are planning to make our own learning plan in progress report. Actually, we never plan to make such a beneficial thing like that, but after knowing and learning in public speaking class, we realized that making our own learning plan in progress report will be very useful for us to overcome our problems in public speaking class (FGD 1).

*Yes, we make and planning our progress report because it help us to know more about our skills and ability. We make planning by ourselves and learning autonomously. We learn not only in the classroom. Learning in the classroom is not*

*enough. We need to learn by ourselves. If we have planning, we will be more motivated to improve our skills because we have target (FGD 5).*

Yes, we still have a plan to continue to make our lesson plan and progress report because it is really helpful for us to face another course that needs our speaking skills and make us become a good teacher. The lesson plan and progress report are very useful for our learning progress, we can do some activities that can help us in our learning, it also likes our journal or diary so we can know the activities that we have done during a week and I think it is very interesting. Through these activities, we can know our progress in learning and what the things we need to improve (FGD 9).

## **5. Discussion**

This research addresses one overriding research question, i.e., to what extent does the implementation of multiple learning strategies empower the students' public speaking skills? In general, results from both the quantitative and qualitative data analyses demonstrated that the implementation of multiple learning strategies empowered students' public speaking skills. Firstly, students indicated that their involvements in reflecting about their public speaking skills both inside and outside the class had empowered them to become better public speakers. Through reflections, they learnt to understand their strengths and weaknesses, plan, monitor and evaluate learning, and embrace the learning responsibility. This finding strengthens previous authors' arguments that students' reflections should be an important component of learning because of their positive impacts on learning, progress and achievements (see e.g., Finlay, 2008; Lockley, 2013; Mbato, 2013) and that university teaching should help students build the habits of reflecting about their learning and learning experiences (see Hutchings, 2018).

Another major finding is this study is related the implementation of peer-, teacher-, and self-assessments. Overall, students viewed these assessments very positively. They liked being assessed by peers, the teacher and themselves both inside and outside the class. They also viewed assessments by peers, the teacher and themselves in the tests highly. These findings align with Khonbi and Sadeghi's (2013) study in that in general students at an Iranian University indicated a positive attitude towards assessments by peers, the teacher and themselves and that testing should contribute to students' learning rather than focus merely on standardized testing. Students in this study also acknowledged that the implementations of multiple assessments had contributed positively to the developments of

their public speaking skills. This finding confirms the results from Abdolrezapour, Tavakoli and Ketabi's (2017) research about 50 EFL Iranian students' emotions using dynamic assessments. They revealed that learners' awareness about learning expectations and the assessments could influence their learning performance, success, and motivation. Assessments should help students to understand their strengths and weaknesses in learning and prompt them to plan, monitor and evaluate their learning progress and achievements.

In addition, students in this research indicated that they had higher ability to learn from others' assessments than from self-assessments. They demonstrated more positive attitudes towards being assessed by others than themselves. It seemed that the culture and practices of assessments at the university, and also at the previous schooling, had negatively impacted on students' ability to believe and learn from self-assessments. Rather than merely focusing on standardized testing, university learning should be designed to support learners to learn from assessments (cf. Abdolrezapour, Tavakoli & Ketabi, 2017; Khonbi & Sadeghi, 2013; Mbato, 2013; Mbato, 2019). In this case, students needed more training to learn from self-assessments rather than relying more on external assessments, and their individual ability to regulate the learning environments (cf. Chaffee, Noels, & McEown, 2014).

Furthermore, students, through both quantitative and qualitative data analysis results, showed very high perceptions towards the combinations of multiple learning strategies in public speaking class. They revealed becoming more independent and responsible learners, and better learners and speakers. They acknowledged having a better understanding about their strengths and weaknesses in relation to public speaking skills and could plan, monitor and evaluate their learning and learning strategies using this understanding. In other words, they indicated increased awareness about the importance of having a learning goal and of managing themselves and their public speaking skills both individually and together with the teacher and their classmates. Paired samples-t test strengthened the findings from descriptive statistics and qualitative data analysis as it indicated significant students' perceptions about their public speaking skills before and after joining the class.

Findings in this study enriched the study by Pawlak (2018). While Pawlak (2018) focused on investigating advanced learners' strategy use before, during and after the performance of communication-based tasks, this article reports classroom mixed methods-research on the strategies used by the teacher to empower students to develop public

speaking skills. Pawlak (2018) argued that lack of language learning strategies resulted in students' ability to employ certain strategies in speaking. This research furthered the argument by demonstrating that EFL teachers need to facilitate students' use of multiple learning strategies. The implementations of reflections, independent learning, progress reports, peer-, teacher- and self-assessments in this research showed favorable acceptance among Indonesian EFL learners.

Students in this research acknowledged being more strategic, confident and successful in learning and performing public speaking skills. This finding shed optimistic wave particularly to Indonesian students' ability to speak in public. It was suggested in the introduction section of the article that having to speaking in public led to Indonesian students' anxiety, which might be attributable to social and cultural backgrounds (see Anandari, 2015). It was also underlined that (see Moffatt, 2012) Indonesian people tended to communicate indirectly, softly and very carefully in order to avoid public shame, and that they liked to use body language and gestures to get the message across. These cultural traits were seen to hinder Indonesian students from gaining success when they were required to speak in public. However, as demonstrated by both quantitative and qualitative data results, students admitted becoming better learners and public speakers after taking public speaking class. They were able to manage increased level of anxiety and stage fright because of having to speaking in public (see Bippus & Daily, 1999; Durlak, Brown & Tsakiris, 2014; LeFebvre, LeFebvre & Allen, 2018). Therefore, EFL teachers should not expect students to manage themselves and their learning on their own (cf. Chaffee, Noels & McEown, 2014). Supporting them to be strategic (see Chamot, 2009a; 2009b; Oxford, 1990; 1994; 2011; 2017; Mbato, 2013) will eventually lead them to becoming more self-regulated learners, who could maximize their learning potential and achieve rewarding academic success (see Zimmerman, 2000; 2008; Mbato, 2013; Daniela, 2015).

## **6. Conclusion**

Public speaking may present difficult challenges for many EFL learners. In addition to having to speak in English, they are expected to speak in front of the audience successfully. It is even more daunting when the performance is being assessed by their teachers. Because of these challenges, EFL learners need to be in a learning environment

which supports them to focus on learning rather than merely on testing. This research has shown that facilitating learners' learning helped them to develop themselves as learners and the skills necessary to be successful public speakers. Through independent learning plan and activities, students' reflections, and peer-, teacher- and self-assessments, learners in this research acknowledged becoming more independent, responsible, and better learners, as well as more confident and better public speakers after taking public speaking course. Overall, the implementation of multiple learning strategies in this research has empowered students' public speaking skills. They were able to overcome Indonesian traditional cultural values that might otherwise have impaired them from developing their public speaking skills. Despite its encouraging results, this research has a limitation in that it relies on data from students' perceptions. EFL teachers and future researchers may need to administer a valid and reliable test to collect data on students' public speaking skills at the beginning and end of the research. Data from teachers' notes and observations may also be used to enrich findings from students' perceptions.

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## Appendix 1 Questionnaire

**Table 1: The use of reflections in public speaking class**

No.	Statement	Strongly disagree	disagree	undecided	agree	strongly agree
1	Reflections on my performances after each public class activity IN CLASS helped me to monitor, evaluate and develop my public speaking skills					
2	Reflections on my performances after each individual public class activity OUTSIDE class helped me to monitor, evaluate and develop my public speaking skills					
3	Assessments from my friends, lecturer, and myself in the rubric helped me to make deep reflections about my public speaking skills					
4	Reflections were powerful in helping me understand my strengths and weaknesses in public speaking skills					
5	Reflections helped me to be responsible for my own learning progress					
6	Reflections helped me to become a better public speaker than before taking public speaking class					

**Table 2: The use of multiple assessments in public speaking class**

No.	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
1	1. I learn a lot about my public speaking skills from regular peer assessments					
2	I learn a lot about my public speaking skills from the lecturer's assessments					
3	I learn a lot about my public speaking skills from regular self-assessments					
4	Peer assessments based on the rubric helped me to monitor my strengths and weaknesses in public speaking					
5	Self-assessments based on the rubric helped me to monitor my strengths and weaknesses in public speaking					
6	The lecturer's assessments based on the rubric helped me to monitor my strengths and weaknesses in public speaking					
7	Being assessed by my peers, my lecturer, and myself in the tests is an objective way to measure my public speaking skills					
8	I like being assessed by my peers, the lecturer, and myself in the weekly learning activities					
9	I like being assessed by my peers, the lecturer, and myself in the tests					

**Table 3: The combinations of multiple methods in public speaking class**

No.	Statement	Strongly disagree	disagree	undecided	agree
1	I like the combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class				
2	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped me to be an independent learner.				
3	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped me to become a responsible learner				
4	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped me to understand my strengths and weaknesses in public speaking				
5	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class helped to realise that my success in public speaking depended mostly on myself				
6	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class made me become a better public speaker				
7	The combination of public speaking rubric, learning assessments, reflections and progress reports in public speaking class made me become a better learner				
8	The methods of learning in public speaking made learning fun				
9	I am a better learner after taking public speaking class				
10	I am motivated to continue learning independently after taking public speaking class				

Table 4: Perception about Public Speaking Skills before and after participation

Pre-Semester Public Speaking Skills						
No.	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
1	Rate your public speaking skills BEFORE taking public speaking class					
2	My speech production (pronunciation, voice volume, fluency, grammar, articulation) BEFORE taking Public speaking class					
3	My body movement (eye contact, move and gesture, facial expression) BEFORE taking Public Speaking Class					
4	My speech content (Attention getting opener, thesis & preview, idea development, conclusion and concluding remark, transition signals, knowledge of the material) BEFORE taking public speaking class					
5	Interaction with the audience BEFORE taking public speaking class					
6	My confidence to speak in public BEFORE taking public speaking class					

Post-Semester Public Speaking Skills						
No.	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
1	Rate your public speaking skills AFTER taking public speaking class					
2	My speech production (pronunciation, voice volume, fluency, grammar, articulation) AFTER taking Public speaking class					
3	My body movement (eye contact, move and gesture, facial expression) AFTER taking Public Speaking Class					
4	My speech content (Attention getting opener, thesis & preview, idea development, conclusion and concluding remark, transition signals, knowledge of the material) AFTER taking public speaking class					
5	Interaction with the audience AFTER taking public speaking class					
6	My confidence to speak in public AFTER taking public speaking class					



## Appendix 2: Public Speaking Rubric

Category	Elements	Poor	Fair	Good	Very Good	Excellent
Speech Production	Pronunciation	1	2	3	4	5
	Voice Volume	1	2	3	4	5
	Fluency	1	2	3	4	5
	Grammar	1	2	3	4	5
	Articulation	1	2	3	4	5
Body Movement	Eye Contact	1	2	3	4	5
	Move and Gesture	1	2	3	4	5
	Facial Expression	1	2	3	4	5
Content	Attention-getting Opener	1	2	3	4	5
	Thesis (Topic) & Preview	1	2	3	4	5
	Idea Development	1	2	3	4	5
	Conclusion & Concluding Remark	1	2	3	4	5
	Transition Signals	1	2	3	4	5
	Knowledge of the Material	1	2	3	4	5
Interaction	Interaction with the audience	1	2	3	4	5
	Confidence	1	2	3	4	5

### Appendix 3: Bukti Pengiriman Artikel ke Humaniora UGM (Sinta 2)

The screenshot displays the 'Active Submissions' page of the Humaniora UGM journal website. The page features a red header with the journal's logo and ISSN information. A navigation menu is located below the header. The main content area shows a list of active submissions, with one submission visible: ID 49060, submitted on 08-27, titled 'EMPOWERING INDONESIAN EFL STUDENTS' PUBLIC SPEAKING...', and currently in the 'Awaiting assignment' status. A sidebar on the right contains links to various journal resources. The Windows taskbar at the bottom shows the date as 04/11/2019.

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## LAPORAN PENELITIAN

### **The Impacts of Reflections on Indonesian Pre-Service English Teachers' Metacognitive Awareness in Teaching**

Diajukan Kepada  
Lembaga Penelitian dan Pengabdian Kepada  
Masyarakat Universitas Sanata Dharma



Oleh:

Veronica Triprihatmini, M.Hum., M.A.

**Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Sanata Dharma  
November 201**

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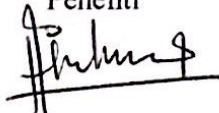


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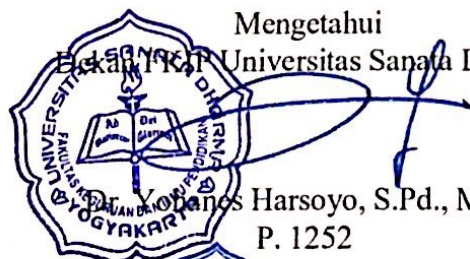
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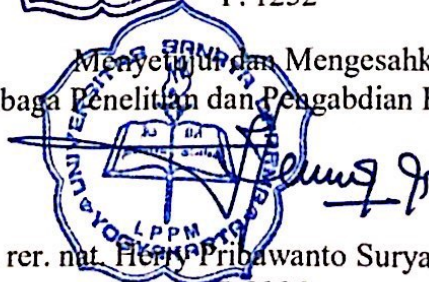
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Ketua Lembaga Penelitian dan Pengabdian Kepada Masyarakat



Dr. rer. nat. Herry Pribawanto Suryawan, M.Si.  
P.2236

# **The Impacts of Reflections on Indonesian Pre-Service English Teachers' Metacognitive Awareness in Teaching**

## **Abstract**

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Teachers in the 21<sup>st</sup> century face difficult challenges of meeting learners' ever changing learning and life demands. They are expected not only to possess declarative, procedural and conditional knowledge but also to have the ability and skills to plan, monitor and evaluate their teaching. To be successful in teaching requires the teachers' metacognitive awareness. One of the strategies to raise the teachers' metacognitive awareness is reflective practice. This study aimed to find out whether reflections have the potential to enhance Indonesian pre-service English teachers' metacognitive awareness. One research question was postulated in the study, i.e., To what extent do reflections impact on the preservice teachers' metacognitive awareness in teaching? To answer the question, a mixed methods approach was implemented aiming to collect both quantitative and qualitative data. Quantitative data from the pre-semester and post-semester were analyzed both descriptively and statistically. Qualitative data from students' reflections and focus group discussions focused on finding major themes related to the pre-service teachers' metacognitive awareness in teaching. Results from the analyses revealed that Indonesian pre-service English teachers' metacognitive awareness increased after participating in the research. This increase was mostly due to the explicit reflections of the elements of metacognition in teaching.

**Key words: Metacognitive Awareness, Reflections, Knowledge of cognition, Regulation of cognition, pre-service English teachers**

## **A. Background of the study**

Teachers in the 21<sup>st</sup> century face difficult challenges of meeting the demands of students' learning. They are expected not only to possess fundamental content knowledge about teaching but also the ability and skills to transfer their knowledge into meaning class learning. One of the skills they need to possess in order to ensure quality teaching is



metacognitive awareness.

Traditionally, metacognition has been related to learning strategy, that is, how learners make use of their thinking to plan, monitor and evaluate their learning (Chamot, 2004; 2008; 2009a; 2009b; Chamot., Barnhardt., El-Dinary., & Robbins, 1999; Chamot, ., & O'Malley, 1994; Mbato, 2013). In the past few years, metacognition has ventured into the realm of teachers. The work by Schraw (1998; 2001), Schraw and Dennison (1994), Schraw and Moshman (1995) and Balcikanli (2011), among others, brought impetus to the importance of teachers being metacognitive. Being metacognitive means that they need to be able to plan, monitor and evaluate their teaching in order to make it effective and impact positively on learners' learning. As such teachers have to be life-long learners who keep learning from their own lesson plan and its implementation in the classroom.

Recent studies reviewed below have attempted to investigate teachers' metacognitive awareness in learning teaching. One such study was conducted by Alkan and Erdem (2014). Their study suggested a close relationship between college pre-service teacher candidate's metacognitive awareness, self-efficacy and perceived subject matter competence. In her research on 75 female pre-service teachers in Ajman University (2015), Abdellah found that pre-service teachers needed metacognition in learning. This researcher suggests more research on pre-service teachers' strategies to increase their metacognitive awareness and their impacts on learning and teaching performance. This finding finds support in a study of 100 primary school teachers in Puchong, Selangor (Palantis , Mohamed, Ibrahim, Ismail, Anuar, Marof, & Buang, 2017). Their study revealed that students' good academic achievements were related to the teachers' high metacognitive awareness. Another study (Ozturk, 2018) asserted a correlation between teachers' metacognitive awareness and the implementation of metacognition in teaching. This study suggests the development of metacognitive awareness in teaching over a long period of time. This finding implies that training teachers to be

metacognitively aware can't be done overnight. Another study (Gopinah, 2014) found a very high connection between the teachers' metacognitive awareness and their ability in teaching. This study suggests the inclusion of metacognitive awareness training for teachers.

Schools in Indonesia have been implementing the 2013 Curriculum in the past six years. However, many teachers, as indicated by some studies reviewed below, found difficulty in implementing the curriculum. Ahmad (2014) revealed that part of the difficulty in implementing the 2013 curriculum in English teaching was the teachers' fixed paradigm, which was particularly evident in their dominating and controlling teaching strategies. Suyanto (2017) found that teachers in Indonesia need more training in implementing the curriculum. Similarly, Poedjiastutie, Akhyar, Hidayati and Gasmi (2018) found three factors inhibiting the successful implementation of the Indonesian curriculum, i.e., a top-down policy, lack of needs analysis and curriculum evaluation. It seems that little has changed in terms of the classroom learning in Indonesia since Lamb (2004) and Marcellino (2008). In their research, they found that many classrooms in Indonesia were teacher-centred and did not encourage critical thinking to grow.

One strategy to help the teachers in developing their professionalism in teaching is through reflective practice. Reflections have been defined as the continued learning process emanating from and through direct experiences (Finley, 2008). Reflections, when conducted over a long period of time had the potential to increase pre-service English teachers' self-awareness about themselves as teachers and about their teaching (Arslan, 2018, p. 13). Similarly, in their study, Davis and MacDonald (2019) found that reflections focused on self-evaluation could impact the teachers' professional development. Through reflections, teachers improve their awareness about themselves and their experiences, and gain new knowledge, which will be beneficial for future learning (Scanlan & Chernomas, 1997). So far, very few studies have been conducted to investigate the relationship between reflections and teachers'

metacognitive awareness in teaching. Various studies have recorded the implementations of reflections to increase the teachers' understanding about themselves as teachers and their professional development (see, e.g., Davis & MacDonald, 2019; Matthew, Matthew, & Peechattu, 2017). Likewise studies about the relation between teacher reflections and their professional developments have been conducted by Indonesian researchers. Tosriadi, Asib, Marmanto, & Azizah (2018), for example, found that reflections positively impacted teachers' pedagogical content knowledge. Another study (Hermagustiana, Hamra, Rahman, & Salija, 2017) investigated the teachers' cognition in EFL vocabulary instruction through their written teachers' reflections. This study revealed that teachers had very good awareness about their cognition when teaching EFL vocabulary. The study, however, did not investigate how reflections could be used to increase teachers' cognition in EFL vocabulary instruction.

This research argued that possessing metacognitive awareness in teaching would help teachers to understand the curriculum and implement it successfully. One strategy to facilitate the teachers in increasing their metacognitive awareness in teaching is through reflections. This research was conducted to increase our understanding about how reflections could be used to increase students' metacognitive awareness in teaching. In particular, it aimed investigate to what extent the pre-service English teachers at the English Education Study Program, Sanata Dharma University, Yogyakarta could enhance their metacognitive awareness through reflective.

## **B. Problem Formulation**

The current research addresses one overriding research question:

**To what extent do reflections impact on Indonesian preservice English teachers' metacognitive awareness?**

## **C. Objective of the Study**

This study aims to seek findings and insights about:

1. The pre-service English teachers' metacognitive awareness in teaching
2. Whether or not reflections empower the pre-service English teachers metacognitive awareness in teaching

#### **D. Benefit of the Study**

This research is expected to give benefits to:

Pre-service English teachers on how to make use of reflections as a strategy in teaching

1. Pre-service English teachers on how make use of reflections to improve their metacognitive awareness in teaching
2. Lecturers on how to make use of various learning strategies to empower pre-service teachers' metacognitive awareness.
3. Researchers on how to conduct further research on strategies to empower pre-service teachers' metacognitive awareness in teaching

#### **E. Literature Review**

##### **1. Metacognitive Awareness**

Literature on metacognition has attracted researchers, educators and teachers in the past fifty years. Beginning with the work of Flavell (1971; 1979) on metacognitive monitoring, the impacts of metacognition on students' learning and success have been widely researched. It has been found that learners who are successful possess and display learning strategies. In the field of English language learning, Chamot (2009), and Oxford (1994; 2010; 2017) have been popularly cited as the most impacting writers on metacognitive learning strategies in EFL/ESL learning. Other researchers (e.g., Jamaris, 2013; Hou, 2015) have also investigated the relationship between metacognitive strategy and English language learning.

One area of metacognition that has gained popularity in the past few years is metacognitive awareness. Schraw (1998; 2001) has been much credited with the research on metacognitive awareness particularly with his Metacognitive Awareness Inventory. Balcikanli

(2011) modified Schraw's Metacognitive Awareness Inventory for teachers. Since then there has been an increasing interest in research about the teachers' metacognitive awareness in teaching (Abdellah, 2015; Fata, & Ismail, 2017; Hou, 2015; Ozturk, 2018).

Although metacognition is mentioned as one of the students' skills in the 2013 Indonesian Curriculum, so far there has been very little research regarding how to support students to be metacognitive in learning. The lack of metacognitive learning in the Indonesian curriculum derives mostly from lack of the teachers' knowledge and skills about metacognition. In order for teachers to assist learners to implement metacognitive learning strategies, they must themselves become metacognitive. Two areas of metacognition should be the teachers' main priority in designing, implementing and evaluating their lessons, i.e., knowledge of cognition and regulation of cognition. Knowledge of cognition constitutes declarative, procedural, and conditional knowledge, while regulation of cognition consists of planning, monitoring and evaluation (see, e.g., Schraw & Dennison, 1994; Balcikanli, 2011; Mbato, 2013). Teachers' declarative knowledge relates to the teachers' understanding about their teaching; it is the what; what they know about teaching, their strengths and weaknesses, and whether or not they have the skills and ability to control their teaching. Procedural knowledge (the how) is concerned with what skills and techniques they choose in teaching and their impacts on students' learning. Conditional knowledge (the why, when, with whom) helps the teachers to respond in a certain way in their teaching in accordance with the demands of the learning and teaching tasks.

Regulation of cognition helps the teachers to plan their teaching including what strategies and materials to use. It also assists them to monitor their plans and how the lessons proceed. It leads to the teachers' making decisions and finding solutions in teaching as demanded by the situations. The evaluation element of regulation of cognition prompts the teachers to look back at their teaching, i.e, what went well and what went wrong. It also leads

them to making better plans.

Recently a number of researchers have conducted studies about the teachers' metacognitive awareness in teaching. These studies are similar in their assertion about the importance of teachers' metacognitive awareness in teaching. However, they lack information about how teachers' metacognitive awareness could be harnessed. For example, Gopinath (2014) found that the teachers' metacognitive awareness not only impacts their teaching positively but also effects class learning, atmosphere and students' engagement in learning. Another researcher (Akgun, Semsek, & Tuzcuoglu, 2017) argued that the teachers' metacognitive awareness in teaching made a difference in students' learning and urged explicit training of metacognitive awareness for pre-service and in-service teachers. Similarly, Palantis, Mohamed, Ibrahim, Ismail, Anuar, Ma'rof, & Buang (2017) revealed that metacognitive awareness does not have a significant correlation with the teachers' age, gender, academic expertise, and teaching experiences. Their finding suggests that metacognitive awareness needs to be trained and practiced regularly and intentionally for the teachers' teaching to positively impact students' learning.

The above studies confirmed the primacy of teachers' metacognitive awareness in teaching. Yet, metacognitive awareness is not a given trait. The current researcher argues that explicit instruction on teachers' metacognitive awareness in teaching needs to be undertaken in order to provide sufficient data about how teachers' metacognitive awareness could be promoted. One strategy to enhance the teachers' metacognitive awareness is through reflective practice on their metacognitive awareness in teaching.

## **2. Reflective Practice**

Research in reflective practice has attracted many teachers, practitioners and researchers around the world. The studies reviewed below demonstrate the metacognitive awareness in teaching contributes positively to the teachers' teaching and students' learning.



However, as will be clear in the critical review of each study, they need to be enriched with further studies. Qualitative research by Matthew et al (2017) found that 13 pre-service teachers' metacognitive awareness impacted their teaching positively. This study, while illuminating, needs to be enriched with a bigger sample study. It also needs data on how pre-service teachers' metacognitive awareness in teaching could be enhanced. Reflections on the teachers' pedagogical content knowledge had the power to improve the teachers' professionalism in teaching and in helping students' learning (Tosriadi, et al, 2018). Because of having a very small sample (two teachers), this study needs to be strengthened with a bigger sample study. In addition, reflections have been used only in reflecting on the teachers' pedagogical content knowledge, i.e., the teachers' declarative knowledge. A more comprehensive study on the benefits of reflections on all elements of metacognitive awareness in teaching (see, Schraw, 1998; 2001; Baikalin, Mbato, 2013) is needed.

Reflections have become an importance element of learning in many education traditions around the world. Jesuit education has always integrated reflections in their education (see, Cheney, c.2003; Chubbuck, 2007) through its Ignatian Pedagogy. Ignatian Pedagogy offers learners the opportunity to develop three areas, i.e., competence, conscience, and compassion, which are accomplished cyclically through experience, reflection, action, and evaluation. These four phases of learning are conducted in a certain learning context (cf. Cheney, c.2003; Chubbuck, 2007).

Reflections are grounded in the experiences, and forces the teachers to learn from them. The learning experiences, which are reflected, helps the teachers to construct new knowledge and understanding that are crucial in their growth to be a professional (cf. Scanlan & Chernomas, 1997; Finley, 2008). Arslan, (2019) found that "Reflecting over a period of time can aid EFL preservice teachers in increasing their self-awareness as teachers as well as their awareness of the teaching context" (p. 13). This finding is supported by Davies and McDonald

(2019) who found that self-evaluative reflections have greater impacts on teachers' professional development than the appraisal system.

In the context of education in Indonesia, this study comes at the right time since it offers the teachers information and ideas about how to be metacognitive in their teaching. This study also helps the teachers to make their lessons meaningful and fruitful since the teachers learn to plan, monitor and evaluation their teaching as well as have the knowledge base, skills and strategies to make use of in teaching. In order to increase their metacognitive awareness in teaching, this research makes use of reflections. In this case, reflections are guided by the principles of metacognitive awareness theory.

## **F. Research Methods**

### **1. Research design**

This study employed principles of mixed methods research, where both the quantitative and qualitative data are collected (see, Easterby, Thorpe, & Lowe 1991; Phelps, 2002; Neuman, 2006; Mbato, 2013; Mbato, 2019).

### **2. Research Setting and Participants**

This research was conducted at the English Education Study Program, Sanata Dharma University, Yogyakarta, Indonesia from February 2019 to November 2019 involving two groups of Micro Teaching Students. Around 45 students are expected to participate in the research.

### **3. Data Collection Instruments**

Quantitative data in the form of Likert type questionnaires were collected at the beginning and end of the classes through Google Form. The questionnaire asked students to indicate their agreements to questions about Metacognitive Awareness in Teaching. Qualitative data were collected in the form of students' weekly reflections and through Focus

Group Discussions at the end of the semester.

#### 4. Data Analysis

Descriptive statistics were used to analyze responses about the participants' metacognitive awareness both in the beginning and end of the semester. Paired samples t-test was performed to find out whether or not there was a significant difference in students' perceived metacognitive awareness in teaching at the end of the semester.

Qualitative data analysis from reflections and focus group discussions focused on finding major issues in relation to pre-service English teachers' metacognitive awareness in teaching particularly on whether or not there were indications of improvements.

### G. Research Findings

#### 1. Quantitative data

The following table demonstrates the students' response to statements about their metacognitive awareness before and after participation

Table: 1.1 Mean Comparison of students' responses to metacognitive awareness in teaching.

No	Item	Mean		Mean Increase
		Pre-semester	Post-semester	
Decl1	I am aware of the strengths and weaknesses in my teaching.	3.59	4.36	0,77
Decl2	I know what skills are most important	3.10	3.85	0,75
Decl3	I have control over how well I teach.	3,03	4,36	1,33
Decl4	I know what I am expected to teach.	3,26	3,74	0,48
Proc5	I try to use teaching techniques that worked in the past.	3,31	3,85	0,54
Proc6	I have a specific reason for choosing each teaching technique in class.	3,31	3,90	0,59
Proc7	I am aware of what teaching techniques I use while I am teaching.	3,10	3,67	0,57
Proc8	I use helpful teaching techniques automatically.	2,79	4,10	1,31
Con9	I use my strengths to compensate for my weaknesses in my teaching.	3,26	3,77	0,51

Con10	I can motivate myself to teach when I really need to teach.	3,15	3,82	0,67
Con11	I use different teaching techniques depending on the situation.	3,33	3,67	0,34
Con12	I know when each teaching technique I use will be most effective.	2,77	3,77	1
Plan13	I pace myself while I am teaching in order to have enough time.	3,31	3,67	0,36
Plan14	I set my specific teaching goals before I start teaching.	3,10	3,77	0,67
Plan15	I ask myself questions about the teaching materials I am going to use.	3,56	4,15	0,59
Plan16	I organize my time to best accomplish my teaching goals.	2,92	4,18	1,26
Mon17	I ask myself periodically if I meet my teaching goals while I am teaching.	3,03	3,59	0,56
Mon18	I find myself assessing how useful my teaching techniques are while I am teaching.	2,92	4,23	1,31
Mon19	I check regularly to what extent my students comprehend the topic while I am teaching.	3,28	4,23	0,95
Mon20	I ask myself questions about how well I am doing while I am teaching.	3,33	3,56	0,23
Eval21	I ask myself how well I have accomplished my teaching goals once I am finished.	3,44	3,87	0,43
Eval22	I ask myself if I could have used different techniques after each teaching experience.	3,10	3,92	0,82
Eval23	After teaching a point, I ask myself if I'd teach it more effectively next time.	3,51	4,03	0,52
Eval24	I ask myself if I have considered all possible techniques after teaching a point.	3,15	3,74	0,59

The table above shows the students' increased responses towards their metacognitive awareness in teaching after participating the research. They indicated that they had improved their metacognitive awareness in teaching in the area of knowledge of cognition (Statements Dec12 to Con12) and regulation of cognition (Statements Plan13 to Eval24). In the area of declarative knowledge, the students demonstrated the highest response to Statement 3 (Dec13/ Mean increase by 1.33). The second highest response was their awareness of the strengths and weaknesses in my teaching (Dec11/Mean increase by 0.77), and then their knowledge about what skills were most important (Dec12/ Mean increase by 0.75). The lowest increase in the

students' response was shown by statement 4 (Decl4/Mean increase 0.48).

Students also acknowledged that they had improved in terms of their procedural knowledge in teaching (Pro5-Pro8). The highest increase of the students' responses to this category was shown by statement 8 about whether or not they use helpful techniques in teaching automatically (Pro8) with the mean increase by 1.31. This was then followed by statement 6, which asked whether they had a specific reason for choosing each teaching technique in class (Pro6/mean increase by 0.59), and statement 7 about their awareness of what teaching techniques they used while teaching (Pro3/Mean increase by 0.57). The lowest response was shown to statement 5, that is, if they tried to use teaching techniques that worked in the past (Pro5/Mean increase by 0.54).

Students also indicated in their responses that they had their conditional knowledge in teaching with highest increase was shown in statement 12 i.e., whether or not they knew when each teaching technique they used would be most effective (Con12/Mean increase by 1). This was followed by statement 10 (Con10/I can motivate myself to teach when I really need to teach) with the mean increase by 0.67, and then Statement 9, that is, whether they used their strengths to compensate for their weaknesses in their teaching (mean increase by 0.51). The lowest mean was shown in the students' response to statement 11 (Con11) with the mean increase by 0.34.

As was the case with knowledge of cognition in teaching, students agreed that they had improved their regulation of cognition in teaching. In terms of planning before teaching, students showed that they did better in all four areas, that is, time organization to accomplish their teaching goals (Plan16/with the highest mean increase by 1.26) and then setting specific teaching goals before starting teaching (Plan14/with second highest mean increase by 0.67). Students also showed their agreement to statement 15 (Plan15/Mean increase by 0.59), that is, if they asked questions about the teaching materials they were going to use. The lowest increase

in the planning stage was indicated by the students' response to statement 13 (Plan13/Mean increase by 0.36).

In the same vein, students demonstrated their agreements to the four statements about monitoring strategies in teaching. The highest increase was indicated by the students' response to statement 18. They agreed that they found themselves assessing how useful their teaching techniques were while they were teaching (Mon18/Mean increase by 1.31). The second highest increase was shown by the students' response to statement 19. They admitted having improved in terms of regularly checking to what extent their students comprehended the topic while they were teaching (Mon19/Mean increase by 0.95). The last two statements (Mon17 and Mon20) also demonstrated improvements in students' responses with statement 17 (asking oneself periodically if s/he had met her/his teaching goals while teaching) showed a slightly higher increase (Mean increase by 0.56) and statement 20 (asking oneself questions about how well s/he was doing while) demonstrated the lowest increase (mean increase by 0.23).

Similarly, students agreed that they had improved their evaluation ability in teaching. The highest agreement for this category was shown by statement 22 (Eval22/Asking themselves if they could have used different techniques after each teaching experience) with the mean increase by 0.82. The second highest response was shown by statement 24 (Eval24/Asking themselves if they had considered all possible techniques after teaching a point) with the mean increase by 0.59. Students also admitted having improved in their evaluation ability in teaching with statement 23 (Eval23/After teaching a point, I ask myself if I'd teach it more effectively next time) showed a slightly higher increase (mean increase by 0.52) than statement 21 (Eval21/I ask myself how well I have accomplished my teaching goals once I am finished). This statement (Eval21) showed an increase in students' response by 0.43.

In order to test the significance of the improvements of students' metacognitive awareness in teaching a t-test was performed.



Table 2: Paired samples t-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-semester	3.19444444444	24	.221337891094	.045180407827
		4444		002	002
	Post-semester	3.90811965811	24	.239929272690	.048975357704
		9657		547	077

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-semester & Post-semester	24	.031	.887

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-semester - Post-semester	-.71368	.32138	.06560	-.84938	-.57797	-10.879	23	.000

A paired sample t-test was performed to examine scores on students' perceived metacognitive awareness as the dependent variable measured prior to and after taking the class. The result indicated a significant perceived improvement between the pre-participation level, 3.19, SD = 22133, and post participation level, 3.91, SD = .23992,  $t(23) = -10.879$ ,  $p < .0.5$ . Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that multiple learning strategies implemented in public speaking class was perceived to positively impact on students' public speaking skills.

Students were also asked one question regarding whether or not reflections helped them increase their metacognitive awareness before, while and after teaching. Their response was indicated in the following table.

Table 3: Students' perception about the role of reflections for their metacognitive awareness

No	Statement	Mean
1	Reflections helped me increase my metacognitive awareness before, while and after teaching	4.36

Students admitted that reflections helped them to develop their metacognitive awareness in teaching before, while and after teaching as indicated by the response mean of 4.36 on a scale of 5.

## **2. Qualitative Data**

Qualitative data were collected through students' reflections and focus group discussions.

### **Reflections about the benefits of the dissemination of metacognitive awareness in teaching**

Before the implementation of metacognitive awareness inventory for teachers, we disseminated the ideas through a 2 hour-class lecture. This activity was conducted after students had experienced teaching for one month in the micro teaching class. In the class, students practiced teaching their peers in small groups and the whole class. This teaching aimed to give them sufficient experiences about teaching and what they had to do in order to be a professional teacher. Upon the completion of the activity, the students were given about a week to reflect on their teaching in the light of the metacognitive ideas explained in class and the MAIT Survey they just filled out. The survey was used as the starting points for them to learn and implement the principles. From students' reflections, at least six key themes emerged.

#### **First, MAIT dissemination helps them to raise their metacognitive awareness in teaching.**

S01 Reflects:

*After understanding metacognitive awareness inventory for teachers, I realize that it is important for me to be aware of my strengths and weaknesses in my teaching. Why is it so? Because I can evaluate myself to reduce my weaknesses and develop myself to improve my strengths. As a future teacher, it is also important for me to understand that there are some important skills in order to be a good teacher; how to open class that makes the students are full of spirit, how to deliver the materials that makes the students can apply it on their lives, how to manage the class that makes the condition of the class is full of excitement, and how to close the class that can be the media for the teacher to make sure whether the students understand the materials or not. I also realize that doing reflection after the class is useful. It is helpful for me in order to understand whether the teaching goals is reached or not and understand what has to be improved.*

Another student S06 also writes:

*Metacognitive awareness that have been explained is really important. It makes us (especially me) thinking about the strategies that I already made. Is it correct or not, is it effective or not. I still do not have idea about the strategies that I am gonna do is good or not. Besides, I already know my weakness and how to fix it, the thing how to fix it.*

Second, it increased students' awareness of the importance of teaching techniques.

For example, S03 reports:

*As a future teacher, I am aware of the teaching techniques that I used. For me, being a teacher is hard because of the huge responsibility. It is about we deliver the materials to them and make sure that they can use it in their daily lives in a limit of time. in my opinion, better if we take a long time to make the students understand the materials rather than we take a short time, based on the time allocation, but the students do not understand it well. I try to use the teaching techniques in which the students are more active. It brings some benefits; they understand the materials well, train themselves to be more critical, and develop their metacognitive. It also helps me to compensate for my weakness because I realize that my weakness is the volume of my voice. If I can engage the students to be more active, they will be more talk-active than me. Actually, I have no idea in using other teaching techniques and in using each teaching techniques that will be more effective because makes the students are active is good enough.*

**Third, it enhanced students' awareness of the importance of possessing teaching skills. For instance, S04 admits:**

*Yesterday I joined to learn about metacognitive skills. As a teacher future teacher, I need to have this skill to support my ability to teach my students soon. In teaching I always aware of my strength and my weaknesses Good. Because totally I know what my weaknesses are and I try to fix my weaknesses and cover them with my strength. I totally know my strength while teaching so that I can cover my weaknesses with my strength.*

**Fourth, it increased students' awareness about what to teach (Planning)**

S05 reports:

*There are a lot of things that I have to do before I start teaching. First, setting my specific teaching goals before I start teaching is helpful in order to assess about how the way we teach them; whether we already reach the teaching goals, whether the teaching techniques used are effective, and whether the students understand the materials well and evaluate if how to revise when we do not reach the teaching goals and when there are more effective teaching techniques. Second, asking myself whether the materials that I will give it to my students are hard to be understood or not. If it is hard, I have to be responsible*

**Fifth, it increased students' awareness about planning, monitoring and evaluating in teaching. An example of this is S07, who reports:**

*Becoming a teacher I do not really know the most important things in order to be a good teacher. Things that I know are, the teacher needs to monitoring the students and giving materials using good strategies, in my opinion, many teachers nowadays teach without any strategies so that it'll be not good and the students will not understand the materials and get nothing in class.*

## Focus Group Discussion

Focus group discussions were conducted at the end of the semester where students were given more than a week to discuss in small groups four questions i.e.,: (1) the benefits of metacognitive awareness for teachers; (2) the difficulties in implementing metacognitive awareness in teaching; (3) Suggestions for the implementation of metacognitive awareness in teaching.

### Benefits of MAIT

From data analysis, it was revealed that in general students found metacognitive awareness in teaching beneficial before teaching, while teaching and after teaching.

Students acknowledged that being introduced to metacognitive awareness in teaching helped them to prepare their teaching well. For example, Group 1 asserts that “We can understand what points that we have to prepare before teaching in the class” (FGD1). Likewise Group 2 states that “It helps us to be aware of our strengths and weaknesses in teaching. It helps us to be aware what we are expected to teach. It helps us to be aware the teaching techniques that we should use” (FGD 2). Students also admit reaping benefits from metacognitive awareness while teaching. For example, Group 3 expresses that they could control their classroom management strategies, changed into another strategy if students felt bored and manage the time while teaching well. Similarly, Group 4 acknowledged:

*When we are teaching w learn how to manage the time allocation in order to have enough time. We try to implement and organize the material well. The teacher knows and explaining the learning objectives and try to implement the teaching technique that chosen in class. Then, we know how to monitor our students by asking them questions to make sure they understand the materials. In teaching learning activity we try to evaluate ourselves by asking ourselves about how well we are doing while we are teaching.*

Metacognitive awareness I teaching was also beneficial for students after teaching.

For example, Group 4 reflects:

*After teaching I can reflect myself how good I am in teaching. Then, I will understand my*

*weaknesses in that learning activity and improve it. Through feedback from my friends and my lecture it really helps me to improve my ability in teaching. can plan to use different technique that is more effective in the next teaching.*

Group 5 seemed to agree when they write: “We know the best teaching strategies for our students. We know the lack of our teaching. We know what aspects that should be improve. We can manage my time well”.

### **Difficulties in implementing metacognitive awareness in teaching**

Students also discussed the difficulties in implementing metacognitive awareness in teaching before, while and after teaching. For example, before teaching, Group 2 admits:

*To be aware of our strengths and weaknesses in the beginning of our teaching. To be reflective on what we have to improve and what we have improved. To be used to with classroom situations that dynamically change. To be able to make a good lesson plan.*

In a similar fashion, Group 3 found difficulties in relation to finding suitable strategies to use, creating suitable materials for the students’ needs and understanding the characteristic of students. The difficulties in implementing metacognitive awareness were found while teaching. For instance, Group 2 state the subsequent challenges: “To be able to face the real situation of the real classroom. To be aware of our students’ needs. To be able to handle our grammar and anxiety”. Group 3 admits that “in teaching the difficulties are how to manage time because of limitation of the time the teacher needs to very well-organized the materials, exercises in order to get students’ understanding”.

After teaching, students were also challenged when implementing metacognitive awareness in teaching. Group 2 mentioned that metacognitive awareness in teaching challenged them to: (1) “revise our lesson plan and the whole teaching; (2) find different techniques that will works better for the next teaching; and (3) ask ourselves how well we have accomplished our teaching goals once we are finished”.

Group 4 realise that metacognitive awareness used after teaching helped them to “always think about what we have done and what we should improve. If the teaching technique should be improved, we will improve it in the next teaching. Briefly, we just want to be better in the next chance”.

### **Suggestions to improve the implementation of MAIT**

Students gave suggestions mostly to the teachers who wanted to implement metacognitive awareness in teaching rather than to the lecturers who taught them MAIT. Group 1, for example, gave two suggestions, namely: (1) “Focus on each point of MAIT; and (2) Try to implement each point of MAIT in the learning activities”. Group 3 came up with three suggestions, i.e., : (1) “The teachers should have list of teaching goals to be achieved; (2) “The teachers should be aware of what their weaknesses and strengths; and (3) The teachers should have a self-reflection after they finish their teaching to know what should be improved for the next teaching”.

### **H. Discussion and conclusion**

This research was conducted to answer one research question, i.e., to what extent do reflections impact on Indonesian preservice English teachers’ metacognitive awareness? Based on the results of the quantitative and qualitative data analysis, the researcher found that reflections had the power to increase students’ metacognitive awareness in teaching. Students improved their metacognitive awareness before, while and after teaching. Quantitative data analysis clearly indicated that students were more aware of knowledge of cognition and regulation of cognition in teaching. Students’ knowledge of cognition in teaching, which consists of declarative, procedural and conditional knowledge, has improved, which in turn has helped students in their teaching. This claim was supported by the results from the quantitative data analysis (see, pp. 13-18). In the area of declarative knowledge, for example, the students admitted having control over how well they taught as indicated by the mean increase (Decl3/ Mean increase by 1.33). Declarative knowledge in teaching helped students to build knowledge base about what teaching is all about. It is related to their concept about teaching (cf. e.g., Balcikanli, 2011; Schraw, 1998; 2001; Schraw & Dennison, 1994; Mbato, 2013; 2019). Students also admitted having improved in the area of procedural knowledge.



Procedural knowledge is related to knowing the skills in teaching (cf. see, e.g., Balcikanli, 2011; Schraw (1998; 2001); Schraw & Dennison, 1994; Mbato, 2013; 2019). Quantitative data results showed, for example, that students had an increased awareness in using helpful teaching techniques automatically (Pro8/mean increase by 1.31). Similarly, students acknowledged that they had improved conditional knowledge in teaching. Conditional knowledge is concerned with knowing when, why and with whom to use certain knowledge and skills (cf. see, e.g., Balcikanli, 2011; Schraw (1998; 2001); Schraw & Dennison, 1994; Mbato, 2013; 2019). Quantitative data analysis showed that they had improved in the four areas of conditional knowledge in teaching, that is, knowing their strengths in order to compensate for their weaknesses my teaching, being able to motivate themselves to teach when they really needed to teach, being able to use different teaching techniques depending on the situation and knowing when each teaching technique they used would be most effective.

Furthermore, students also acknowledged that they had increased their ability to regulate their teaching in terms of the planning, monitoring and evaluation. Before teaching, the implementation of metacognitive awareness in teaching, as indicated by the students, had helped them in preparing for their teaching better. For example, they admitted having an ability to organize their time to best accomplish their teaching goals (Plan16/Mean increase by 1.26). Students also stated that they were more able to monitor their teaching. For instance, students agreed that they found themselves assessing how useful their teaching techniques were while they were teaching (Mon18/Mean increase by 1.31). Similarly quantitative data analysis showed that the students were more capable of evaluating their teaching after participating in the research. An instance of this case was shown in the students' response to statement 22. The students mentioned that they asked themselves if they could have used different techniques after each teaching experience (the mean increase by 0.82). Samples t-test clearly indicated that students' perception about the implementation of metacognitive awareness in teaching

significantly increased (the pre-participation level, 3.19, SD = .22133, and post participation level, 3.91, SD = .23992,  $t(23) = -10.879$ ,  $p < .0.5$ ).

Students' admissions about the increase of their metacognitive awareness and its impact in teaching find abundant support from qualitative data. Data from FGD highlighted a lot of benefits of metacognitive awareness training for their teaching in the stage of preparation, implementations and evaluation. For example, Group 1 asserts that "We can understand what points that we have to prepare before teaching in the class" (FGD1). Students also find being aware of their metacognition while teaching beneficial. For instance, Group 3 expresses that they could control their classroom management strategies, change into another strategy if students felt bored and manage the time while teaching well.

Students acknowledged, through reflections after being disseminated into the concepts of metacognition in teaching, that being metacognitive aware in teaching helped them to understand themselves better as teachers, the teaching materials, the strategies, and the students. For example, S01 Reflects:

After understanding metacognitive awareness inventory for teachers, I realize that it is important for me to be aware of my strengths and weaknesses in my teaching. Why is it so? Because I can evaluate myself to reduce my weaknesses and develop myself to improve my strengths. As a future teacher, it is also important for me to understand that there are some important skills in order to be a good teacher; how to open class that makes the students are full of spirit, how to deliver the materials that makes the students can apply it on their lives, how to manage the class that makes the condition of the class is full of excitement, and how to close the class that can be the media for the teacher to make sure whether the students understand the materials or not. I also realize that doing reflection after the class is useful. It is helpful for me in order to understand whether the teaching goals is reached or not and understand what has to be improved.

Having good metacognitive awareness in teaching is crucial for a teacher's success in preparing, implementing and evaluating the lessons. A number of studies (see, e.g., Aktag, Semsek, & Tuzcuoglu, 2017; Gopinath, 2014) found that being metacognitively aware not only benefits the teachers, but also the students and the class learning atmosphere. While acknowledging that metacognitive awareness in teaching brings a lot of benefits for teachers and students, so far not many studies have engaged in strategies to train teachers to be metacognitively aware. Because of its importance in the teachers' profession and its impacts on teaching and students, Palantis, Mohamed, Ibrahim, Ismail, Anuar, Ma'rof, and Buang (2017) urged explicit training and intentional practice of metacognitive awareness for teachers.

This study attempted to fill in the gap in the literature about how to train teachers to increase their metacognitive awareness before, while and after teaching. As indicated by both the quantitative and qualitative data, Indonesian pre-service English teachers involved in this research found metacognitive awareness in teaching helpful. It helped them to prepare their teaching well and to anticipate what was likely to occur in the real teaching. Such awareness before teaching assisted them to prepare strategies to cope with the unexpected in class. Being metacognitively aware while teaching empowered them to focus on students and their learning, and as well as the strategies to solve the problems in the teaching learning process. Being metacognitive aware after teaching enabled the pre-service teachers to evaluate their teaching, the strategies, the learning materials and the students' learning progress and achievements. Possessing sufficient metacognitive awareness will empower not only the teachers and their teaching but also the students.

This research has shown that reflections had a power to raise and increase teachers' metacognitive awareness in teaching as indicated by the students' responses to the metacognitive awareness survey, qualitative data and a brief survey on the influence of

reflections on students' metacognitive awareness in teaching. Students admitted that reflections helped them to develop their metacognitive awareness in teaching before, while and after teaching as indicated by the response mean of 4.36 on a scale of 5.

The power of reflections for teachers' professional learning and developments have been acknowledged by many authors (see, e.g., Arslan, 2018; Davis and MacDonald, 2019; Finley, 2008; Scanlan & Chernomas, 1997). However as indicated in the introduction and literature sections of the article, not many studies have been carried out to facilitate pre-service and in-service teachers to enhance their metacognitive awareness in teaching. Some studies have focused only in some aspects of teachers' metacognition in teaching. Research by Tosriadi, et al (2018) has focused on the teachers' reflections about pedagogical content knowledge, which, in the light of the metacognitive awareness, may be part of declarative knowledge. Another recent study (Davis & MacDonald, 2019) found that reflections focused on self-evaluation could impact the teachers' professional development. This study focused on one element of regulation of cognition, i.e., evaluation.

The current research therefore enriches the above studies (Davis & MacDonald, 2019; Tosriadi, et al 2018). Using reflections, it trained pre-service teachers the whole aspects of metacognitive awareness in teaching, which encompasses knowledge of cognition (declarative, procedural, and conditional knowledge) and regulation of cognition (planning, monitoring, and evaluation) (see, e.g., Balcikanli, 2011; Schraw, 1998; 2001; Schraw & Dennison, 1994; Mbato, 2013; 2019).

In conclusion, this study provided sufficient evidence to show that being metacognitive aware helped Indonesian pre-service English teachers to prepare, anticipate, execute, problem-solve and evaluate their teaching better than if they had not been introduced to the concepts of teachers' metacognitive awareness in teaching. It was also clear that reflections could be utilized to increase their metacognitive awareness in teaching. Findings in this research suggest

that, while benefiting, it takes time, patience, commitment and purposeful efforts for teachers to be metacognitively aware in teaching. This research, however, was conducted for a very short period of time (three months). Future researchers and university lecturers interested in investigating teachers' metacognitive awareness in teaching are advised to conduct their study over a longer period of time. This study also didn't collect data on impact of feedback on students' reflections and metacognitive awareness in teaching. Future researchers and university lecturers may need to implement these strategies when training metacognition to pre-service and in service teachers.

## I. Research Plan

No.	Kegiatan	Tahun 2019										
		Feb	March	April	May	June	July	Aug	Sep	Oct	Nov	Dec
1	Penulisan dan revisi proposal	x	x									
2.	Pengumpulan referensi	x	x	x	x	x	x	x	x	x	x	
3.	Pengembangan Instrument Penelitian	x	x	x								
4.	Pengumpulan Data Kuant Kualitatif	x	x	x	x	x	x	x	x			
5	Analysis Data				x	x	x	x	x	x		
6	Penulisan laporan akhir					x	x	x	x	x	x	x
7	Seminar									x	x	x
8	Penulisan Artikel						x	x	x	x	x	x
9	Pengiriman Artikel									x	x	x



**J. Research Personel**

- a. Nama lengkap dengan gelar : Drs. Concilianus Laos Mbato, M.A., Ed.D.
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/ : Penata/IIId  
NIP/NP : P.1948
- d. Jabatan Fungsional : Lektor
- e. Jabatan Sekarang : Dosen MPBI
- f. Fakultas/Pusat : FKIP
- g. Universitas : Sanata Dharma
- h. Bidang Ilmu : Bahasa dan Seni
- i. Jangka waktu : 6,5 Jam/Minggu 10 bulan (230 Jam)

**K. Research Budget**

No.	Komponen Pembiayaan	Volume (Jam)	Nilai	Total
1	<b>Desain, data analysis dan laporan</b>			
	Penulisan dan Revisi Proposal	10	50.000	500.000
	Pengembangan Instrumen Penelitian	10	50.000	500.000
	Pengumpulan Referensi	20	50.000	1.000.000
	Focus Group Discussion (FGD)	2	100.000	200.000
	Analisis data kuantitatif	20	50.000	1.000.000
	Analisis Data Kualitatif	20	50.000	1.250.000
	Penulisan dan Revisi Background	10	40.000	400.000
	Penulisan dan Revisi Literature Review	25	50.000	1.250.000
	Penulisan dan Revisi Method	20	40.000	800.000
	Penulisan diskusi dan kesimpulan	30	50.000	1.500.000
2.	<b>ATK</b>			
	Penggadaan dan penjilidan laporan	100	200	20.000
	Penjilidan Laporan	4	7.000	28.000
3.	<b>Honorarium</b>	30%		3.600.000
	<b>Total</b>			<b>12.048.000</b>

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## **LUARAN PENELITIAN**

### **The Impacts of Reflections on Indonesian Pre-Service English Teachers' Metacognitive Awareness in Teaching**

Diajukan kepada  
Lembaga Penelitian dan Pengabdian kepada  
Masyarakat Universitas Sanata Dharma



Oleh:

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**Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
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**LUARAN PENELITIAN**  
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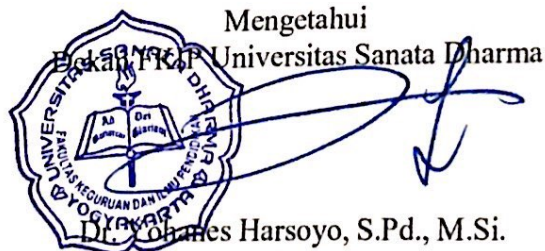
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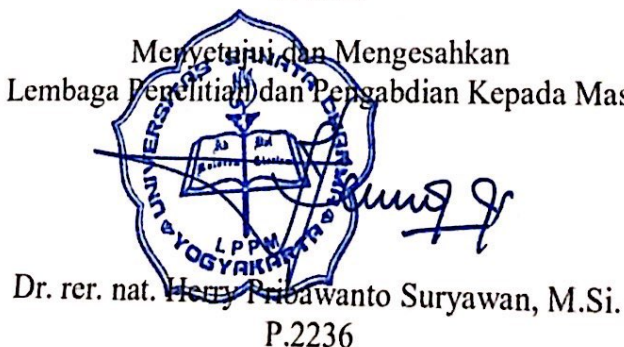
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# **The Impacts of Reflections on Indonesian Pre-Service English Teachers' Metacognitive Awareness in Teaching**

Abstract

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Teachers in the 21<sup>st</sup> century face difficult challenges of meeting learners' ever changing learning and life demands. They are expected not only to possess declarative, procedural and conditional knowledge but also to have the ability and skills to plan, monitor and evaluate their teaching. To be successful in teaching requires the teachers' metacognitive awareness. One of the strategies to raise the teachers' metacognitive awareness is reflective practice. This study aimed to find out whether reflections have the potential to enhance Indonesian pre-service English teachers' metacognitive awareness. One research question was postulated in the study, i.e., To what extent do reflections impact on the preservice teachers' metacognitive awareness in teaching? To answer the question, a mixed methods approach was implemented aiming to collect both quantitative and qualitative data. Quantitative data from the pre-semester and post-semester were analysed both descriptively and statistically. Qualitative data from students' reflections and focus group discussions focused on finding major themes related to the pre-service teachers' metacognitive awareness in teaching. Results from the analyses revealed that Indonesian pre-service English teachers' metacognitive awareness increased after participating in the research. This increase was mostly due to the explicit reflections of the elements of metacognition in teaching.

**Key words: Metacognitive Awareness, Reflections, Knowledge of cognition, Regulation of cognition, pre-service English teachers**

## **Introduction**

Teachers in the 21<sup>st</sup> century face difficult challenges of meeting the demands of students' learning. They are expected not only to possess fundamental content knowledge about teaching but also the ability and skills to transfer their knowledge into meaning class

learning. One of the skills they need to possess in order to ensure quality teaching is metacognitive awareness.

Traditionally, metacognition has been related to learning strategy, that is, how learners make use of their thinking to plan, monitor and evaluate their learning (Chamot, 2004; 2008; 2009a; 2009b; Chamot., Barnhardt., El-Dinary., & Robbins, 1999; Chamot, .. & O'Malley, 1994; Mbato, 2013). In the past few years, metacognition has ventured into the realm of teachers. The work by Schraw (1998; 2001), Schraw and Dennison (1994), Schraw and Moshman (1995) and Balcikanli (2011), among others, brought impetus to the importance of teachers being metacognitive. Being metacognitive means that they need to be able to plan, monitor and evaluate their teaching in order to make it effective and impact positively on learners' learning. As such teachers have to be life-long learners who keep learning from their own lesson plan and its implementation in the classroom.

Recent studies reviewed below have attempted to investigate teachers' metacognitive awareness in learning teaching. One such study was conducted by Alkan and Erdem (2014). Their study suggested a close relationship between college pre-service teacher candidate's metacognitive awareness, self-efficacy and perceived subject matter competence. In her research on 75 female pre-service teachers in Ajman University (2015), Abdellah found that pre-service teachers needed metacognition in learning. This researcher suggests more research on pre-service teachers' strategies to increase their metacognitive awareness and their impacts on learning and teaching performance. This finding finds support in a study of 100 primary school teachers in Puchong, Selangor (Palantis , Mohamed, Ibrahim, Ismail, Anuar, Marof, & Buang, 2017). Their study revealed that students' good academic achievements were related to the teachers' high metacognitive awareness. Another study (Ozturk, 2018) asserted a correlation between teachers' metacognitive awareness and the implementation of metacognition in teaching. This study suggests the development of metacognitive awareness in teaching over a long period of time.

This finding implies that training teachers to be metacognitively aware can't be done overnight. Another study (Gopinah, 2014) found a very high connection between the teachers' metacognitive awareness and their ability in teaching. This study suggests the inclusion of metacognitive awareness training for teachers.

Schools in Indonesia have been implementing the 2013 Curriculum in the past six years. However, many teachers, as indicated by some studies reviewed below, found difficulty in implementing the curriculum. Ahmad (2014) revealed that part of the difficulty in implementing the 2013 curriculum in English teaching was the teachers' fixed paradigm, which was particularly evident in their dominating and controlling teaching strategies. Suyanto (2017) found that teachers in Indonesia need more training in implementing the curriculum. Similarly, Poedjiastutie, Akhyar, Hidayati and Gasmi (2018) found three factors inhibiting the successful implementation of the Indonesian curriculum, i.e., a top-down policy, lack of needs analysis and curriculum evaluation. It seems that little has changed in terms of the classroom learning in Indonesia since Lamb (2004) and Marcellino (2008). In their research, they found that many classrooms in Indonesia were teacher-centred and did not encourage critical thinking to grow.

One strategy to help the teachers in developing their professionalism in teaching is through reflective practice. Reflections have been defined as the continued learning process emanating from and through direct experiences (Finley, 2008). Reflections, when conducted over a long period of time had the potential to increase pre-service English teachers' self-awareness about themselves as teachers and about their teaching (Arslan, 2018, p. 13). Similarly, in their study, Davis and MacDonald (2019) found that reflections focused on self-evaluation could impact the teachers' professional development. Through reflections, teachers improve their awareness about themselves and their experiences, and gain new knowledge, which will be beneficial for future learning (Scanlan & Chernomas, 1997). So far, very few studies have been conducted to investigate the relationship between reflections



and teachers' metacognitive awareness in teaching. Various studies have recorded the implementations of reflections to increase the teachers' understanding about themselves as teachers and their professional development (see, e.g., Davis & MacDonald, 2019; Matthew, Matthew, & Peechattu, 2017). Likewise studies about the relation between teacher reflections and their professional developments have been conducted by Indonesian researchers. Tosriadi, Asib, Marmanto, & Azizah (2018), for example, found that reflections positively impacted teachers' pedagogical content knowledge. Another study (Hermagustiana, Hamra, Rahman, & Salija, 2017) investigated the teachers' cognition in EFL vocabulary instruction through their written teachers' reflections. This study revealed that teachers had very good awareness about their cognition when teaching EFL vocabulary. The study, however, did not investigate how reflections could be used to increase teachers' cognition in EFL vocabulary instruction.

This research argued that possessing metacognitive awareness in teaching would help teachers to understand the curriculum and implement it successfully. One strategy to facilitate the teachers in increasing their metacognitive awareness in teaching is through reflections. This research was conducted to increase our understanding about how reflections could be used to increase students' metacognitive awareness in teaching. In particular, it aimed investigate to what extent the pre-service English teachers at the English Education Study Program, Sanata Dharma University, Yogyakarta could enhance their metacognitive awareness through reflective.

The current research addresses one overriding research question:

**To what extent do reflections impact on Indonesian pre-service English teachers' metacognitive awareness in teaching?**

It was expected that this research could fill in the gap in the literature about the power of reflections in increasing the teachers' metacognitive awareness in teaching.

## **Literature Review**

### **Metacognitive Awareness**

Literature on metacognition has attracted researchers, educators and teachers in the past fifty years. Beginning with the work of Flavell (1971; 1979) on metacognitive monitoring, the impacts of metacognition on students' learning and success have been widely researched. It has been found that learners who are successful possess and display learning strategies. In the field of English language learning, Chamot (2009), and Oxford (1994; 2010; 2017) have been popularly cited as the most impacting writers on metacognitive learning strategies in EFL/ESL learning. Other researchers (e.g., Jamaris, 2013; Hou, 2015) have also investigated the relationship between metacognitive strategy and English language learning.

One area of metacognition that has gained popularity in the past few years is metacognitive awareness. Schraw (1998; 2001) has been much credited with the research on metacognitive awareness particularly with his Metacognitive Awareness Inventory. Balcikanli (2011) modified Schraw's Metacognitive Awareness Inventory for teachers. Since then there has been an increasing interest in research about the teachers' metacognitive awareness in teaching (Abdellah, 2015; Fata, & Ismail, 2017; Hou, 2015; Ozturk, 2018).

Although metacognition is mentioned as one of the students' skills in the 2013 Indonesian Curriculum, so far there has been very little research regarding how to support students to be metacognitive in learning. The lack of metacognitive learning in the Indonesian curriculum derives mostly from lack of the teachers' knowledge and skills about metacognition. In order for teachers to assist learners to implement metacognitive learning strategies, they must themselves become metacognitive. Two areas of metacognition should be the teachers' main priority in designing, implementing and evaluating their lessons, i.e., knowledge of cognition and regulation of cognition. Knowledge of cognition constitutes declarative, procedural, and conditional knowledge, while regulation of cognition consists

of planning, monitoring and evaluation (see, e.g., Schraw & Dennison, 1994; Balcikanli, 2011; Mbato, 2013). Teachers' declarative knowledge relates to the teachers' understanding about their teaching; it is the *what*; what they know about teaching, their strengths and weaknesses, and whether or not they have the skills and ability to control their teaching. Procedural knowledge (the *how*) is concerned with what skills and techniques they choose in teaching and their impacts on students' learning. Conditional knowledge (the *why, when, with whom*) helps the teachers to respond in a certain way in their teaching in accordance with the demands of the learning and teaching tasks.

Regulation of cognition helps the teachers to plan their teaching including what strategies and materials to use. It also assists them to monitor their plans and how the lessons proceed. It leads to the teachers' making decisions and finding solutions in teaching as demanded by the situations. The evaluation element of regulation of cognition prompts the teachers to look back at their teaching, i.e, what went well and what went wrong. It also leads them to making better plans.

Recently a number of researchers have conducted studies about the teachers' metacognitive awareness in teaching. These studies are similar in their assertion about the importance of teachers' metacognitive awareness in teaching. However, they lack information about how teachers' metacognitive awareness could be harnessed. For example, Gopinath (2014) found that the teachers' metacognitive awareness not only impacts their teaching positively but also effects class learning, atmosphere and students' engagement in learning. Another researcher (Aktag, Semsek, & Tuzcuoglu, 2017) argued that the teachers' metacognitive awareness in teaching made a difference in students' learning and urged explicit training of metacognitive awareness for pre-service and in-service teachers. Similarly, Palantis, Mohamed, Ibrahim, Ismail, Anuar, Ma'rof, & Buang (2017) revealed that metacognitive awareness does not have a significant correlation with the teachers' age, gender, academic expertise, and teaching experiences. Their finding suggests that

metacognitive awareness needs to be trained and practiced regularly and intentionally for the teachers' teaching to positively impact students' learning.

The above studies confirmed the primacy of teachers' metacognitive awareness in teaching. Yet, metacognitive awareness is not a given trait. The current researcher argues that explicit instruction on teachers' metacognitive awareness in teaching needs to be undertaken in order to provide sufficient data about how teachers' metacognitive awareness could be promoted. One strategy to enhance the teachers' metacognitive awareness is through reflective practice on their metacognitive awareness in teaching.

### **Reflective Practice**

Research in reflective practice has attracted many teachers, practitioners and researchers around the world. The studies reviewed below demonstrate the metacognitive awareness in teaching contributes positively to the teachers' teaching and students' learning. However, as will be clear in the critical review of each study, they need to be enriched with further studies. Qualitative research by Matthew et al (2017) found that 13 pre-service teachers' metacognitive awareness impacted their teaching positively. This study, while illuminating, needs to be enriched with a bigger sample study. It also needs data on how pre-service teachers' metacognitive awareness in teaching could be enhanced. Reflections on the teachers' pedagogical content knowledge had the power to improve the teachers' professionalism in teaching and in helping students' learning (Tosriadi, et al, 2018). Because of having a very small sample (two teachers), this study needs to be strengthened with a bigger sample study. In addition, reflections have been used only in reflecting on the teachers' pedagogical content knowledge, i.e., the teachers' declarative knowledge. A more comprehensive study on the benefits of reflections on all elements of metacognitive awareness in teaching (see, Schraw, 1998; 2001; Baikalin, Mbato, 2013) is needed.

Reflections have become an importance element of learning in many education

traditions around the world. Jesuit education has always integrated reflections in their education (see, Cheney, c.2003; Chubbuck, 2007) through its Ignatian Pedagogy. Ignatian Pedagogy offers learners the opportunity to develop three areas, i.e., competence, conscience, and compassion, which are accomplished cyclically through experience, reflection, action, and evaluation. These four phases of learning are conducted in a certain learning context (cf. Cheney, c.2003; Chubbuck, 2007).

Reflections are grounded in the experiences, and forces the teachers to learn from them. The learning experiences, which are reflected, helps the teachers to construct new knowledge and understanding that are crucial in their growth to be a professional (cf. Scanlan & Chernomas, 1997; Finley, 2008). Arslan, (2019) found that “Reflecting over a period of time can aid EFL preservice teachers in increasing their self-awareness as teachers as well as their awareness of the teaching context” (p. 13). This finding is supported by Davies and McDonald (2019) who found that self-evaluative reflections have greater impacts on teachers’ professional development than the appraisal system.

In the context of education in Indonesia, this study comes at the right time since it offers the teachers information and ideas about how to be metacognitive in their teaching. This study also helps the teachers to make their lessons meaningful and fruitful since the teachers learn to plan, monitor and evaluation their teaching as well as have the knowledge base, skills and strategies to make use of in teaching. In order to increase their metacognitive awareness in teaching, this research makes use of reflections. In this case, reflections are guided by the principles of metacognitive awareness theory.

## **Research Methods**

This study employed principles of mixed methods research, where both the quantitative and qualitative data are collected (see, Easterby, Thorpe, & Lowe 1991; Phelps, 2002; Neuman, 2006; Mbato, 2013; Mbato, 2019).

## **Research Setting and Participants**

This research was conducted at the English Education Study Program, Sanata Dharma University, Yogyakarta, Indonesia from February 2019 to November 2019 involving two groups of Micro Teaching Students. Around 45 students are expected to participate in the research.

## **Data Collection Instruments**

Quantitative data in the form of Likert type questionnaires were collected at the beginning and end of the classes through Google Form. The questionnaire asked students to indicate their agreements to questions about Metacognitive Awareness in Teaching. Qualitative data were collected in the form of students' weekly reflections and through Focus Group Discussions at the end of the semester.

## **Data Analysis**

Descriptive statistics were used to analyse responses about the participants' metacognitive awareness both in the beginning and end of the semester. Paired samples t-test was performed to find out whether or not there was a significant difference in students' perceived metacognitive awareness in teaching at the end of the semester.

Qualitative data analysis from reflections and focus group discussions focused on finding major issues in relation to pre-service English teachers' metacognitive awareness in teaching particularly on whether or not there were indications of improvements.

## **Research Findings**

### **Quantitative data**

The following table demonstrates the students' response to statements about their metacognitive awareness before and after participation

Table: 1.1 Mean Comparison of students' responses to metacognitive awareness in teaching

No	Item	Mean		Mean Increase
		Pre-semester	Post-semester	
Decl1	I am aware of the strengths and weaknesses in my teaching.	3.59	4.36	0,77
Decl2	I know what skills are most important	3.10	3.85	0,75
Decl3	I have control over how well I teach.	3,03	4,36	1,33
Decl4	I know what I am expected to teach.	3,26	3,74	0,48
Proc5	I try to use teaching techniques that worked in the past.	3,31	3,85	0,54
Proc6	I have a specific reason for choosing each teaching technique in class.	3,31	3,90	0,59
Proc7	I am aware of what teaching techniques I use while I am teaching.	3,10	3,67	0,57
Proc8	I use helpful teaching techniques automatically.	2,79	4,10	1,31
Con9	I use my strengths to compensate for my weaknesses in my teaching.	3,26	3,77	0,51
Con10	I can motivate myself to teach when I really need to teach.	3,15	3,82	0,67
Con11	I use different teaching techniques depending on the situation.	3,33	3,67	0,34
Con12	I know when each teaching technique I use will be most effective.	2,77	3,77	1
Plan13	I pace myself while I am teaching in order to have enough time.	3,31	3,67	0,36
Plan14	I set my specific teaching goals before I start teaching.	3,10	3,77	0,67
Plan15	I ask myself questions about the teaching materials I am going to use.	3,56	4,15	0,59
Plan16	I organize my time to best accomplish my teaching goals.	2,92	4,18	1,26
Mon17	I ask myself periodically if I meet my teaching goals while I am teaching.	3,03	3,59	0,56
Mon18	I find myself assessing how useful my teaching techniques are while I am teaching.	2,92	4,23	1,31
Mon19	I check regularly to what extent my students comprehend the topic while I am teaching.	3,28	4,23	0,95
Mon20	I ask myself questions about how well I am doing while I am teaching.	3,33	3,56	0,23
Eval21	I ask myself how well I have accomplished my teaching goals once I am finished.	3,44	3,87	0,43
Eval22	I ask myself if I could have used different techniques after each teaching experience.	3,10	3,92	0,82
Eval23	After teaching a point, I ask myself if I'd teach it more effectively next time.	3,51	4,03	0,52
Eval24	I ask myself if I have considered all possible techniques after teaching a point.	3,15	3,74	0,59



The table above shows the students' increased responses towards their metacognitive awareness in teaching after participating the research. They indicated that they had improved their metacognitive awareness in teaching in the area of knowledge of cognition (Statements Dec12 to Con12) and regulation of cognition (Statements Plan13 to Eval24). In the area of declarative knowledge, the students demonstrated the highest response to Statement 3 (Decl3/ Mean increase by 1.33). The second highest response was their awareness of the strengths and weaknesses in my teaching (Decl1/ Mean increase by 0.77), and then their knowledge about what skills were most important (Decl2/ Mean increase by 0.75). The lowest increase in the students' response was shown by statement 4 (Decl4/ Mean increase 0.48).

Students also acknowledged that they had improved in terms of their procedural knowledge in teaching (Pro5-Pro8). The highest increase of the students' responses to this category was shown by statement 8 about whether or not they use helpful techniques in teaching automatically (Pro8) with the mean increase by 1.31. This was then followed by statement 6, which asked whether they had a specific reason for choosing each teaching technique in class (Pro6/ mean increase by 0.59), and statement 7 about their awareness of what teaching techniques they used while teaching (Pro3/ Mean increase by 0.57). The lowest response was shown to statement 5, that is, if they tried to use teaching techniques that worked in the past (Pro5/ Mean increase by 0.54).

Students also indicated in their responses that they had their conditional knowledge in teaching with highest increase was shown in statement 12 i.e., whether or not they knew when each teaching technique they used would be most effective (Con12/ Mean increase by 1). This was followed by statement 10 (Con10/ I can motivate myself to teach when I really need to teach) with the mean increase by 0.67, and then Statement 9, that is, whether they used their strengths to compensate for their weaknesses in their teaching (mean increase by

0.51). The lowest mean was shown in the students' response to statement 11 (Con11) with the mean increase by 0.34.

As was the case with knowledge of cognition in teaching, students agreed that they had improved their regulation of cognition in teaching. In terms of planning before teaching, students showed that they did better in all four areas, that is, time organization to accomplish their teaching goals (Plan16/with the highest mean increase by 1.26) and then setting specific teaching goals before starting teaching (Plan14/with second highest mean increase by 0.67). Students also showed their agreement to statement 15 (Plan15/Mean increase by 0.59), that is, if they asked questions about the teaching materials they were going to use. The lowest increase in the planning stage was indicated by the students' response to statement 13 (Plan13/Mean increase by 0.36).

In the same vein, students demonstrated their agreements to the four statements about monitoring strategies in teaching. The highest increase was indicated by the students' response to statement 18. They agreed that they found themselves assessing how useful their teaching techniques were while they were teaching (Mon18/Mean increase by 1.31). The second highest increase was shown by the students' response to statement 19. They admitted having improved in terms of regularly checking to what extent their students comprehended the topic while they were teaching (Mon19/Mean increase by 0.95). The last two statements (Mon17 and Mon20) also demonstrated improvements in students' responses with statement 17 (asking oneself periodically if s/he had met her/his teaching goals while teaching) showed a slightly higher increase (Mean increase by 0.56) and statement 20 (asking oneself questions about how well s/he was doing while) demonstrated the lowest increase (mean increase by 0.23).

Similarly, students agreed that they had improved their evaluation ability in teaching. The highest agreement for this category was shown by statement 22 (Eval22/Asking themselves if they could have used different techniques after each teaching

experience) with the mean increase by 0.82. The second highest response was shown by statement 24 (Eval24/Asking themselves if they had considered all possible techniques after teaching a point) with the mean increase by 0.59. Students also admitted having improved in their evaluation ability in teaching with statement 23 (Eval23/After teaching a point, I ask myself if I'd teach it more effectively next time) showed a slightly higher increase (mean increase by 0.52) than statement 21 (Eval21/I ask myself how well I have accomplished my teaching goals once I am finished). This statement (Eval21) showed an increase in students' response by 0.43.

In order to test the significance of the improvements of students' metacognitive awareness in teaching a t-test was performed.

Table 2: Paired samples t-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-semester	3.194444444444	24	.221337891094	.045180407827
		4444		002	002
	Post-semester	3.90811965811	24	.239929272690	.048975357704
		9657		547	077

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-semester & Post-semester	24	.031	.887

Paired Samples Test								
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Pair 1	Pre-semester - Post-semester	-.71368	.32138	.06560	-.84938	-.57797	-10.879	23
								Sig. (2-tailed)
								.000

A paired sample t-test was performed to examine scores on students' perceived metacognitive awareness as the dependent variable measured prior to and after taking the

class. The result indicated a significant perceived improvement between the pre-participation level, 3.19, SD = 22133, and post participation level, 3.91, SD = .23992,  $t(23) = -10.879$ ,  $p < .0.5$ . Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that multiple learning strategies implemented in public speaking class was perceived to positively impact on students' public speaking skills.

Students were also asked one question regarding whether or not reflections helped them increase their metacognitive awareness before, while and after teaching. Their response was indicated in the following table.

Table 3: Students' perception about the role of reflections for their metacognitive awareness

No	Statement	Mean
1	Reflections helped me increase my metacognitive awareness before, while and after teaching	4.36

Students admitted that reflections helped them to develop their metacognitive awareness in teaching before, while and after teaching as indicated by the response mean of 4.36 on a scale of 5.

### **Qualitative Data**

Qualitative data were collected through students' reflections and focus group discussions.

### **Reflections about the benefits of the dissemination of metacognitive awareness in teaching**

Before the implementation of metacognitive awareness inventory for teachers, we disseminated the ideas through a 2 hour-class lecture. This activity was conducted after students had experienced teaching for one month in the micro teaching class. In the class, students practiced teaching their peers in small groups and the whole class. This teaching aimed to give them sufficient experiences about teaching and what they had to do in order to be a professional teacher. Upon the completion of the activity, the students were given about a week to reflect on their teaching in the light of the metacognitive ideas explained in class and the MAIT Survey they just filled out. The survey was used as the starting points

for them to learn and implement the principles. From students' reflections, at least six key themes emerged.

**First, MAIT dissemination helps them to raise their metacognitive awareness in teaching.**

S01 Reflects:

*After understanding metacognitive awareness inventory for teachers, I realize that it is important for me to be aware of my strengths and weaknesses in my teaching. Why is it so? Because I can evaluate myself to reduce my weaknesses and develop myself to improve my strengths. As a future teacher, it is also important for me to understand that there are some important skills in order to be a good teacher; how to open class that makes the students are full of spirit, how to deliver the materials that makes the students can apply it on their lives, how to manage the class that makes the condition of the class is full of excitement, and how to close the class that can be the media for the teacher to make sure whether the students understand the materials or not. I also realize that doing reflection after the class is useful. It is helpful for me in order to understand whether the teaching goals is reached or not and understand what has to be improved.*

Another student S06 also writes:

*Metacognitive awareness that have been explained is really important. It makes us (especially me) thinking about the strategies that I already made. Is it correct or not, is it effective or not. I still do not have idea about the strategies that I am gonna do is good or not. Besides, I already know my weakness and how to fix it, the thing how to fix it.*

Second, it increased students' awareness of the importance of teaching techniques.

For example, S03 reports:

*As a future teacher, I am aware of the teaching techniques that I used. For me, being a teacher is hard because of the huge responsibility. It is about we deliver the materials to them and make sure that they can use it in their daily lives in a limit of time. in my opinion, better if we take a long time to make the students understand the materials rather than we take a short time, based on the time allocation, but the students do not understand it well. I try to use the teaching techniques in which the students are more active. It brings some benefits; they understand the materials well, train themselves to be more critical, and develop their metacognitive. It also helps me to compensate for my weakness because I realize that my weakness is the volume of my voice. If I can engage the students to be more active, they will be more talk-active than me. Actually, I have no idea in using other teaching techniques and in using each teaching techniques that will be more effective because makes the students are active is good enough.*

**Third, it enhanced students' awareness of the importance of possessing teaching skills. For instance, S04 admits:**

*Yesterday I joined to learn about metacognitive skills. As a teacher future teacher, I need to have this skill to support my ability to teach my students soon. In teaching I always aware of my strength and my weaknesses Good. Because totally I know what my weaknesses are and I try to fix my weaknesses and cover them with my strength. I totally know my strength while teaching so that I can cover my weaknesses with my strength.*

#### **Fourth, it increased students' awareness about what to teach (Planning)**

S05 reports:

*There are a lot of things that I have to do before I start teaching. First, setting my specific teaching goals before I start teaching is helpful in order to assess about how the way we teach them; whether we already reach the teaching goals, whether the teaching techniques used are effective, and whether the students understand the materials well and evaluate if how to revise when we do not reach the teaching goals and when there are more effective teaching techniques. Second, asking myself whether the materials that I will give it to my students are hard to be understood or not. If it is hard, I have to be responsible*

#### **Fifth, it increased students' awareness about planning, monitoring and evaluating in teaching. An example of this is S07, who reports:**

*Becoming a teacher I do not really know the most important things in order to be a good teacher. Things that I know are, the teacher needs to monitoring the students and giving materials using good strategies, in my opinion, many teachers nowadays teach without any strategies so that it'll be not good and the students will not understand the materials and get nothing in class.*

#### **Focus Group Discussion**

Focus group discussions were conducted at the end of the semester where students were given more than a week to discuss in small groups four questions i.e.,: (1) the benefits of metacognitive awareness for teachers; (2) the difficulties in implementing metacognitive awareness in teaching; (3) Suggestions for the implementation of metacognitive awareness in teaching.

#### **Benefits of MAIT**

From data analysis, it was revealed that in general students found metacognitive awareness in teaching beneficial before teaching, while teaching and after teaching.

Students acknowledged that being introduced to metacognitive awareness in teaching helped them to prepare their teaching well. For example, Group 1 asserts that “We can understand what points that we have to prepare before teaching in the class” (FGD1). Likewise Group 2 states that “It helps us to be aware of our strengths and weaknesses in teaching. It helps us to be aware what we are expected to teach. It helps us to be aware the teaching techniques that we should use” (FGD 2). Students also admit reaping benefits from metacognitive awareness while teaching. For example, Group 3 expresses that they could

control their classroom management strategies, changed into another strategy if students felt bored and manage the time while teaching well. Similarly, Group 4 acknowledged:

*When we are teaching we learn how to manage the time allocation in order to have enough time. We try to implement and organize the material well. The teacher knows and explaining the learning objectives and try to implement the teaching technique that chosen in class. Then, we know how to monitor our students by asking them questions to make sure they understand the materials. In teaching learning activity we try to evaluate ourselves by asking ourselves about how well we are doing while we are teaching.*

Metacognitive awareness I teaching was also beneficial for students after teaching.

For example, Group 4 reflects:

*After teaching I can reflect myself how good I am in teaching. Then, I will understand my weaknesses in that learning activity and improve it. Through feedback from my friends and my lecture it really helps me to improve my ability in teaching. can plan to use different technique that is more effective in the next teaching.*

Group 5 seemed to agree when they write: “We know the best teaching strategies for our students. We know the lack of our teaching. We know what aspects that should be improve. We can manage my time well”.

### **Difficulties in implementing metacognitive awareness in teaching**

Students also discussed the difficulties in implementing metacognitive awareness in teaching before, while and after teaching. For example, before teaching, Group 2 admits:

*To be aware of our strengths and weaknesses in the beginning of our teaching. To be reflective on what we have to improve and what we have improved. To be used to with classroom situations that dynamically change. To be able to make a good lesson plan.*

In a similar fashion, Group 3 found difficulties in relation to finding suitable strategies to use, creating suitable materials for the students’ needs and understanding the characteristic of students. The difficulties in implementing metacognitive awareness were found while teaching. For instance, Group 2 state the subsequent challenges: “To be able to face the real situation of the real classroom. To be aware of our students’ needs. To be able to handle our grammar and anxiety”. Group 3 admits that “in teaching the difficulties are how to manage time because of limitation of the time the teacher needs to very well-organized the materials, exercises in order to get students’ understanding”.

After teaching, students were also challenged when implementing metacognitive awareness in teaching. Group 2 mentioned that metacognitive awareness in teaching



challenged them to: (1) “revise our lesson plan and the whole teaching; (2) find different techniques that will work better for the next teaching; and (3) ask ourselves how well we have accomplished our teaching goals once we are finished”.

Group 4 realised that metacognitive awareness used after teaching helped them to “always think about what we have done and what we should improve. If the teaching technique should be improved, we will improve it in the next teaching. Briefly, we just want to be better in the next chance”.

### **Suggestions to improve the implementation of MAIT**

Students gave suggestions mostly to the teachers who wanted to implement metacognitive awareness in teaching rather than to the lecturers who taught them MAIT. Group 1, for example, gave two suggestions, namely: (1) “Focus on each point of MAIT; and (2) Try to implement each point of MAIT in the learning activities”. Group 3 came up with three suggestions, i.e., : (1) “The teachers should have list of teaching goals to be achieved; (2) “The teachers should be aware of what their weaknesses and strengths; and (3) The teachers should have a self-reflection after they finish their teaching to know what should be improved for the next teaching”.

### **Discussion and conclusion**

This research was conducted to answer one research question, i.e., to what extent do reflections impact on Indonesian preservice English teachers’ metacognitive awareness? Based on the results of the quantitative and qualitative data analysis, the researcher found that reflections had the power to increase students’ metacognitive awareness in teaching. Students improved their metacognitive awareness before, while and after teaching. Quantitative data analysis clearly indicated that students were more aware of knowledge of

cognition and regulation of cognition in teaching. Students' knowledge of cognition in teaching, which consists of declarative, procedural and conditional knowledge, has improved, which in turn has helped students in their teaching. This claim was supported by the results from the quantitative data analysis (see, pp. 13-18). In the area of declarative knowledge, for example, the students admitted having control over how well they taught as indicated by the mean increase (Decl3/ Mean increase by 1.33). Declarative knowledge in teaching helped students to build knowledge base about what teaching is all about. It is related to their concept about teaching (cf. e.g., Balcikanli, 2011; Schraw, 1998; 2001; Schraw & Dennison, 1994; Mbato, 2013; 2019). Students also admitted having improved in the area of procedural knowledge. Procedural knowledge is related to knowing the skills in teaching (cf. see, e.g., Balcikanli, 2011; Schraw (1998; 2001); Schraw & Dennison, 1994; Mbato, 2013; 2019). Quantitative data results showed, for example, that students had an increased awareness in using helpful teaching techniques automatically (Pro8/mean increase by 1.31). Similarly, students acknowledged that they had improved conditional knowledge in teaching. Conditional knowledge is concerned with knowing when, why and with whom to use certain knowledge and skills (cf. see, e.g., Balcikanli, 2011; Schraw (1998; 2001); Schraw & Dennison, 1994; Mbato, 2013; 2019). Quantitative data analysis showed that they had improved in the four areas of conditional knowledge in teaching, that is, knowing their strengths in order to compensate for their weaknesses my teaching, being able to motivate themselves to teach when they really needed to teach, being able to use different teaching techniques depending on the situation and knowing when each teaching technique they used would be most effective.

Furthermore, students also acknowledged that they had increased their ability to regulate their teaching in terms of the planning, monitoring and evaluation. Before teaching, the implementation of metacognitive awareness in teaching, as indicated by the students, had helped them in preparing for their teaching better. For example, they admitted having

an ability to organize their time to best accomplish their teaching goals (Plan16/Mean increase by 1.26). Students also stated that they were more able to monitor their teaching. For instance, students agreed that they found themselves assessing how useful their teaching techniques were while they were teaching (Mon18/Mean increase by 1.31). Similarly quantitative data analysis showed that the students were more capable of evaluating their teaching after participating in the research. An instance of this case was shown in the students' response to statement 22. The students mentioned that they asked themselves if they could have used different techniques after each teaching experience (the mean increase by 0.82). Samples t-test clearly indicated that students' perception about the implementation of metacognitive awareness in teaching significantly increased (the pre-participation level, 3.19, SD = 22133, and post participation level, 3.91, SD = .23992,  $t(23) = -10.879$ ,  $p < .0.5$ ).

Students' admissions about the increase of their metacognitive awareness and its impact in teaching find abundant support from qualitative data. Data from FGD highlighted a lot of benefits of metacognitive awareness training for their teaching in the stage of preparation, implementations and evaluation. For example, Group 1 asserts that "We can understand what points that we have to prepare before teaching in the class" (FGD1). Students also find being aware of their metacognition while teaching beneficial. For instance, Group 3 expresses that they could control their classroom management strategies, change into another strategy if students felt bored and manage the time while teaching well.

Students acknowledged, through reflections after being disseminated into the concepts of metacognition in teaching, that being metacognitive aware in teaching helped them to understand themselves better as teachers, the teaching materials, the strategies, and the students. For example, S01 Reflects:

*After understanding metacognitive awareness inventory for teachers, I realize that it is important for me to be aware of my strengths and weaknesses in my teaching. Why is it so? Because I can evaluate myself to reduce my weaknesses and develop myself to improve my strengths. As a future teacher, it is also important for me to understand that there are some important skills in order to be a good teacher; how to open class that makes the students are full of spirit, how to deliver the*

*materials that makes the students can apply it on their lives, how to manage the class that makes the condition of the class is full of excitement, and how to close the class that can be the media for the teacher to make sure whether the students understand the materials or not. I also realize that doing reflection after the class is useful. It is helpful for me in order to understand whether the teaching goals is reached or not and understand what has to be improved.*

Having good metacognitive awareness in teaching is crucial for a teacher's success in preparing, implementing and evaluating the lessons. A number of studies (see, e.g., Aktag, Semsek, & Tuzcuoglu, 2017; Gopinath, 2014) found that being metacognitively aware not only benefits the teachers, but also the students and the class learning atmosphere. While acknowledging that metacognitive awareness in teaching brings a lot of benefits for teachers and students, so far not many studies have engaged in strategies to train teachers to be metacognitively aware. Because of its importance in the teachers' profession and its impacts on teaching and students, Palantis, Mohamed, Ibrahim, Ismail, Anuar, Ma'rof, and Buang (2017) urged explicit training and intentional practice of metacognitive awareness for teachers.

This study attempted to fill in the gap in the literature about how to train teachers to increase their metacognitive awareness before, while and after teaching. As indicated by both the quantitative and qualitative data, Indonesian pre-service English teachers involved in this research found metacognitive awareness in teaching helpful. It helped them to prepare their teaching well and to anticipate what was likely to occur in the real teaching. Such awareness before teaching assisted them to prepare strategies to cope with the unexpected in class. Being metacognitively aware while teaching empowered them to focus on students and their learning, and as well as the strategies to solve the problems in the teaching learning process. Being metacognitive aware after teaching enabled the pre-service teachers to evaluate their teaching, the strategies, the learning materials and the students' learning progress and achievements. Possessing sufficient metacognitive awareness will empower not only the teachers and their teaching but also the students.

This research has shown that reflections had a power to raise and increase teachers' metacognitive awareness in teaching as indicated by the students' responses to the metacognitive awareness survey, qualitative data and a brief survey on the influence of reflections on students' metacognitive awareness in teaching. Students admitted that reflections helped them to develop their metacognitive awareness in teaching before, while and after teaching as indicated by the response mean of 4.36 on a scale of 5.

The power of reflections for teachers' professional learning and developments have been acknowledged by many authors (see, e.g., Arslan, 2018; Davis and MacDonald, 2019; Finley, 2008; Scanlan & Chernomas, 1997). However as indicated in the introduction and literature sections of the article, not many studies have been carried out to facilitate pre-service and in-service teachers to enhance their metacognitive awareness in teaching. Some studies have focused only in some aspects of teachers' metacognition in teaching. Research by Tosriadi, et al (2018) has focused on the teachers' reflections about pedagogical content knowledge, which, in the light of the metacognitive awareness, may be part of declarative knowledge. Another recent study (Davis & MacDonald, 2019) found that reflections focused on self-evaluation could impact the teachers' professional development. This study focused on one element of regulation of cognition, i.e., evaluation.

The current research therefore enriches the above studies (Davis & MacDonald, 2019; Tosriadi, et al 2018). Using reflections, it trained pre-service teachers the whole aspects of metacognitive awareness in teaching, which encompasses knowledge of cognition (declarative, procedural, and conditional knowledge) and regulation of cognition (planning, monitoring, and evaluation) (see, e.g., Balcikanli, 2011; Schraw, 1998; 2001; Schraw & Dennison, 1994; Mbato, 2013; 2019).

In conclusion, this study provided sufficient evidence to show that being metacognitive aware helped Indonesian pre-service English teachers to prepare, anticipate, execute, problem-solve and evaluate their teaching better than if they had not been

introduced to the concepts of teachers' metacognitive awareness in teaching. It was also clear that reflections could be utilized to increase their metacognitive awareness in teaching. Findings in this research suggest that, while benefiting, it takes time, patience, commitment and purposeful efforts for teachers to be metacognitively aware in teaching. This research, however, was conducted for a very short period of time (three months). Future researchers and university lecturers interested in investigating teachers' metacognitive awareness in teaching are advised to conduct their study over a longer period of time. This study also didn't collect data on impact of feedback on students' reflections and metacognitive awareness in teaching. Future researchers and university lecturers may need to implement these strategies when training metacognition to pre-service and in service teachers.

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**LAPORAN PENELITIAN**

**INDONESIAN PRE-SERVICE ENGLISH TEACHERS' PERCEPTION  
AND MOTIVATION TO ENTER THE TEACHING PROFESSION**

Diajukan Kepada

Lembaga Penelitian dan Pengabdian Kepada  
Masyarakat Universitas Sanata Dharma



**Diajukan oleh:**

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**Universitas Sanata Dharma**

**Agustus 2020**

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**LAPORAN PENELITIAN DIAJUKAN KEPADA LEMBAGA PENELITIAN DAN  
PENGABDIAN KEPADA MASYARAKATA UNIVERSITAS SANATA DHARMA 2018**

1. a. Judul Penelitian : **Indonesian Pre-service English Teachers' Perception and Motivation to Enter the Teaching Profession**  
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Menyetujui dan Mengesahkan  
Ketua Lembaga Penelitian dan  
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## **A. Judul: Indonesian Pre-service English Teachers' Motivation to Enter the Teaching Profession**

### **B. Abstract (Abstrak)**

Pre-service teachers as the future generation of qualified teachers hold the responsibility to improve the quality of education in Indonesia. They are expected to commit to the profession and serve their students professionally. However, committing to a certain career for a long time is not an easy job to do. It becomes harder particularly when the pre-service teachers are supposed to serve in rural areas. They need to have a good picture of the profession and possess high motivation to be in the profession. Those aspects will highly influence them to enter the profession. This study was basically aimed to investigate the perception and motivation of English pre-service teachers to enter teaching profession, specifically in the East Nusa Tenggara. East Nusa Tenggara. The objective of this research was formulated into two research questions. The first research question is “what are the pre-service English teachers’ perceptions of the teaching profession?” and the second research question is “what motivated the pre-service English teachers to (not to) enter the teaching profession?” To answer the research questions, the researcher collected and analyzed data from 44 English pre-service teachers studying in a teacher education program in Kupang, East Nusa Tenggara. They came from different areas in East Nusa Tenggara province. This study implemented mixed method research with questionnaire and interview as the instruments to collect data. Based on the findings of the research, they varied in their perceptions of the teaching profession. Their perception were basically related to task perception (demands and returns), social dissuasion, media dissuasion and satisfaction with choice. There were three types of career motivation to be teachers: intrinsic, extrinsic and altruistic motivation. Based on the findings of the research, the researchers believe that understanding the perceptions and motivations of pre-service English teachers in choosing teaching as their profession has implications for teacher education programs, curriculum planners, policy makers, recruitment authorities and local governments in planning and making important decisions in education.

Keywords: Pre-service English teachers, career motivation, teaching profession

### **C. Background of the study (Latar Belakang Masalah)**

Teaching profession is categorized as one of the most respected professions by society in Indonesia. Teachers are given a rhetoric appreciation; it is being called "*Pahlawan tanpa tanda jasa*" or the unsung heroes. Teachers are heroes because they work hard to educate the next generation and bring a better future for them (Kuswandono, 2013). The appreciation also means that they are respected as heroes who devoted their lives to the betterment of the young generation. Along with the high appreciation in society, teacher education departments have also gained interest from the graduates of secondary high schools in Indonesia over the past few years (Lestari & Arfiandhani, 2019). One of the reasons is because the Indonesian government has implemented a teacher certification program to raise teacher qualifications and income since 2007 (Suryanto, 2014). Lestari and Arfiandhani (2019) present data from the Indonesian Ministry of Research, Technology, and Higher Education in the Higher Education Databases (PD-DIKTI) 2019 about the top three faculty programs surveyed from the numbers of the students. The top three is the social sciences program with 995,269 students, followed by the economics department as the top two with 1,089,469 students, with the education departments becoming the most popular target with 1,290,879 students (p. 63). These data may suggest that young people in Indonesia are highly enthusiastic to undertake education programs and become teachers in the future.

However, according to Lestari and Arfiandhani (2019), there is an inconsistency between pre-service teachers' majoring in the teacher education departments and their decision to choose teaching as their future career in Indonesia (p. 63). They found that teacher education departments

have not been able to entice all of their graduates to become teachers. This unfavorable situation could eventually pose a problem regarding the availability of potential English teachers in Indonesia. Shortage of teachers may happen if pre-service teachers feel reluctant to become teachers after graduation.

*"Interestingly, from the prior interviews conducted to faculty members in different teacher training programs in Yogyakarta, Indonesia, a discrepancy in the decision or plan to take a career path as a teacher after graduation among students of teacher training programs emerged."* (Lestari and Arfiandhani 2019, p. 63).

The above issue may be related to pre-service teachers' motivation and teachers' identity development. This research was carried out to enrich the previous studies focusing on the career motivation of pre-service English teachers in Indonesia (Lestari & Arfiandhani, 2019; Suryani, Watt, & Richardson, 2016) by explicitly carrying the context of East Nusa Tenggara. Febriana and colleagues (2018) mention that through sending fresh English teacher education graduates to rural areas, the Indonesian government is aiming to address the need of English teachers in rural Indonesian schools. Therefore, the English teacher education department plays an important role in English language teaching (ELT) in Indonesia. It provides the need for qualified and professional English teachers for the whole country.

Recently, studies about the motivation and identity development of pre-service English teachers in Indonesia have been conducted by some authors. Maulimora (2019) focuses more on investigating 44 Indonesian pre-service English teachers' perceptions regarding anxiety in their practice teaching. They found that the pre-service teachers felt anxious mostly in class management. Raharjo and Iswandari (2019) conduct their study to identify the professional identity tensions faced by 17 Indonesian pre-service teachers during teaching practice. Lestari and



Arfiandhani (2019) explore the motivations of 23 Indonesian pre-service English teachers to choose a career as teachers. These studies have only looked on the PTS in urban areas. Mudra (2018) has conducted a study on the 17 pre-service English teachers in a rural area. (Mudra 2018) is more focused particularly on describing the struggles experienced by the pre-service English teachers teaching in rural schools in Kerinci, Jambi Province during their teaching practice program. Essentially, it is also important to investigate the state of the motivation of pre-service English teachers in rural areas to be future English teachers after experiencing tensions and struggles in teaching practice in schools, which is provided by this current study.

Mukminin, Aina, and Ariyanti (2016) mention that understanding the motivation of pre-service teachers to be teachers is important as a basis for developing the policy on the teacher education department. Unfortunately, very few studies have been done about the pre-service English teachers ' motivation in Indonesia's rural region to undertake the teaching profession. This research is likely to give benefits to the English teacher education department, the education policymakers in Indonesia, and specifically the local government of East Nusa Tenggara Province. This research provides the realities that happened among the Indonesian pre-service English teachers in rural areas regarding the process of career-decision making so that all parties can be cooperated in creating preventive actions and regulations to make sure the availability of future English teachers in Indonesia.

#### **D. Problem Formulation (Rumusan Masalah)**

To guide this research, two research questions were formulated: (1) what are the pre-service English teachers' perceptions of the teaching profession? (2) What motivated the pre-service English teachers to (not to) enter the teaching profession?

#### **E. Objective of the Study (Tujuan Penelitian)**

This study aims to seek findings and insights about:

1. What motivated the pre-service teachers to enter the English Teacher Education Department.
2. What factors influence the pre-service teachers' motivation to (not to) enter the teaching profession.

#### **F. Benefit of the Study (Manfaat Penelitian)**

This research was expected to give benefits to:

##### **1. The English Language Teacher Education Department**

Through this study, the English Language Teacher Education Department as one of the teaching programs will be enlightened about the issue which is also related to their students' learning experiences in the program. Those who become the participants also will be given a chance to evaluate their motivation and perception about the teaching profession. The evaluation and reflection will be useful for them as the supporting guidelines to enter the profession after graduation. The issue is also supported by Watt and Richardson (2008) who stated that it becomes hard to attract students to the teacher program and teaching profession because of the common concepts about the profession; which are low status, poorly paid and better suited to females (p.409).

##### **2. The Lecturers in the English Language Teacher Education Department**

Discovering the motivation of the pre-service teachers of English Language Teacher Education Department is important as the material of teaching reflection. The lecturers will probably evaluate how far the teaching and learning process in the teacher education department affects the pre-service teachers to be future English teachers. In preparing their students mentally

and professionally to be teachers in the future, lecturers will be able to identify their strengths and weaknesses. Pre-service teachers in the program are not only to be taught about technical issues but also how to manage themselves to solve the key problems of teachers, to build their professional identity and their commitment to teaching.

### **3. Future Researchss**

Since this issue is very crucial at this time, it is very important to recognize that this issue is rarely discussed in the context of the eastern part of Indonesia. It is hoped that this study will attract the interest of researcherrs who are interested in pre-service teachers' and teachers ' professional development. Current research will be more meaningful if other researcherrs do the same research with broader coverage of the research population; encouraging higher numbers of participants. Subsequently, it is hoped that they will be able to correlate the results of the present research with those of the previous ones, to provide more comprehensive insights from pre-service teachers in Eastern Indonesia.

## **G. Literature Review (Tinjauan Pustaka dan Landasan Teori)**

### **Perception about Teaching Profession**

Teaching promotes the deep belief of the teachers across the values and norms (Rots, Kelchtermans, & Aelterman, 2012). Values and norms that exist in society will likely influence their perception of the profession. Tustiawati (2019), in her study, reveals that majority of Indonesian PTS have positive perspective toward teaching. They value teaching as a noble job and it offers more flexibility in career choice. The perceptions of prospective teachers influence their future professional commitment, growth, and the quality of their work (Richardson & Watt, 2010). However, Aksu and colleagues (2010) state that teachers' beliefs either reinforced or challenged

the teachers in doing their works. Future teachers usually comply with certain social expectations, such as prescribed requirements and basic competences (Tatjana & Pedjazvk, 2012, p. 2). Their beliefs and expectation about the task returns could stimulate positive perceptions, make them believe that teaching is their destined career. However, facing realities in the fields and accepting hard task demands could also challenge them in a certain way that they see teaching is not a good career choice to pursue.

Eventually, the negative perceptions of teachers' employment in the society and mass media, along with the changes and reformations in politics and government policy have a significant impact on the reputation and popularity of teaching as one of the career options (Richardson & Watt, 2010, p. 21).

### **Career Motivation**

Motivation has been reported to mostly influence the individual choice to pursue a certain career. Upa and Mbato (2020) mention that motivation is part of a person's achievement or fulfillment of his or her goals. It drives the individual to take action or choose a certain decision. Some teachers start teaching with a more or less consistent motivation to teach and some make use of teacher education as a step towards another profession (Roness, 2011). In other words, their motivation is not purely to teach, but simply to have a job to survive (Kuswandono 2013, p. 21). Concerning career motivation, there are three types of the motivation of pre-service English teachers; intrinsic, extrinsic, and altruistic teaching motivation (Lestari & Arfiandhani 2019).

### **Intrinsic Motivation**

Intrinsic motivation is commonly based on personal interest, desire, or fulfillment and

energizes and sustains actions and behaviors (Lai 2011). Before pursuing a certain major in a university, secondary high school graduates firstly would identify the target program and fulfill their interests and goals with the profession. After completing their study, they would determine how good they are as the graduates of the program and the impact of the decision to join the future profession (Thoonen et al. 2011). The process above is identically related to intrinsic motives and beliefs. Pre-service teachers are motivated intrinsically to be a teacher because teaching belongs to their passion (Lestari & Arfiandhani, 2019). But it is also supported by their interests and goals and expectations.

However, there is also a term called a fallback career in studies on career motivation (Akar, 2012; Brandmo & Nesje, 2017; Richardson & Watt, 2010). A fallback career happens as a second option when the first choice is not available (Brandmo & Nesje, 2017). Based on the fallback career motive, student candidates chose teacher education because they were not accepted in their previous choices or are uncertain of their potential career (Akar, 2012, p. 68). Fallback career has been included in the intrinsic motivation of teaching because, though the teacher candidates do not initially choose teacher education programs, they are intrinsically motivated to choose. After all, no other option is possible. Instead of waiting for another chance, they straightly choose teacher education as their major. The finding from the study of Hellsten and Prytula (2011) report that some of their respondents wanted to be teachers because they could not "figure out" their first career choice. It could be considered that early teachers who leave the profession might be those who do not have a true passion for teaching and it is likely the result of their fallback career.

### **Extrinsic Motivation**

People are usually associated with their external or social influences. Akar (2012) mentions

social and cultural backgrounds have a strong influence on how his participants have constructed their motivation to choose a teaching career (p. 80). The significant influence mostly comes from the closest people, for example, having parents or family members who are teachers. They perceived the teaching profession through their family members. Ultimately, they extrinsically follow the existent examples from their family. A big influence also comes from the teacher education program. It comes from the fees for the course of study. Trent and Gao (2009) suggest in their research that undergraduates from low-income families who study at low university fees are more interested in teaching than others with high tuition fees and from middle-class families (Trent & Gao, 2009, p. 35). Another consideration for entering teacher education programs is about admission requirements (Akar, 2012). In Indonesia, admission to teacher education is considered less competitive than other programs such as law, medicine, and economics (Suryani et al. 2016). Another recognized advantage is easy finding a job after graduation; such as being private tutors. It is because the pre-service teachers have considered gaining enough teaching experiences during the training in teacher education (Suryani et al. 2016, p.187). Other extrinsic reasons from the teaching profession are the salary, the benefits, long holidays, family time, social status of teachers, and job security (Mukminin, Aina, & Ariyanti, 2016).

### **Altruistic Motivation**

Generally, an altruistic person is driven by the desire to help other people. As stated by Trent and Gao (2009) that altruistic motivation in teaching relates to the view of teaching as a socially important profession and the media to help society better (p. 146). Teaching is often regarded as a high-status profession (Bruinsma & Jansen, 2010). If teachers gain the altruistic motivation, hopefully, it may lead them to service in rural areas. Those who possess altruistic reasons for

completing the teacher education program are having a deep passion for teaching, love working with children, like to help students and contribute to society and also fulfill a mission (Kyriacou et al. 2010; Lestari & Arfiandhani, 2019; Mukminin et al. 2016). In general, teaching motivation can be assumed to rely on the pre-service teachers' characteristics and perceptions of their situation, as well as the circumstances of their society and the profession (Mark, 2015).

### **Teachers in Indonesia**

From the data shown by the Statistics Indonesia (The Central Bureau of Statistics) in 2019 from the database of Indonesian Ministry of Education and Culture, the country has more than 2.910.014 teachers working in 214, 409 schools (cited from BPS, 2019). However, not all the teachers pursued the standard level of education and have undergraduate degree (S1/D4). The teachers who pursued the degree or more are 2.599.375 teachers (89.33%) (Badan Pusat Statistik, 2019, p.23). The teachers generally are separated into two groups: civil servant teachers or *Pegawai Negeri Sipil* (PNS), and non-civil servant teachers or Non-PNS. Civil servant teachers are hired officially by the government after passing the national selection exam successfully (Qoyyimah, 2015). They are supposed to work in public schools provided by the government. Non civil servant teachers commonly work in private schools provided by social parties. However, Qoyyimah (2015) also mentions that there are still recruitments from public schools of non-civil servant teachers in some provinces in Indonesia. The schools are employing non-civil servant teachers as temporary or honorary teachers because the number of civil servant teachers is still inadequate (p.25).. Forward (2010) reported that teacher shortages are caused by a huge disproportion in the allocation of teachers as civil servants between urban and rural areas. Recently, the data from Statistics Indonesia (Badan Pusat Statistik, 2019) shows that there is a decreasing



number of teachers working in vocational schools. The decrease was allegedly due to the increasing number of retired vocational teachers from year to year who also contributed to a decrease in the number of eligible teachers, while the needs the number of new teachers' admission at the vocational schools (SMK) level is not optimal (p.24).

Particularly for EFL (English for Foreign Language) teachers in Indonesia, the EFL teachers are supposed to be aware of changes in curriculum and English learning materials. Qoyyimah (2015) specifically mentions that EFL teachers in Indonesia are asserted to have a responsibility in coping with changes simultaneously because they are not only required to arrange English lesson plans but also implement the changing curriculum and impart the values in every classroom activity. It is important for the teachers to upgrade their knowledge and skills and to cope with changes through workshops, mentoring, and training provided by the government (Tanang & Abu, 2014, p.26). Besides, English teachers in Indonesia also are likely to have an issue regarding positioning the right place for the culture carried by the language and the local culture planted by Indonesian society (Qoyyimah 2015, p.50). That is why the professionalism and expertise of the English teachers are fully needed.

Generally, Adnyani (2015) states that Indonesian teachers face problems on professional knowledge, skills, effort, and motivation (p.8). As bringing up the issue of motivation in teaching, this research is also intended to bring the context of East Nusa Tenggara (NTT) Province. East Nusa Tenggara is Indonesia's southernmost province and still known as a rural area. Fananta, Umbara, and Hastuti (2018) imply that studies on pre-service teachers and teachers serving in rural areas are essential for the development of the whole education system in the country. Research has been established in the East Nusa Tenggara province continuously although the number has yet increased (Florida & Mbato, 2020; Lomi & Mbato, 2020; Ola, Lengkong, & Kambey, 2018; Ota

2018; Sakan, Utanto, & Rc, 2019; Sariguna et al. 2019).

Teachers in East Nusa Tenggara face many struggles in doing their job and constructing their identity as professional teachers. A study conducted by Lomi and Mbato (2020) explores the struggles of novice English teachers in the East Nusa Tenggara area. The struggles found are related to how teachers controlled their emotions, their self-efficacy in teaching, classroom management, students' behavior, and lack of resources and facilities in schools, relationship with colleagues, and the salary (p.16). This study provides useful insights for future English teachers in the area in terms of the strategies in increasing their awareness and in dealing with the struggles in the workplace. The increased awareness and ability to handle struggles will help them to grow better.

Sakan, Utanto, and Rc (2019) analyze the effect of teacher education, teachers' skills, and facilities to teacher readiness in implementing Curriculum 2013 at Senior High Schools in Kupang, East Nusa Tenggara. They found that the influence of teacher education departments on the readiness of teachers in implementing Curriculum 2013 was 30.20%, the influence of competences to teacher readiness was 47.40%, and the influence of school facilities to the readiness of the teachers in implementing Curriculum 2013 was 17.20% (p.1). From the data shown, it can be seen that there is a significant influence on teacher education in implementing the national curriculum. This is a high responsibility for teacher education programs in preparing the pre-service teachers to apply the national curriculum in their teaching context.

Another study conducted by Ota (2018) mentions that the teaching and learning process taking place in East Nusa Tenggara specifically in Flores was still teacher-centered. Students in the area tend to follow the teachers fully and consider teachers as the only learning sources. Therefore, she suggests that teachers serving in the area need to consider carefully the learning

materials and activities that will be used for teaching to engage students in the classroom (p. 11). Pre-service English teachers aiming to teach not only in the areas should be aware of the updates of the learning materials and the importance of creativity in teaching. Among of the issues presented above, Sariguna and colleagues (2019) report that NTT faces problem regarding the availability of teachers working in the area (p.108).

In general, teachers' quality and availability in Indonesia needs to be improved. Teachers need strong support from the government and policymakers in education. Besides, understanding the needs of the teaching context will likely be helpful for future teachers in dealing with the upcoming struggles in their teaching context (Lomi & Mbato, 2020). When pre-service English teachers understand their teaching context, they will have a proper picture of the profession, less experience of tension, and develop their motivation and enjoyment in teaching. Utilizing the perception of Indonesian pre-service English teachers as well as their intrinsic, extrinsic, altruistic career motivations, this study aimed to provide insight into the reasons for entering the English teacher education program and the teaching profession in Indonesia, particularly in Kupang, East Nusa Tenggara. Lestari and Arfiandhani (2019) imply that it is necessary to explore the career motivations of pre-service English teachers so that further steps to increase the Indonesian English teachers' quality can be applied.

## **H. Research Methods (Metode Penelitian)**

This research used a mixed-method design. Mixed method studies have been utilized by many researchers, specifically in the field of education (e.g. Astriningsih and Mbato 2019; Lomi and Mbato 2020; Mbato 2013; Nolan L. Cabrera 2011; Roos et al. 2014). The aim of combined analyses was not to substitute quantitative or qualitative data but to combine quantitative and

qualitative results by examining the findings of the entire study and drawing conclusions (Ivankova, Creswell, & Stick, 2006, p17). This mixed-method design helped the researchers to get deeper data and understanding about the participants. The procedure used to collect and analyze data was based on a mixed-method sequential explanatory design (Creswell 2009; Ivankova et al. 2006).

### **Research Participants**

Regarding the participants, there were 24 male pre-service English teachers (54.5 percent) and 20 female pre-service teachers (45.4 percent) participating in this research. The researchers recruited them in a combination of convenience and purposive samplings as this research needed participants who were easy to be contacted and support the objective of the research (Etikan, 2016). The largest age group responding to the research questionnaire consisted of participants age 23 and above (n=16). The pre-service English teachers, in particular, were between the ages of 21-22 and over (70.4 percent). From the demographic data of the participants, the researchers could see that the participants were coming from different backgrounds and study batch. Their age range is also different. A summary of the descriptive analysis of the pre-service English teachers' socio-demographic data is presented in Table 1 below:

Table: 1 Breakdown of pre-service English teachers' Socio-demographic profile

Socio-demographic items		Frequency (n)	Percentage (%)
Gender	Male	24	54.5
	Female	20	45.4
Age	19-20	13	29.5
	21-22	15	34.0
	23 and above	16	36.3
Ethnicity	Timorese	23	52.2
	Sabunese	6	13.6
	Alornese	2	4.5
	Flores	7	15.9
	Rotenese	3	6.8
	Javanese	1	2.2
	Bataknese	1	2.2
	Papuan	1	2.2
Religion	Catholic	13	29.5
	Christian	30	68.1
	Moslem	1	2.2
Academic Year	2013	6	13.6
	2014	3	6.8
	2015	20	45.4
	2017	5	11.3

## Research Instruments and Analysis

The quantitative data instrument was a closed-ended survey questionnaire named Factor Influencing Teaching–Choice (FIT-Choice) questionnaire. It consists of 31 statements ranged in Likert seven-point scales from very strongly disagree to very strongly agree. It was adapted from a questionnaire developed by Suryani, Watt, and Richardson (2016). It is from the original FIT Choice questionnaire (Richardson & Watt† 2006). The previous study (Suryani et al. 2016) confirms the reliability and validity development of the questionnaire implemented in Indonesia. All Cronbach's alphas values in the questionnaire are above .70 except fallback career  $\alpha = .61$ , job difficulty  $\alpha = .65$  and job transferability  $\alpha = .69$  (see appendix 9). It is reported that Cronbach's

alpha reliability coefficients for all final factors scores indicated well to acceptable internal consistency (Suryani et al. 2016, p.197). The questionnaire in this research was collected through the website of the Google form. The researchers used descriptive statistics to analyze the responses of the participants in the questionnaire.

The qualitative data instrument in this research was a semi-structured open-ended interview. It was used to redefine the findings from the quantitative data collection and to get detailed information from the participants (Creswell & Tashakkori 2007; Ivankova, Creswell, & Stick 2006). The researchers chose six participants for the interviews based on the finding of the questionnaires i.e., high, medium, and low motivation. The participants' interviews lasted about 30-40 minutes each. All the interviews were conducted in the Indonesian language because it allowed the participants to answer comfortably to the questions. All interviews were recorded and transcribed. The researchers color-coded the transcriptions and classified the statements. The researcher verified the coding and decreased personal bias (Ary, Jacobs, & Sorensen, 2010). The researchers tried to reduce personal bias specifically in analyzing qualitative data. It was done to make sure that the analysis of the data was free from personal judgments of the researchers. The researchers tried to reconfirm all the data to the participants and also reviewed the finding with peer. The collection and analysis stages were completed at the integration process of the quantitative and qualitative data.

## **I. Results**

The finding of the present study consists of two parts, perception regarding the teaching profession and motivation to (not to) enter the teaching profession. This part presents the results of the research findings and aims to answer the research questions in this study. The discussion

will be followed in the next part.

### Research Question 1: The Perception regarding Teaching Profession

In the first part, the researchers presented data and discussed findings of the pre-service teachers' perceptions about the teaching profession. The summary of the pre-service English teachers' perception of the teaching profession is presented in

Table 2 below:

Table: 2. Pre-service English teachers' perception of the teaching profession

No.	Variables of Motivation	Statements	N	Mean (M)	SD
A1	Salary (Task Return)	Teachers earn a good salary	44	4.45	1.45
		Teachers get more incentives (e.g., health insurance, pensions)	44	4.75	1.41
A2	Social status (Task Return)	Teaching is a well-respected career	44	5.25	1.52
A3	Expertise (Task Demand)	Teachers are perceived as professionals	44	5.30	1.37
A4	Difficulty (Task Demand)	Teaching is a stressful job	44	3.98	1.62
		Teaching is a tough job	44	4.66	1.62
A5	Satisfaction with choice	You are satisfied with the choice of being teachers in the future	44	4.91	1.25
A6	Social Dissuasion	Other people influence me to consider careers other than teaching	44	4.43	1.22
A7	Media Dissuasion	I have affected by the media reporting of teachers' living condition	44	4.66	1.36

From A1 to A7, it could be seen that pre-service English teachers highly rated the expertise variables in the perception of the

about the teaching profession. The pre-service teachers also stated that teaching is a secure job (A2; M=5.25) and a well-respected career (A2; M=5.25). Standard deviation is the number used to indicate how the measurements for a group are distributed out of the average (mean). Based on the result, standard deviation in this finding is in ranged 1.22-1.62. It means that distribution of the questionnaire's responses are less homogeny. It also can be understood that the pre-service



teachers showed various responses to the questionnaire, specifically to the perception of teaching as their potential profession in the future. The descriptive analysis of the questionnaire data was in line with the interview results, in which the participants reported seeing the profession as a 'noble' and respected career. PTS09 shared her views about the teacher. She started the feeling of pride after doing a teaching practicum in school:

*In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that. How to think about materials and to be creative are difficult. They must also know each student with their personalities. (PTS09).*

The pre-service English teachers valued teaching as a tough job (A7; M=4.66) and a stressful job (A4; M=3.98). PTS11 shared their concern about being teachers in their area:

*Teachers find it difficult to present appropriate material to students because of the lack of facilities in schools that support the teachers (PTS11).*

Specifically, PTS08 mentions her thoughts about the teachers in Kupang, East Nusa Tenggara:

*To become a teacher, in my opinion, the difficulty is more about their salary. Teachers in Kupang get less attention. There are some stories I heard that temporary teachers sometimes had to wait for about 3-5 months to get a salary. Then, they spent the salary on transportation costs and daily needs. They then had to wait again for a long period. It is not sufficient. But I think for the civil servant teachers, their situation will be much better (PTS05).*

PTS10 added his opinion about the teachers' conditions in the rural area;

*We are exposed to the reality of teachers working in this region's rural areas where temporary teachers often do not have an adequate salary and teach with very limited facilities (PTS10).*

Moreover, the pre-service teachers mostly stated that teachers are perceived as professionals (A3; M=5.30). PTS11 added about the importance of having experiences in school: *Teachers cannot be said to be professional if they do not have many experiences at school (PTS11).*

The pre-service English teachers also revealed that some other people influence them about

the bad sides of teaching (A6; M=4.43) and they had affected by the reports of media about teachers' living conditions (A7; M=4.66). However, they still expressed high satisfaction with the choice of being teachers in the future (A5; M=4.91). Nevertheless, PTS09 expressed her gratefulness of being a student of a teacher education program:

*I am grateful to be an English study program student because the career choice is not limited to one profession. Teachers can also be up to date. For example, if a particular issue is developing nowadays, it can be used as a material for teaching. I also enjoy interacting with children (PTS09).*

In summary, it can be concluded that pre-service English teachers displayed different kinds of perceptions regarding the teaching profession. Their perceptions, based on the questionnaire, are mainly related to salary, social position, expertise, and the difficulty of the job.

#### Research Question 2: Pre-service English teachers' Motivation to (not to) Enter the Teaching Profession

This part shows the data analysis to answer the second question i.e., what is the pre-service English teachers' motivation to (not to) enter the teaching profession. The motivation of the pre-service English teachers is divided into three general types of motivation; intrinsic motivation, extrinsic motivation, and altruistic motivation.

##### *Intrinsic Motivation*

The participants showed various responses related to the intrinsic motivation for entering the teaching profession. The summary of the pre-service English teachers' responses to intrinsic motivation variables is presented in Table 3 below:

Table: 3 Intrinsic Motivation Influencing Pre-service English to teach

The	No.	Variables of Motivation	Statements	N	Mean (M)	SD	calculation
from B1 to that their intrinsic was their teaching	B1	Self-Perception	Teaching is a career suited to my abilities	44	4.80	1.35	B3 showed highest-rated motivation interest in (B2; M=4.95).
			I have good teaching skills	44	4.30	1.09	
	B2	Intrinsic Career Value	I am interested in teaching	44	4.95	1.48	
			I was not accepted into my first enrollment choice to another program	44	3.61	1.65	
	B3	Fallback Career	I was unsure of what career I wanted	44	4.39	1.24	

Most of the pre-service English teachers felt intrinsically the values of being teachers. Based on the finding, some participants expressed that teaching suited their abilities (B1; M=4.80) and that they had good teaching skills (B1; M=4.30). The finding in the questionnaire was in line with the results of interviews. In the interviews, PTS05 stated that self-esteem to speak in front class appeared while she followed the process in the teacher program:

*I'm not the type of person who cannot speak in public. I was initially not very confident. But I learned through activities in the classroom where we were required to do presentations, debates, speeches, and so forth. We spoke English every day. We learned to teach our friends. Now, I can feel that teaching suits me (PTS09).*

A different self-perception about ability came from PTS05. The effect of practice teaching in school was shown by PTS05 after he followed a teaching practice program;

*I don't feel it (the enjoyment of becoming a teacher), I had experienced the teaching practicum in school and I think I am not suitable to be a teacher (PTS05).*

Some pre-service English teachers, however, reported experiencing a fallback career. Half of them (B3; M=3.61) stated that they chose the teaching program after being rejected from their first enrollment choice in another program. Similarly, the pre-service English teachers revealed that they were unsure of what career they wanted (B3; M=4.39). One example is PTS20. She reported in the interview the experience of a fallback career at the beginning of her study:

*Initially, I put the English Language Study Program for the second choice. My first choice was the nurse academy because I wanted to become a nurse. Incidentally, I passed the SNMPTN (National Selection of State University Entrance) in the English Education Study Program, which was the reason why I decided to go there (PTS20).*

The same case also happened to PTS10 who stated that he was not interested in English teacher education at the first:

*I was more interested in the communication major. But at that time I did not pass the entry test, my second choice was an English language education that I passed, so I just continued (PTS10).*

Furthermore, based on the result of the interview, the researchers found that the PTS entered the English Education Study Program not because they wanted to become English teachers but because they were interested in the English subject. They showed an interest in improving their skills in mastering English as a foreign language.

*Initially, I liked English and I wanted to learn English deeper. I had a dream of going abroad so I thought that I had to master English (PTS11).*

Another pre-service teacher (PTS09) showed her love for English in the interview:

*I majored in Science when I was in high school. After graduation, I felt bored and wanted to try a language major. I chose an English study program. It was because I love English. I want to have the opportunity to go abroad, or maybe later meet with people from foreign countries in Kupang (PTS09).*

PTS09 also shared that society sees people speaking English as trendy people:

*It becomes a pride too. We can see in Kupang now when we can speak in English, we will be considered cool and so on (PTS09).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the of the questionnaire's spreading responses from the pre-service teachers were in the low homogeneity with the range between 1.09-1.65. It also can be interpreted the pre-service teachers showed various responses to the questionnaire, specifically to the intrinsic motives of being English teachers in the future. In general, it can be concluded that the pre-service English teachers displayed different kinds of responses regarding the intrinsic motivation to be English teachers.

They particularly like English as the major of the teacher education department. However, it can be noted that most of them are interested intrinsically to enter the teaching profession in the future.

### *Extrinsic Motivation*

The participants gave specific responses related to their extrinsic motivation for pursuing the teaching profession. The summary of the pre-service teachers' responses to extrinsic motivation variables is presented in Table 4 below:

Table: 4 Extrinsic Motivation Influencing Pre-service English Teachers to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
	Job Security	Teaching is a secure job	44	4.89	1.33
C1		Teachers can be civil servants	44	4.89	1.36
	Time for Family	Teaching hours fit with the responsibilities of having a family	44	5.02	1.10
C2		Teachers have short working days	44	4.11	1.40
C3	Second Job	I could have more time to do home duties and other works	44	4.50	1.17
	Job transferability	A teaching job allows me to choose where I wish to live	44	4.27	1.48
C4		Teaching certification is recognized everywhere	44	4.70	1.28
C5	Prior teaching experience	I have had inspirational teaching experiences	44	5.18	1.43
C6	The tuition fee for teacher education	Entry to teacher education was affordable	44	4.61	1.06
C7	Admission into teacher education	Entry to teacher education was less competitive	44	3.18	1.50
	Social influence	People around me think I should become a teacher	44	5.23	1.72
C8		I have parents/ relatives who are teachers	44	4.80	2.14
C9	Time for teacher education graduates	The waiting period to get a teaching job is shorter compared to other professions	44	3.95	1.34

Based on the table above, the pre-service English teachers rated fairly well on job security (C1, M=4.89, job working days (C3, M=4.11), second job (C3, M=4.50), job transferability (C4,

M=4.27), teaching certification (C4, M=4.70), tuition fee of teacher education (C6, M=4.61) and social influence of family members (C8, M=4.11). The pre-service teachers highly rated the social influence as an extrinsic motivation of becoming English teachers. The pre-service English teachers expressed that other people think that they should become teachers, with a quite high mean score of 5.18 (C8; M=5.23). It supported by what stated by PTS05 in the interview that becoming a student in teacher education was his mother's wish; *Apart from my interest, entering English education was also my mother's wish* (PTS05).

The English pre-service teachers also expressed that the process of learning in English teacher education influenced them to be English teachers as it has a high mean score (C5; M=5.18). The result is supported by PTS11 who mentioned that the learning process in teacher education affected her to be more confident as a future English teacher. There were a lot of practices and exercises that supported her ability to use English and teach students. That caused her to believe that she can be a professional English teacher in the future:

*My motivation increased when I took the practice teaching program. We spent 6 months in semester 7. I was teaching in junior high school. I got to teach 6 classes, and I handled them by myself. From then on, I felt the challenges of being a teacher. I was glad when I was given the responsibility to teach them. I have a sincere desire to become a teacher* (PTS11).

The influence of their family members who firstly being teachers got a mean score of 4.80 (C8; M=4.80). It is lined with the interview result, specifically from PTS25: *I like being a teacher. I want to be a teacher because my parents are teachers. I want to follow their footsteps to become a teacher* (PTS25).

The less rated element of the extrinsic motivation is the influence of admission into teacher education. The pre-service English teachers who stated that entry into teacher education was less competitive (C7; M=3.18). It is in line with the statement of PTS30 in the interview:

*Many people are competing to enter teacher education and become teachers, the ones who hold the status of civil servants to be safe (economically) (PTS30).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the middle homogeneity. It was calculated with the lowest standard deviation score was 1.10 and the highest score was 2.14. It also can be interpreted the pre-service teachers showed various responses to the questionnaire, specifically to the extrinsic motives of being English teachers in the future although some pre-service might responded similarly. In summary, the pre-service English teachers displayed kinds of responses regarding the extrinsic motivation to be English teachers. However, it could be seen that the pre-service teachers are mostly influenced by their teaching and learning process in English teacher education department.

### *Altruistic Motivation*

The pre-service English teachers responded to the altruistic motives of being teachers in the future. The summary of the pre-service English teachers' responses to extrinsic motivation variables is presented in Table 5 below:

Table: 5 Altruistic Motivation Influencing Pre-service English Teachers to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
D1	Make Social Contribution	Teaching has a social contribution	44	5.68	1.28
		Teaching enables me to 'give back' to society	44	5.25	1.52
D2	Religion Influence	My religion suggests me that I can serve others through teaching	44	5.61	1.54
D3	Work with children	I like working with children/ adolescents	44	5.45	1.50

In this study, the pre-service English teachers seemed to rate the impact of altruistic



motivation in teaching highly. As can be seen from Statements D1 to D3 they strongly respected the teaching profession's social contribution with the mean score of 5.68 (D1; M=5.68). It is followed by the influence of the values of their religion, which suggests them to serve others through teaching with the mean score of the statement 5.61 (D2; M=5.61). These data found support from PTS30, who shared the value of teaching in his religion: *My motivation to enter the English study program besides learning English is I want to fulfill the mission of the monastery* (PTS30).

Statement number 2 shows that teaching enables pre-service English teachers to 'give back' to society (D1; M=5.25). Pre-service English teachers also reported that most of them like working with children/adolescents (D3; M=5.45). Based on the result of the interview, PTS11 shared her opinion about being a teacher as follows: *Being a teacher is a very noble job. You can imagine that teachers create a lot of people to become better in the future through their teaching* (PTS11). For the calculation of standard deviation of the group of responses, the researchers conclude that the the questionnaire's spreading responses was in in the low homogeneity with the range between 1.28-1.50. It also can be interpreted the pre-service teachers showed various responses to the questionnaire, specifically to the altruistic motives of being English teachers in the future

In summary, it can be concluded that the pre-service English teachers displayed various responses regarding the altruistic motivation to be English teachers. However, it could be seen that the pre-service teachers were influenced altruistically by the social contribution of the teaching profession to society.

## **J. Discussion**

There were two major findings drawn in the study. The first finding is related to pre-service

English teachers' perception of the teaching profession. The perceptions fell into two categories: positive and negative perceptions. One of the positive perceptions gained from the questionnaire and interviews was that teaching in Indonesia was perceived as a noble profession; *In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that (the nobility)* (PTS11). The result strengthen the studies by (Suryani et al. 2016; Tustiawati, 2019) which reveal teaching as a highly regarded position in Indonesian society and teachers holding a responsibility equal to parents during school hours. . The pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession, as they perceived that they would be one of the experts of teaching who bring better future to the generations. However, the pre-service English teachers also revealed some negative perceptions about the teaching profession, especially in the East Nusa Tenggara area; *Teachers in Kupang got little attention. There are some stories I heard that they (temporary teachers) sometimes had to wait for about 3-5 months to get a salary* (PTS20). The pre-service teacher particularly concerned with the condition of teachers serving in the area. It is in line with the study of Sariguna and colleagues (2019) who reveal that NTT is still dealing with the issues of teachers employment, salary of employees and the infrastructure (p.109).

The second finding concerns the pre-service motivation to enter the motivation of teaching. In this research, there were three types of motivation; intrinsic, extrinsic, and altruistic motivation. In the intrinsic motivation, the pre-service teachers in this research rated religious influence highly (D2; M=5.61). It is in line with the statement of PTS30 in the interview. He is a Brother (a member of a mendicant religious order in the Catholic Christianity). He clearly stated that being a teacher supports the life purpose of his religion; *I wanted to fulfill the mission of the monastery* (PTS30). Suryani, Watt and Richardson (2016) confirm in their study that Indonesian contextual difference

from other countries is the influence cultural attributes, especially religious beliefs that have impact on the Indonesian pre-service teachers' decision to enter teacher education. As most religions in Indonesia perceive teaching as a noble job (p.185).

It was found that a fallback career happened to the pre-service English teachers. They rated the statements of a fallback career in this research moderately high (B3; M=3.61) and (B3; M=4.39) (see Table 3, p. 12). It was supported by the results of some participants' interviews; for example PTS20: *my first choice was that I wanted to enter a nursing academy and became a nurse* (PTS20), and PTS10: *In the past, I was more interested in the field of communication. But at that time I did not pass the entry test* (PTS10). The findings were in line with the finding of Hellsten and Prytula (2011) that indicates some of the pre-service teachers of the study had no initial motivation to be teachers the first time they entered the program. They were merely interested in English as the major of the program. This reason was also shown in the current research, for example, by PTS09: *I chose an English study program. It was because I loved English* (PTS09) and PTS05: *Initially liked English songs and wanted to learn English deeper* (PTS05). They started to grow their motivation in teaching and turn, decided to learn more about being a teacher. It supports Sinclair (2008) who implies that pre-service teachers' motivation and engagement changed at some point during the teacher education semesters and it is mainly as a result of the first teaching experience in schools (p. 95).

Based on this research, external factors have been found to significantly influence pre-service teachers to become English teachers in the future. It is a good motive that social influence (C8; M=5.23) has the highest mean among all the statements in the extrinsic motivation. It is supported by the statement of PTS05 who mentioned that being a student in English teacher education was

his mother's wish. It happened that he followed his mother's dream although teacher education was not his first choice. Conversely, admission into teacher education (“Entry to teacher education was less competitive”, C7, M=3.18) got the lowest rate in the table. It should be noted that this current research took place in East Nusa Tenggara in which society still believes that being a teacher is a good choice of career. Most of the parents in the area push their children to be civil servants because of their stable and secure salaries. It is the reason why many of the graduates of high schools are sent to the teacher education departments. There is also a high interest of high school graduates towards the departments under the faculty of teacher training and education at universities (Halim et al. 2019). This high interest made entering the English teacher education department was quite challenging, which is in line with PTS30's opinion: *Many people are competing to become teachers who hold the status of civil servants to be safe (economically)* (PTS30).

It was also found that media dissuasion influenced their motivation to disregard the teaching profession (A7; M=4.66). This was mirrored in the interview where the pre-service English teacher admitted experiencing social and media dissuasion for not choosing teaching as a first career: *We are exposed to the reality of teachers working in these rural areas ...* (PTS10). This finding was in line with the negative portrayal of the teaching profession in the mass media and the society, which likely discourages people from choosing teaching as a career path (Suryani et al. 2016). Although many people realize that a teacher brings merit to the Indonesian education system, many temporary teachers who dominate in terms of numbers barely receive adequate financial rewards and facilities. Mark (2015) clearly states that the motivation and salary of teachers are crucial to the success of teachers. It is because teachers are motivated by good appreciation which in turn affects greater success in the teaching and learning processes (p.24).

Interestingly, the pre-service English teachers still expressed a high interest in teaching (B1, M=4.95, see table 3, p.14) among all variables in intrinsic motivation and high satisfaction with their choice to be future teachers (A5, m=4.91, see Table 2, p. 12). The high interest and satisfaction are most commonly associated with positive teaching experiences and a good atmosphere (Eisenschmidt, 2014, p.2). As it is in line with PTS11 who expressed her enjoyment in teaching after experiencing teaching practice in a Junior High school;

*I was glad when received the responsibility to teach them (students in the school). My experience teaching at the school finally made me sure I will become a teacher later. I have a sincere desire to become a teacher. (PTS11).*

The highest mean score of all the motivational variables in this research was the social contribution from the altruistic motivation (D1, M=5.68, see Table 5, p. 16). This finding supports the result of a study by Suryani Watt, and Richardson (2016), who found ‘social contribution’ contributing to the highest mean score in their study (M=6.00; p. 196). Another altruistic motive is working with children (D3; M=5.45). PTS11 expressed her enjoyment in working with children; I can educate many people. I enjoy working with children (PTS11). It sustains the study of Lestari and Arfiandhani (2019) who report that the majority of Indonesian pre-service English teachers are dominantly motivated to be teachers by altruistic motives (p.68). The researchers also have the same view with Suryani and colleagues (2016) who state that it is important to note that social contribution of teaching is the highest rated motivation as Indonesia requires more teachers in rural and remote areas to allocate placements equally across the country. They believe that if these teachers are focused on serving the vulnerable society ideally this may encourage them to teach in these areas (p.199).

As all the above findings have shown that East Nusa Tenggara Pre-Service English teachers

possess various perceptions regarding the teaching profession and to some extent they chose the teaching career through extrinsic, altruistic, and intrinsic motivations. There may be a conflict between wanting to be and not wanting to be a teacher in which will be depending on how the pre-service teachers perceive the job of a teacher (Kuswandono, 2014). Some studies show that for most pre-service teachers, during field experiences in the teaching practice, face the complexities and responsibilities that create “a reality shock” which is stressful so that they decide not to enter the profession before they have the opportunity to start (Faez and Valeo 2012; Farrell 2016). Furthermore, Sinclair (2008) mentioned that less job satisfaction, low salaries and reputation, inferior status, limited job opportunities, and high teaching requirements have made it difficult to attract new graduates to the teacher education program and the teaching profession (p.79). Eventually, Yüce and colleagues (2013) mention that pre-service teachers chose to teach for many different reasons, but it is usually under the socio-economic well-being of their societies.

## **K. Conclusions and Implications**

This research examined the responses of Indonesian pre-service English teachers concerning their potential career choices particularly within the context of East Nusa Tenggara. Having good perception to be teachers during undergraduate teacher training are likely to motivate pre-teachers to pursue the teaching profession after graduation. In summary, There are two things the research would like to answer in this study. First, social status and the expertise of teachers highly influence the pre-service English teachers’ perception. Second, the interest in teaching, social influences, and the value of the social contribution of the teaching profession significantly affect the pre-service English teachers to be teachers in the future. In light of the results of the study, the teacher education program should consider the impact of perception and motivation of pre-service English

teachers on their career decision-making after graduation. The teacher education department and social environment play a prominent role in either promoting or preventing the perception and motivation of pre-service English teachers to enter the teaching profession in this context. Nevertheless, this research had some limitations. Firstly, as the samples are relatively small ( $N=44$ ), the results could not be generalized to the context of all rural areas in Indonesia. A broader understanding of the issue regarding teacher recruitments in rural areas in Indonesia could be accomplished using more rigorous statistical instruments and random stratified sampling techniques. Secondly, this study did not explore how these pre-service English teachers regulate their motivation and how they keep their motivation after graduation. Therefore a longitudinal study may be conducted to monitor the fluctuation of their perception and motivation especially when they enter the teaching profession. In summary, further studies on similar issues involving a larger number of participants from diverse rural areas in Indonesia are needed. As the implication of this study, it would be interesting if the future researchers investigate specifically the perception of teachers' expertise to the as it found highly rated in this study. Another interesting topic are related to the motivational strategies of the pre-service teachers to keep their motivation in teaching and how these strategies impact on the pre-service teachers' career decisions.

#### L. Research Plan (Jadwal Penelitian)

No.	Kegiatan	Bulan

		Januari- Februari	Maret- April	Mei	Juni	Juli	Agustus	September	Oktober	November
1	Penulisan dan revisi proposal	x								
2.	Pengumpulan referensi	x	x	x	x					
3.	Pengembangan Instrument Penelitian	x	x							
4.	Pengumpulan Data Kuantitatif Kualitatif	x	x	x	x					
5	Analisis Data	X	x	x	x					
6	Penulisan laporan akhir		X	x	x	x	x			
8	Penulisan Artikel		x	x						
9	Pengiriman Artikel		x	x	x					

#### **M. Research Personnel (Tenaga Peneliti dan Jangka waktu penelitian)**

- a. Nama lengkap dengan gelar : Drs. Concilianus Laos Mbato, M.A., Ed.D.
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/ NIP/NP : Penata/IIId : P.1948
- d. Jabatan Fungsional : Lektor
- e. Jabatan Sekarang : Dosen MPBI
- f. Fakultas/Pusat : FKIP
- g. Universitas : Sanata Dharma
- h. Bidang Ilmu



a. Jangka waktu : 4,5 Jam/Minggu x 6 bulan (110 Jam)

**A. Research Budget (Biaya Penelitian)**

No	Uraian	Jumlah (Rp)
1	Honorarium (maks 25%)	4750000
2	Bahan Habis Pakai (Konsumsi)	663000
3	Peralatan dan ATK	762400
4	Perjalanan	3668300
5	Lain-lain (termasuk Pajak)	8900000
6	Jumlah Biaya	18993700

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## LUARAN PENELITIAN

### Indonesian Pre-Service English Teachers' Perception and Motivation to Enter the Teaching Profession

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**Abstract:** *Teaching profession is known as one of the professions in society. Perception, along with the motivation to enter the profession, has been proven to significantly influence the career decision making of pre-service English teachers. Considering their importance, this study reported an analysis of the perception and motivation of the pre-service English teachers in the English Teacher Education Department of a private university in Kupang, East Nusa Tenggara Province to enter the teaching profession. The participants were 44 pre-service English teachers. This study employed mixed-method research with a questionnaire and interview as the instruments to collect data. Six participants were chosen to participate in the interview. Results from descriptive analyses of the quantitative-qualitative data revealed that pre-service teachers had various perceptions regarding the teaching profession; they also responded differently to the three types of motivation in teaching i.e., intrinsic, extrinsic, and altruistic motivations. This study suggests implications for the education policymakers and the government in the area and also in Indonesia. Future researchers interested in a similar topic may conduct further studies with a broader context.*

**Keywords:** *Pre-service English teachers, career motivation, perception, teaching profession*

## INTRODUCTION

Teaching profession is categorized as one of the most respected professions by society in Indonesia. Teachers are given a rhetoric appreciation; it is being called "*Pahlawan tanpa tanda jasa*" or the unsung heroes. Teachers are heroes because they work hard to educate the next generation and bring a better future for them (Kuswandono, 2013). The appreciation also means that they are respected as heroes who devoted their lives to the betterment of the young generation. Along with the high appreciation in society, teacher education departments have also gained interest from the graduates of secondary high schools in Indonesia over the past few years (Lestari & Arfiandhani, 2019). One of the reasons is because the Indonesian government has implemented a teacher certification program to raise teacher

qualifications and income since 2007 (Suryanto, 2014). Lestari and Arfiandhani (2019) present data from the Indonesian Ministry of Research, Technology, and Higher Education in the Higher Education Databases (PD-DIKTI) 2019 about the top three faculty programs surveyed from the numbers of the students. The top three is the social sciences program with 995,269 students, followed by the economics department as the top two with 1,089,469 students, with the education departments becoming the most popular target with 1,290,879 students (p. 63). These data may suggest that young people in Indonesia are highly enthusiastic to undertake education programs and become teachers in the future.

However, according to Lestari and Arfiandhani (2019), there is an inconsistency between pre-service teachers' majoring in the teacher education departments and their decision to choose teaching as their future career in Indonesia (p. 63). They found that teacher education departments have not been able to entice all of their graduates to become teachers. This unfavorable situation could eventually pose a problem regarding the availability of potential English teachers in Indonesia. Shortage of teachers may happen if pre-service teachers feel reluctant to become teachers after graduation.

*"Interestingly, from the prior interviews conducted to faculty members in different teacher training programs in Yogyakarta, Indonesia, a discrepancy in the decision or plan to take a career path as a teacher after graduation among students of teacher training programs emerged."* (Lestari and Arfiandhani 2019, p. 63).

The above issue may be related to pre-service teachers' motivation and teachers' identity development. This research was carried out to enrich the previous studies focusing on the career motivation of pre-service English teachers in Indonesia (Lestari & Arfiandhani, 2019; Suryani, Watt, & Richardson, 2016) by explicitly carrying the context of East Nusa Tenggara. Febriana and colleagues (2018) mention that through sending fresh English teacher education graduates to rural areas, the Indonesian government is aiming to address the need of English teachers in rural Indonesian schools. Therefore, the English teacher education department plays an important role in English language teaching (ELT) in Indonesia. It provides the need for qualified and professional English teachers for the whole country.

Recently, studies about the motivation and identity development of pre-service English teachers in Indonesia have been conducted by some authors. Maulimora (2019) focuses more on investigating 44 Indonesian pre-service English teachers' perceptions regarding anxiety in their practice teaching. They found that the pre-service teachers felt anxious mostly in class management. Raharjo and Iswandari (2019) conduct their study to identify the professional identity tensions faced by 17 Indonesian pre-service teachers during teaching practice. Lestari and Arfiandhani (2019) explore the motivations of 23 Indonesian pre-service English teachers to choose a career as teachers. These studies have only looked on the PTS in urban areas.

Mudra (2018) has conducted a study on the 17 pre-service English teachers in a rural area. (Mudra 2018) is more focused particularly on describing the struggles experienced by the pre-service English teachers teaching in rural schools in Kerinci, Jambi Province during their teaching practice program. Essentially, it is also important to investigate the state of the motivation of pre-service English teachers in rural areas to be future English teachers after experiencing tensions and struggles in teaching practice in schools, which is provided by this current study.

To guide this research, two research questions were formulated: (1) what are the pre-service English teachers' perceptions of the teaching profession? (2) What motivated the pre-service English teachers to (not to) enter the teaching profession?

Mukminin, Aina, and Ariyanti (2016) mention that understanding the motivation of pre-service teachers to be teachers is important as a basis for developing the policy on the teacher education department. Unfortunately, very few studies have been done about the pre-service English teachers' motivation in Indonesia's rural region to undertake the teaching profession. This research is likely to give benefits to the English teacher education department, the education policymakers in Indonesia, and specifically the local government of East Nusa Tenggara Province. This research provides the realities that happened among the Indonesian pre-service English teachers in rural areas regarding the process of career-decision making so that all parties can be cooperated in creating preventive actions and regulations to make sure the availability of future English teachers in Indonesia.

## **LITERATURE REVIEW**

### **Perception about Teaching Profession**

Teaching promotes the deep belief of the teachers across the values and norms (Rots, Kelchtermans, & Aelterman, 2012). Values and norms that exist in society will likely influence their perception of the profession. Tustiawati (2019), in her study, reveals that majority of Indonesian PTS have positive perspective toward teaching. They value teaching as a noble job and it offers more flexibility in career choice. The perceptions of prospective teachers influence their future professional commitment, growth, and the quality of their work (Richardson & Watt, 2010). However, Aksu and colleagues (2010) state that teachers' beliefs either reinforced or challenged the teachers in doing their works. Future teachers usually comply with certain social expectations, such as prescribed requirements and basic competences (Tatjana & Pedjazvk, 2012, p. 2). Their beliefs and expectation about the task returns could stimulate positive perceptions, make them believe that teaching is their destined career. However, facing realities in the fields and accepting hard task demands could also challenge them in a certain way that they see teaching is not a good career choice to pursue.

Eventually, the negative perceptions of teachers' employment in the society and mass media, along with the changes and reformations in politics and government policy have a significant impact on the reputation and popularity of teaching as one of the career options (Richardson & Watt, 2010, p. 21).

### **Career Motivation**

Motivation has been reported to mostly influence the individual choice to pursue a certain career. Upa and Mbato (2020) mention that motivation is part of a person's achievement or fulfillment of his or her goals. It drives the individual to take action or choose a certain decision. Some teachers start teaching with a more or less consistent motivation to teach and some make use of teacher education as a step towards another profession (Roness, 2011). In other words, their motivation is not purely to teach, but simply to have a job to survive (Kuswandono 2013, p. 21). Concerning career motivation, there are three types of the motivation of pre-service English teachers; intrinsic, extrinsic, and altruistic teaching motivation (Lestari & Arfiandhani 2019).

### **Intrinsic Motivation**

Intrinsic motivation is commonly based on personal interest, desire, or fulfillment and energizes and sustains actions and behaviors (Lai 2011). Before pursuing a certain major in a university, secondary high school graduates firstly would identify the target program and fulfill their interests and goals with the profession. After completing their study, they would determine how good they are as the graduates of the program and the impact of the decision to join the future profession (Thoonen et al. 2011). The process above is identically related to intrinsic motives and beliefs. Pre-service teachers are motivated intrinsically to be a teacher because teaching belongs to their passion (Lestari & Arfiandhani, 2019). But it is also supported by their interests and goals and expectations.

However, there is also a term called a fallback career in studies on career motivation (Akar, 2012; Brandmo & Nesje, 2017; Richardson & Watt, 2010). A fallback career happens as a second option when the first choice is not available (Brandmo & Nesje, 2017). Based on the fallback career motive, student candidates chose teacher education because they were not accepted in their previous choices or are uncertain of their potential career (Akar, 2012, p. 68). Fallback career has been included in the intrinsic motivation of teaching because, though the teacher candidates do not initially choose teacher education programs, they are intrinsically motivated to choose. After all, no other option is possible. Instead of waiting for another chance, they straightly choose teacher education as their major. The finding from the study of Hellsten and Prytula (2011) report that some of their respondents wanted to be teachers because they could not "figure out" their first career choice. It could be considered that early

teachers who leave the profession might be those who do not have a true passion for teaching and it is likely the result of their fallback career.

### **Extrinsic Motivation**

People are usually associated with their external or social influences. Akar (2012) mentions social and cultural backgrounds have a strong influence on how his participants have constructed their motivation to choose a teaching career (p. 80). The significant influence mostly comes from the closest people, for example, having parents or family members who are teachers. They perceived the teaching profession through their family members. Ultimately, they extrinsically follow the existent examples from their family. A big influence also comes from the teacher education program. It comes from the fees for the course of study. Trent and Gao (2009) suggest in their research that undergraduates from low-income families who study at low university fees are more interested in teaching than others with high tuition fees and from middle-class families (Trent & Gao, 2009, p. 35). Another consideration for entering teacher education programs is about admission requirements (Akar, 2012). In Indonesia, admission to teacher education is considered less competitive than other programs such as law, medicine, and economics (Suryani et al. 2016). Another recognized advantage is easy finding a job after graduation; such as being private tutors. It is because the pre-service teachers have considered gaining enough teaching experiences during the training in teacher education (Suryani et al. 2016, p.187). Other extrinsic reasons from the teaching profession are the salary, the benefits, long holidays, family time, social status of teachers, and job security (Mukminin, Aina, & Ariyanti, 2016).

### **Altruistic Motivation**

Generally, an altruistic person is driven by the desire to help other people. As stated by Trent and Gao (2009) that altruistic motivation in teaching relates to the view of teaching as a socially important profession and the media to help society better (p. 146). Teaching is often regarded as a high-status profession (Bruinsma & Jansen, 2010). If teachers gain the altruistic motivation, hopefully, it may lead them to service in rural areas. Those who possess altruistic reasons for completing the teacher education program are having a deep passion for teaching, love working with children, like to help students and contribute to society and also fulfill a mission (Kyriacou et al. 2010; Lestari & Arfiandhani, 2019; Mukminin et al. 2016). In general, teaching motivation can be assumed to rely on the pre-service teachers' characteristics and perceptions of their situation, as well as the circumstances of their society and the profession (Mark, 2015).

### **Teachers in Indonesia**

From the data shown by the Statistics Indonesia (The Central Bureau of Statistics) in 2019 from the database of Indonesian Ministry of Education and Culture, the country has more

than 2.910.014 teachers working in 214, 409 schools (cited from BPS, 2019). However, not all the teachers pursued the standard level of education and have undergraduate degree (S1/D4). The teachers who pursued the degree or more are 2.599.375 teachers (89.33%) (Badan Pusat Statistik, 2019, p.23). The teachers generally are separated into two groups: civil servant teachers or *Pegawai Negeri Sipil* (PNS), and non-civil servant teachers or Non-PNS. Civil servant teachers are hired officially by the government after passing the national selection exam successfully (Qoyyimah, 2015). They are supposed to work in public schools provided by the government. Non civil servant teachers commonly work in private schools provided by social parties. However, Qoyyimah (2015) also mentions that there are still recruitments from public schools of non-civil servant teachers in some provinces in Indonesia. The schools are employing non-civil servant teachers as temporary or honorary teachers because the number of civil servant teachers is still inadequate (p.25). Forward (2010) reported that teacher shortages are caused by a huge disproportion in the allocation of teachers as civil servants between urban and rural areas. Recently, the data from Statistics Indonesia (Badan Pusat Statistik, 2019) shows that there is a decreasing number of teachers working in vocational schools. The decrease was allegedly due to the increasing number of retired vocational teachers from year to year who also contributed to a decrease in the number of eligible teachers, while the needs the number of new teachers' admission at the vocational schools (SMK) level is not optimal (p.24).

Particularly for EFL (English for Foreign Language) teachers in Indonesia, the EFL teachers are supposed to be aware of changes in curriculum and English learning materials. Qoyyimah (2015) specifically mentions that EFL teachers in Indonesia are asserted to have a responsibility in coping with changes simultaneously because they are not only required to arrange English lesson plans but also implement the changing curriculum and impart the values in every classroom activity. It is important for the teachers to upgrade their knowledge and skills and to cope with changes through workshops, mentoring, and training provided by the government (Tanang & Abu, 2014, p.26). Besides, English teachers in Indonesia also are likely to have an issue regarding positioning the right place for the culture carried by the language and the local culture planted by Indonesian society (Qoyyimah 2015, p.50). That is why the professionalism and expertise of the English teachers are fully needed.

Generally, Adnyani (2015) states that Indonesian teachers face problems on professional knowledge, skills, effort, and motivation (p.8). As bringing up the issue of motivation in teaching, this research is also intended to bring the context of East Nusa Tenggara (NTT) Province. East Nusa Tenggara is Indonesia's southernmost province and still known as a rural area. Fananta, Umbara, and Hastuti (2018) imply that studies on pre-service teachers and teachers serving in rural areas are essential for the development of the whole education system in the country. Research has been established in the East Nusa Tenggara province continuously although the number has yet increased (Florida & Mbato,

2020; Lomi & Mbato, 2020; Ola, Lengkong, & Kambey, 2018; Ota 2018; Sakan, Utanto, & Rc, 2019; Sariguna et al. 2019).

Teachers in East Nusa Tenggara face many struggles in doing their job and constructing their identity as professional teachers. A study conducted by Lomi and Mbato (2020) explores the struggles of novice English teachers in the East Nusa Tenggara area. The struggles found are related to how teachers controlled their emotions, their self-efficacy in teaching, classroom management, students' behavior, and lack of resources and facilities in schools, relationship with colleagues, and the salary (p.16). This study provides useful insights for future English teachers in the area in terms of the strategies in increasing their awareness and in dealing with the struggles in the workplace. The increased awareness and ability to handle struggles will help them to grow better.

Sakan, Utanto, and Rc (2019) analyze the effect of teacher education, teachers' skills, and facilities to teacher readiness in implementing Curriculum 2013 at Senior High Schools in Kupang, East Nusa Tenggara. They found that the influence of teacher education departments on the readiness of teachers in implementing Curriculum 2013 was 30.20%, the influence of competences to teacher readiness was 47.40%, and the influence of school facilities to the readiness of the teachers in implementing Curriculum 2013 was 17.20% (p.1). From the data shown, it can be seen that there is a significant influence on teacher education in implementing the national curriculum. This is a high responsibility for teacher education programs in preparing the pre-service teachers to apply the national curriculum in their teaching context.

Another study conducted by Ota (2018) mentions that the teaching and learning process taking place in East Nusa Tenggara specifically in Flores was still teacher-centered. Students in the area tend to follow the teachers fully and consider teachers as the only learning sources. Therefore, she suggests that teachers serving in the area need to consider carefully the learning materials and activities that will be used for teaching to engage students in the classroom (p. 11). Pre-service English teachers aiming to teach not only in the areas should be aware of the updates of the learning materials and the importance of creativity in teaching. Among of the issues presented above, Sariguna and colleagues (2019) report that NTT faces problem regarding the availability of teachers working in the area (p.108).

In general, teachers' quality and availability in Indonesia needs to be improved. Teachers need strong support from the government and policymakers in education. Besides, understanding the needs of the teaching context will likely be helpful for future teachers in dealing with the upcoming struggles in their teaching context (Lomi & Mbato, 2020). When pre-service English teachers understand their teaching context, they will have a proper picture of the profession, less experience of tension, and develop their motivation and enjoyment in teaching. Utilizing the perception of Indonesian pre-service English teachers as



well as their intrinsic, extrinsic, altruistic career motivations, this study aimed to provide insight into the reasons for entering the English teacher education program and the teaching profession in Indonesia, particularly in Kupang, East Nusa Tenggara. Lestari and Arfiandhani (2019) imply that it is necessary to explore the career motivations of pre-service English teachers so that further steps to increase the Indonesian English teachers' quality can be applied.

## **METHOD**

This research used a mixed-method design. Mixed method studies have been utilized by many researchers, specifically in the field of education (e.g. Astriningsih and Mbato 2019; Lomi and Mbato 2020; Mbato 2013; Nolan L. Cabrera 2011; Roos et al. 2014). The aim of combined analyses was not to substitute quantitative or qualitative data but to combine quantitative and qualitative results by examining the findings of the entire study and drawing conclusions (Ivankova, Creswell, & Stick, 2006, p17). This mixed-method design helped the researchers to get deeper data and understanding about the participants. The procedure used to collect and analyze data was based on a mixed-method sequential explanatory design (Creswell 2009; Ivankova et al. 2006).

### **Research Participants**

Regarding the participants, there were 24 male pre-service English teachers (54.5 percent) and 20 female pre-service teachers (45.4 percent) participating in this research. The researchers recruited them in a combination of convenience and purposive samplings as this research needed participants who were easy to be contacted and support the objective of the research (Etikan, 2016). The largest age group responding to the research questionnaire consisted of participants age 23 and above (n=16). The pre-service English teachers, in particular, were between the ages of 21-22 and over (70.4 percent). From the demographic data of the participants, the researchers could see that the participants were coming from different backgrounds and study batch. Their age range is also different. A summary of the descriptive analysis of the pre-service English teachers' socio-demographic data is presented in Table 1 below:

Table: 1 Breakdown of pre-service English teachers' Socio-demographic profile

Socio-demographic items		Frequency (n)	Percentage (%)
Gender	Male	24	54.5
	Female	20	45.4
Age	19-20	13	29.5
	21-22	15	34.0
	23 and above	16	36.3
Ethnicity	Timorese	23	52.2
	Sabunese	6	13.6
	Alornese	2	4.5
	Flores	7	15.9
	Rotenese	3	6.8
	Javanese	1	2.2
	Bataknese	1	2.2
	Papuan	1	2.2
	Catholic	13	29.5
	Christian	30	68.1
Religion	Moslem	1	2.2
	2013	6	13.6
	2014	3	6.8
Academic Year	2015	20	45.4
	2017	5	11.3

## Research Instruments and Analysis

The quantitative data instrument was a closed-ended survey questionnaire named Factor Influencing Teaching–Choice (FIT-Choice) questionnaire. It consists of 31 statements ranged in Likert seven-point scales from very strongly disagree to very strongly agree. It was

adapted from a questionnaire developed by Suryani, Watt, and Richardson (2016). It is from the original FIT Choice questionnaire (Richardson & Watt† 2006). The previous study (Suryani et al. 2016) confirms the reliability and validity development of the questionnaire implemented in Indonesia. All Cronbach's alphas values in the questionnaire are above .70 except fallback career  $\alpha = .61$ , job difficulty  $\alpha = .65$  and job transferability  $\alpha = .69$  (see appendix 9). It is reported that Cronbach's alpha reliability coefficients for all final factors scores indicated well to acceptable internal consistency (Suryani et al. 2016, p.197). The questionnaire in this research was collected through the website of the Google form. The researchers used descriptive statistics to analyze the responses of the participants in the questionnaire.

The qualitative data instrument in this research was a semi-structured open-ended interview. It was used to redefine the findings from the quantitative data collection and to get detailed information from the participants (Creswell & Tashakkori 2007; Ivankova, Creswell, & Stick 2006). The researchers chose six participants for the interviews based on the finding of the questionnaires i.e., high, medium, and low motivation. The participants' interviews lasted about 30-40 minutes each. All the interviews were conducted in the Indonesian language because it allowed the participants to answer comfortably to the questions. All interviews were recorded and transcribed. The researchers color-coded the transcriptions and classified the statements. The collection and analysis stages were completed at the integration process of the quantitative and qualitative data.

## FINDINGS

The finding of the present study consists of two parts, perception regarding the teaching profession and motivation to (not to) enter the teaching profession. This part presents the results of the research findings and aims to answer the research questions in this study. The discussion will be followed in the next part.

### **Research Question 1: The Perception regarding Teaching Profession**

In the first part, the researchers presented data and discussed findings of the pre-service teachers' perceptions about the teaching profession. The summary of the pre-service English teachers' perception of the teaching profession is presented in Table 2 below:

Table: 2. Pre-service English teachers' perception of the teaching profession

No.	Variables of Motivation	Statements	N	Mean (M)	SD
A1	Salary (Task Return)	Teachers earn a good salary	44	4.45	1.45
		Teachers get more incentives (e.g., health insurance, pensions)	44	4.75	1.41
A2	Social status (Task Return)	Teaching is a well-respected career	44	5.25	1.52
A3	Expertise (Task Demand)	Teachers are perceived as professionals	44	5.30	1.37
A4	Difficulty (Task Demand)	Teaching is a stressful job	44	3.98	1.62
		Teaching is a tough job	44	4.66	1.62
A5	Satisfaction with choice	You are satisfied with the choice of being teachers in the future	44	4.91	1.25
A6	Social Dissuasion	Other people influence me to consider careers other than teaching	44	4.43	1.22
A7	Media Dissuasion	I have affected by the media reporting of teachers' living condition	44	4.66	1.36

From A1 to A7, it could be seen that pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession. The pre-service teachers also stated that teaching is a secure job (A2; M=5.25) and a well-respected career (A2; M=5.25). Standard deviation is the number used to indicate how the measurements for a group are distributed out of the average (mean) or predicted value. Based on the result, standard deviation in this finding is in ranged 1.22-1.62. It means that distribution of the questionnaire's responses are less homogeny. The descriptive analysis of the questionnaire data was in line with the interview results, in which the participants reported seeing the profession as a 'noble' and respected career. PTS09 shared her views about the teacher. She started the feeling of pride after doing a teaching practicum in school:

*In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that. How to think about materials and to be creative are difficult. They must also know each student with their personalities. (PTS09).*

The pre-service English teachers valued teaching as a tough job (A7; M=4.66) and a stressful job (A4; M=3.98). PTS11 shared their concern about being teachers in their area:

*Teachers find it difficult to present appropriate material to students because of the lack of facilities in schools that support the teachers (PTS11).*

Specifically, PTS08 mentions her thoughts about the teachers in Kupang, East Nusa Tenggara: *To become a teacher, in my opinion, the difficulty is more about their salary. Teachers in Kupang get less attention. There are some stories I heard that temporary teachers sometimes had to wait for about 3-5 months to get a salary. Then, they spent the salary on transportation costs and daily needs. They then had to wait again for a long period. It is not sufficient. But I think for the civil servant teachers, their situation will be much better (PTS05).*

PTS10 added his opinion about the teachers' conditions in the rural area;

*We are exposed to the reality of teachers working in this region's rural areas where temporary teachers often do not have an adequate salary and teach with very limited facilities (PTS10).*

Moreover, the pre-service teachers mostly stated that teachers are perceived as professionals (A3; M=5.30). PTS11 added about the importance of having experiences in school: *Teachers cannot be said to be professional if they do not have many experiences at school (PTS11).*

The pre-service English teachers also revealed that some other people influence them about the bad sides of teaching (A6; M=4.43) and they had affected by the reports of media about teachers' living conditions (A7; M=4.66). However, they still expressed high satisfaction with the choice of being teachers in the future (A5; M=4.91). Nevertheless, PTS09 expressed her gratefulness of being a student of a teacher education program:

*I am grateful to be an English study program student because the career choice is not limited to one profession. Teachers can also be up to date. For example, if a particular issue is developing nowadays, it can be used as a material for teaching. I also enjoy interacting with children (PTS09).*

In summary, it can be concluded that pre-service English teachers displayed different kinds of perceptions regarding the teaching profession. Their perceptions, based on the questionnaire, are mainly related to salary, social position, expertise, and the difficulty of the job.

## **Research Question 2: Pre-service English teachers' Motivation to (not to) Enter the Teaching Profession**

This part shows the data analysis to answer the second question i.e., what is the pre-service English teachers' motivation to (not to) enter the teaching profession. The motivation of the pre-service English teachers is divided into three general types of motivation; intrinsic motivation, extrinsic motivation, and altruistic motivation.

## Intrinsic Motivation

The participants showed various responses related to the intrinsic motivation for entering the teaching profession. The summary of the pre-service English teachers' responses to intrinsic motivation variables is presented in Table 3 below:

Table: 3 Intrinsic Motivation Influencing Pre-service English to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
B1	Self-Perception	Teaching is a career suited to my abilities	44	4.80	1.35
		I have good teaching skills	44	4.30	1.09
B2	Intrinsic Career Value	I am interested in teaching	44	4.95	1.48
B3	Fallback Career	I was not accepted into my first enrollment choice to another program	44	3.61	1.65
		I was unsure of what career I wanted	44	4.39	1.24

The calculation from B1 to B3 showed that their highest-rated intrinsic motivation was their interest in teaching (B2; M=4.95). Most of the pre-service English teachers felt intrinsically the values of being teachers. Based on the finding, some participants expressed that teaching suited their abilities (B1; M=4.80) and that they had good teaching skills (B1; M=4.30). The finding in the questionnaire was in line with the results of interviews. In the interviews, PTS05 stated that self-esteem to speak in front class appeared while she followed the process in the teacher program:

*I'm not the type of person who cannot speak in public. I was initially not very confident. But I learned through activities in the classroom where we were required to do presentations, debates, speeches, and so forth. We spoke English every day. We learned to teach our friends. Now, I can feel that teaching suits me (PTS09).*

A different self-perception about ability came from PTS05. The effect of practice teaching in school was shown by PTS05 after he followed a teaching practice program;

*I don't feel it (the enjoyment of becoming a teacher), I had experienced the teaching practicum in school and I think I am not suitable to be a teacher (PTS05).*

Some pre-service English teachers, however, reported experiencing a fallback career. Half of them (B3; M=3.61) stated that they chose the teaching program after being rejected from their first enrollment choice in another program. Similarly, the pre-service English teachers revealed that they were unsure of what career they wanted (B3; M=4.39). One example is PTS20. She reported in the interview the experience of a fallback career at the beginning of her study:

*Initially, I put the English Language Study Program for the second choice. My first choice was the nurse academy because I wanted to become a nurse. Incidentally, I passed the SNMPTN (National Selection of State University Entrance) in the English Education Study Program, which was the reason why I decided to go there (PTS20).*

The same case also happened to PTS10 who stated that he was not interested in English teacher education at the first:

*I was more interested in the communication major. But at that time I did not pass the entry test, my second choice was an English language education that I passed, so I just continued (PTS10).*

Furthermore, based on the result of the interview, the researchers found that the PTS entered the English Education Study Program not because they wanted to become English teachers but because they were interested in the English subject. They showed an interest in improving their skills in mastering English as a foreign language.

*Initially, I liked English and I wanted to learn English deeper. I had a dream of going abroad so I thought that I had to master English (PTS11).*

Another pre-service teacher (PTS09) showed her love for English in the interview:

*I majored in Science when I was in high school. After graduation, I felt bored and wanted to try a language major. I chose an English study program. It was because I love English. I want to have the opportunity to go abroad, or maybe later meet with people from foreign countries in Kupang (PTS09).*

PTS09 also shared that society sees people speaking English as trendy people:

*It becomes a pride too. We can see in Kupang now when we can speak in English, we will be considered cool and so on (PTS09).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the of the questionnaire's spreading responses from the pre-service teachers were in the low homogeneity with the range between 1.09-1.65. In general, it can be concluded that the pre-service English teachers displayed different kinds of responses regarding the intrinsic motivation to be English teachers. They particularly like English as the major of the teacher education department. However, it can be noted that most of them are interested intrinsically to enter the teaching profession in the future.

### **Extrinsic Motivation**

The participants gave specific responses related to their extrinsic motivation for pursuing the teaching profession. The summary of the pre-service teachers' responses to extrinsic motivation variables is presented in Table 4 below:

Table: 4 Extrinsic Motivation Influencing Pre-service English Teachers to teach



No.	Variables of Motivation	Statements	N	Mean (M)	SD
	Job Security	Teaching is a secure job	44	4.89	1.33
C1		Teachers can be civil servants	44	4.89	1.36
	Time for Family	Teaching hours fit with the responsibilities of having a family	44	5.02	1.10
C2		Teachers have short working days	44	4.11	1.40
	Second Job	I could have more time to do home duties and other works	44	4.50	1.17
C3					
	Job transferability	A teaching job allows me to choose where I wish to live	44	4.27	1.48
C4		Teaching certification is recognized everywhere	44	4.70	1.28
	Prior teaching experience	I have had inspirational teaching experiences	44	5.18	1.43
C5					
	The tuition fee for teacher education	Entry to teacher education was affordable	44	4.61	1.06
C6					
	Admission into teacher education	Entry to teacher education was less competitive	44	3.18	1.50
C7					
	Social influence	People around me think I should become a teacher	44	5.23	1.72
C8		I have parents/ relatives who are teachers	44	4.80	2.14
	Time for teacher education graduates	The waiting period to get a teaching job is shorter compared to other professions	44	3.95	1.34
C9					

Based on the table above, the pre-service English teachers rated fairly well on job security (C1, M=4.89, job working days (C3, M=4.11), second job (C3, M=4.50), job transferability (C4, M=4.27), teaching certification (C4, M=4.70), tuition fee of teacher education (C6, M=4.61) and social influence of family members (C8, M=4.11). The pre-service teachers highly rated the social influence as an extrinsic motivation of becoming English teachers. The pre-service English teachers expressed that other people think that they should become teachers, with a quite high mean score of 5.18 (C8; M=5.23). It supported by what stated by PTS05 in the interview that becoming a student in teacher education was his mother's wish; *Apart from my interest, entering English education was also my mother's wish* (PTS05).

The English pre-service teachers also expressed that the process of learning in English teacher education influenced them to be English teachers as it has a high mean score (C5; M=5.18). The result is supported by PTS11 who mentioned that the learning process in teacher education affected her to be more confident as a future English teacher. There were a lot of practices and exercises that supported her ability to use English and teach students. That caused her to believe that she can be a professional English teacher in the future:

*My motivation increased when I took the practice teaching program. We spent 6 months in semester 7. I was teaching in junior high school. I got to teach 6 classes, and I handled them by myself. From then on, I felt the challenges of being a teacher. I was glad when I was given the responsibility to teach them. I have a sincere desire to become a teacher (PTS11).*

The influence of their family members who firstly being teachers got a mean score of 4.80 (C8; M=4.80). It is lined with the interview result, specifically from PTS25: *I like being a teacher. I want to be a teacher because my parents are teachers. I want to follow their footsteps to become a teacher (PTS25).*

The less rated element of the extrinsic motivation is the influence of admission into teacher education. The pre-service English teachers who stated that entry into teacher education was less competitive (C7; M=3.18). It is in line with the statement of PTS30 in the interview:

*Many people are competing to enter teacher education and become teachers, the ones who hold the status of civil servants to be safe (economically) (PTS30).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the middle homogeneity. It was calculated with the lowest standard deviation score was 1.10 and the highest score was 2.14. In summary, the pre-service English teachers displayed kinds of responses regarding the extrinsic motivation to be English teachers. However, it could be seen that the pre-service teachers are mostly influenced by their teaching and learning process in English teacher education department.

### **Altruistic Motivation**

The pre-service English teachers responded to the altruistic motives of being teachers in the future. The summary of the pre-service English teachers' responses to extrinsic motivation variables is presented in Table 5 below:

Table: 5 Altruistic Motivation Influencing Pre-service English Teachers to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
D1	Make Social Contribution	Teaching has a social contribution	44	5.68	1.28
		Teaching enables me to 'give back' to society	44	5.25	1.52
D2	Religion Influence	My religion suggests me that I can serve others through teaching	44	5.61	1.54
D3	Work with children	I like working with children/ adolescents	44	5.45	1.50

In this study, the pre-service English teachers seemed to rate the impact of altruistic motivation in teaching highly. As can be seen from Statements D1 to D3 they strongly respected the teaching profession's social contribution with the mean score of 5.68 (D1; M=5.68). It is followed by the influence of the values of their religion, which suggests them to serve others through teaching with the mean score of the statement 5.61 (D2; M=5.61). These data found support from PTS30, who shared the value of teaching in his religion: *My motivation to enter the English study program besides learning English is I want to fulfill the mission of the monastery* (PTS30).

Statement number 2 shows that teaching enables pre-service English teachers to 'give back' to society (D1; M=5.25). Pre-service English teachers also reported that most of them like working with children/adolescents (D3; M=5.45). Based on the result of the interview, PTS11 shared her opinion about being a teacher as follows: *Being a teacher is a very noble job. You can imagine that teachers create a lot of people to become better in the future through their teaching* (PTS11). For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the low homogeneity with the range between 1.28-1.50.

In summary, it can be concluded that the pre-service English teachers displayed various responses regarding the altruistic motivation to be English teachers. However, it could be seen that the pre-service teachers were influenced altruistically by the social contribution of the teaching profession to society.

## DISCUSSION

There were two major findings drawn in the study. The first finding is related to pre-service English teachers' perception of the teaching profession. The perceptions fell into two categories: positive and negative perceptions. One of the positive perceptions gained from the questionnaire and interviews was that teaching in Indonesia was perceived as a noble profession; *In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that (the nobility)* (PTS11). The result strengthen the

studies by (Suryani et al. 2016; Tustiawati, 2019) which reveal teaching as a highly regarded position in Indonesian society and teachers holding a responsibility equal to parents during school hours. However, the pre-service English teachers also revealed some negative perceptions about the teaching profession, especially in the East Nusa Tenggara area; *Teachers in Kupang got little attention. There are some stories I heard that they (temporary teachers) sometimes had to wait for about 3-5 months to get a salary* (PTS20). The pre-service teacher particularly concerned with the condition of teachers serving in the area. It is in line with the study of Sariguna and colleagues (2019) who reveal that NTT is still dealing with the issues of teachers employment, salary of employees and the infrastructure (p.109).

The second finding concerns the pre-service motivation to enter the motivation of teaching. In this research, there were three types of motivation; intrinsic, extrinsic, and altruistic motivation. In the intrinsic motivation, the pre-service teachers in this research rated religious influence highly (D2; M=5.61). It is in line with the statement of PTS30 in the interview. He is a Brother (a member of a mendicant religious order in the Catholic Christianity). He clearly stated that being a teacher supports the life purpose of his religion; *I wanted to fulfill the mission of the monastery* (PTS30). Suryani, Watt and Richardson (2016) confirm in their study that Indonesian contextual difference from other countries is the influence cultural attributes, especially religious beliefs that have impact on the Indonesian pre-service teachers' decision to enter teacher education. As most religions in Indonesia perceive teaching as a noble job (p.185).

It was found that a fallback career happened to the pre-service English teachers. They rated the statements of a fallback career in this research moderately high (B3; M=3.61) and (B3; M=4.39) (see Table 3, p. 12). It was supported by the results of some participants' interviews; for example PTS20: *my first choice was that I wanted to enter a nursing academy and became a nurse* (PTS20), and PTS10: *In the past, I was more interested in the field of communication. But at that time I did not pass the entry test* (PTS10). The findings were in line with the finding of Hellsten and Prytula (2011) that indicates some of the pre-service teachers of the study had no initial motivation to be teachers the first time they entered the program. They were merely interested in English as the major of the program. This reason was also shown in the current research, for example, by PTS09: *I chose an English study program. It was because I loved English* (PTS09) and PTS05: *Initially liked English songs and wanted to learn English deeper* (PTS05). They started to grow their motivation in teaching and turn, decided to learn more about being a teacher. It supports Sinclair (2008) who implies that pre-service teachers' motivation and engagement changed at some point during the teacher education semesters and it is mainly as a result of the first teaching experience in schools (p. 95).

Based on this research, external factors have been found to significantly influence pre-service teachers to become English teachers in the future. The pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession, as they perceived that they would be one of the experts of teaching who bring better future to the generations. Social influence (C8; M=5.23) has the highest mean among all the statements in the extrinsic motivation. It is supported by the statement of PTS05 who mentioned that being a student in English teacher education was his mother's wish. It happened that he followed his mother's dream although teacher education was not his first choice. Conversely, admission into teacher education ("Entry to teacher education was less competitive", C7, M=3.18) got the lowest rate in the table. It should be noted that this current research took place in East Nusa Tenggara in which society still believes that being a teacher is a good choice of career. Most of the parents in the area push their children to be civil servants because of their stable and secure salaries. It is the reason why many of the graduates of high schools are sent to the teacher education departments. There is also a high interest of high school graduates towards the departments under the faculty of teacher training and education at universities (Halim et al. 2019). This high interest made entering the English teacher education department was quite challenging, which is in line with PTS30's opinion: *Many people are competing to become teachers who hold the status of civil servants to be safe (economically)* (PTS30).

It was also found that media dissuasion influenced their motivation to disregard the teaching profession (A7; M=4.66). This was mirrored in the interview where the pre-service English teacher admitted experiencing social and media dissuasion for not choosing teaching as a first career: *We are exposed to the reality of teachers working in these rural areas ...* (PTS10). This finding was in line with the negative portrayal of the teaching profession in the mass media and the society, which likely discourages people from choosing teaching as a career path (Suryani et al. 2016). Although many people realize that a teacher brings merit to the Indonesian education system, many temporary teachers who dominate in terms of numbers barely receive adequate financial rewards and facilities. Mark (2015) clearly states that the motivation and salary of teachers are crucial to the success of teachers. It is because teachers are motivated by good appreciation which in turn affects greater success in the teaching and learning processes (p.24).

Interestingly, the pre-service English teachers still expressed a high interest in teaching (B1, M=4.95, see table 3, p.14) among all variables in intrinsic motivation and high satisfaction with their choice to be future teachers (A5, m=4.91, see Table 2, p. 12). The high interest and satisfaction are most commonly associated with positive teaching experiences and a good atmosphere (Eisenschmidt, 2014, p.2). As it is in line with PTS11 who expressed her enjoyment in teaching after experiencing teaching practice in a Junior High school;

*I was glad when received the responsibility to teach them (students in the school). My experience teaching at the school finally made me sure I will become a teacher later. I have a sincere desire to become a teacher. (PTS11).*

The highest mean score of all the motivational variables in this research was the social contribution from the altruistic motivation (D1, M=5.68, see Table 5, p. 16). This finding supports the result of a study by Suryani Watt, and Richardson (2016), who found 'social contribution' contributing to the highest mean score in their study (M=6.00; p. 196). Another altruistic motive is working with children (D3; M=5.45). PTS11 expressed her enjoyment in working with children; I can educate many people. I enjoy working with children (PTS11). It sustains the study of Lestari and Arfiandhani (2019) who report that the majority of Indonesian pre-service English teachers are dominantly motivated to be teachers by altruistic motives (p.68). The researchers also have the same view with Suryani and colleagues (2016) who state that it is important to note that social contribution of teaching is the highest rated motivation as Indonesia requires more teachers in rural and remote areas to allocate placements equally across the country. They believe that if these teachers are focused on serving the vulnerable society ideally this may encourage them to teach in these areas (p.199).

As all the above findings have shown that East Nusa Tenggara Pre-Service English teachers possess various perceptions regarding the teaching profession and to some extent they chose the teaching career through extrinsic, altruistic, and intrinsic motivations. There may be a conflict between wanting to be and not wanting to be a teacher in which will be depending on how the pre-service teachers perceive the job of a teacher (Kuswandono, 2014). Eventually, Yüce and colleagues (2013) mention that pre-service teachers chose to teach for many different reasons, but it is usually under the socio-economic well-being of their societies.

## CONCLUSIONS AND SUGGESTIONS

This research examined the responses of Indonesian pre-service English teachers concerning their potential career choices particularly within the context of East Nusa Tenggara. Having good perception to be teachers during undergraduate teacher training are likely to motivate pre-teachers to pursue the teaching profession after graduation. In summary, there are two things the research would like to answer in this study. First, social status and the expertise of teachers highly influence the pre-service English teachers' perception. Second, the interest in teaching, social influences, and the value of the social contribution of the teaching profession significantly affect the pre-service English teachers to be teachers in the future. In light of the results of the study, the teacher education program should consider the impact of perception and motivation of pre-service English teachers on their career decision-making after graduation. The teacher education department and social environment play a prominent role in either promoting or preventing the perception and

motivation of pre-service English teachers to enter the teaching profession in this context. Nevertheless, this research had some limitations. Firstly, as the samples are relatively small ( $N=44$ ), the results could not be generalized to the context of all rural areas in Indonesia. A broader understanding of the issue regarding teacher recruitments in rural areas in Indonesia could be accomplished using more rigorous statistical instruments and random stratified sampling techniques. Secondly, this study did not explore how these pre-service English teachers regulate their motivation and how they keep their motivation after graduation. Therefore a longitudinal study may be conducted to monitor the fluctuation of their perception and motivation especially when they enter the teaching profession. In summary, further studies on similar issues involving a larger number of participants from diverse rural areas in Indonesia are needed. As the implication of this study, it would be interesting if the future researchers investigate specifically the perception of teachers' expertise as it found highly rated in this study. Another interesting topic are related to the motivational strategies of the pre-service teachers to keep their motivation in teaching and how these strategies impact on the pre-service teachers' career decisions.

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## LUARAN PENELITIAN

### Indonesian Pre-Service English Teachers' Perception and Motivation to Enter the Teaching Profession

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**Abstract:** *Teaching profession is known as one of the professions in society. Perception, along with the motivation to enter the profession, has been proven to significantly influence the career decision making of pre-service English teachers. Considering their importance, this study reported an analysis of the perception and motivation of the pre-service English teachers in the English Teacher Education Department of a private university in Kupang, East Nusa Tenggara Province to enter the teaching profession. The participants were 44 pre-service English teachers. This study employed mixed-method research with a questionnaire and interview as the instruments to collect data. Six participants were chosen to participate in the interview. Results from descriptive analyses of the quantitative-qualitative data revealed that pre-service teachers had various perceptions regarding the teaching profession; they also responded differently to the three types of motivation in teaching i.e., intrinsic, extrinsic, and altruistic motivations. This study suggests implications for the education policymakers and the government in the area and also in Indonesia. Future researchers interested in a similar topic may conduct further studies with a broader context.*

**Keywords:** *Pre-service English teachers, career motivation, perception, teaching profession*

## INTRODUCTION

Teaching profession is categorized as one of the most respected professions by society in Indonesia. Teachers are given a rhetoric appreciation; it is being called "*Pahlawan tanpa tanda jasa*" or the unsung heroes. Teachers are heroes because they work hard to educate the next generation and bring a better future for them (Kuswandono, 2013). The appreciation also means that they are respected as heroes who devoted their lives to the betterment of the young generation. Along with the high appreciation in society, teacher education departments have also gained interest from the graduates of secondary high schools in Indonesia over the past few years (Lestari & Arfiandhani, 2019). One of the reasons is because the Indonesian government has implemented a teacher certification program to raise teacher

qualifications and income since 2007 (Suryanto, 2014). Lestari and Arfiandhani (2019) present data from the Indonesian Ministry of Research, Technology, and Higher Education in the Higher Education Databases (PD-DIKTI) 2019 about the top three faculty programs surveyed from the numbers of the students. The top three is the social sciences program with 995,269 students, followed by the economics department as the top two with 1,089,469 students, with the education departments becoming the most popular target with 1,290,879 students (p. 63). These data may suggest that young people in Indonesia are highly enthusiastic to undertake education programs and become teachers in the future.

However, according to Lestari and Arfiandhani (2019), there is an inconsistency between pre-service teachers' majoring in the teacher education departments and their decision to choose teaching as their future career in Indonesia (p. 63). They found that teacher education departments have not been able to entice all of their graduates to become teachers. This unfavorable situation could eventually pose a problem regarding the availability of potential English teachers in Indonesia. Shortage of teachers may happen if pre-service teachers feel reluctant to become teachers after graduation.

*"Interestingly, from the prior interviews conducted to faculty members in different teacher training programs in Yogyakarta, Indonesia, a discrepancy in the decision or plan to take a career path as a teacher after graduation among students of teacher training programs emerged."* (Lestari and Arfiandhani 2019, p. 63).

The above issue may be related to pre-service teachers' motivation and teachers' identity development. This research was carried out to enrich the previous studies focusing on the career motivation of pre-service English teachers in Indonesia (Lestari & Arfiandhani, 2019; Suryani, Watt, & Richardson, 2016) by explicitly carrying the context of East Nusa Tenggara. Febriana and colleagues (2018) mention that through sending fresh English teacher education graduates to rural areas, the Indonesian government is aiming to address the need of English teachers in rural Indonesian schools. Therefore, the English teacher education department plays an important role in English language teaching (ELT) in Indonesia. It provides the need for qualified and professional English teachers for the whole country.

Recently, studies about the motivation and identity development of pre-service English teachers in Indonesia have been conducted by some authors. Maulimora (2019) focuses more on investigating 44 Indonesian pre-service English teachers' perceptions regarding anxiety in their practice teaching. They found that the pre-service teachers felt anxious mostly in class management. Raharjo and Iswandari (2019) conduct their study to identify the professional identity tensions faced by 17 Indonesian pre-service teachers during teaching practice. Lestari and Arfiandhani (2019) explore the motivations of 23 Indonesian pre-service English teachers to choose a career as teachers. These studies have only looked on the PTS in urban areas.

Mudra (2018) has conducted a study on the 17 pre-service English teachers in a rural area. (Mudra 2018) is more focused particularly on describing the struggles experienced by the pre-service English teachers teaching in rural schools in Kerinci, Jambi Province during their teaching practice program. Essentially, it is also important to investigate the state of the motivation of pre-service English teachers in rural areas to be future English teachers after experiencing tensions and struggles in teaching practice in schools, which is provided by this current study.

To guide this research, two research questions were formulated: (1) what are the pre-service English teachers' perceptions of the teaching profession? (2) What motivated the pre-service English teachers to (not to) enter the teaching profession?

Mukminin, Aina, and Ariyanti (2016) mention that understanding the motivation of pre-service teachers to be teachers is important as a basis for developing the policy on the teacher education department. Unfortunately, very few studies have been done about the pre-service English teachers' motivation in Indonesia's rural region to undertake the teaching profession. This research is likely to give benefits to the English teacher education department, the education policymakers in Indonesia, and specifically the local government of East Nusa Tenggara Province. This research provides the realities that happened among the Indonesian pre-service English teachers in rural areas regarding the process of career-decision making so that all parties can be cooperated in creating preventive actions and regulations to make sure the availability of future English teachers in Indonesia.

## **LITERATURE REVIEW**

### **Perception about Teaching Profession**

Teaching promotes the deep belief of the teachers across the values and norms (Rots, Kelchtermans, & Aelterman, 2012). Values and norms that exist in society will likely influence their perception of the profession. Tustiawati (2019), in her study, reveals that majority of Indonesian PTS have positive perspective toward teaching. They value teaching as a noble job and it offers more flexibility in career choice. The perceptions of prospective teachers influence their future professional commitment, growth, and the quality of their work (Richardson & Watt, 2010). However, Aksu and colleagues (2010) state that teachers' beliefs either reinforced or challenged the teachers in doing their works. Future teachers usually comply with certain social expectations, such as prescribed requirements and basic competences (Tatjana & Pedjazvk, 2012, p. 2). Their beliefs and expectation about the task returns could stimulate positive perceptions, make them believe that teaching is their destined career. However, facing realities in the fields and accepting hard task demands could also challenge them in a certain way that they see teaching is not a good career choice to pursue.

Eventually, the negative perceptions of teachers' employment in the society and mass media, along with the changes and reformations in politics and government policy have a significant impact on the reputation and popularity of teaching as one of the career options (Richardson & Watt, 2010, p. 21).

### **Career Motivation**

Motivation has been reported to mostly influence the individual choice to pursue a certain career. Upa and Mbato (2020) mention that motivation is part of a person's achievement or fulfillment of his or her goals. It drives the individual to take action or choose a certain decision. Some teachers start teaching with a more or less consistent motivation to teach and some make use of teacher education as a step towards another profession (Roness, 2011). In other words, their motivation is not purely to teach, but simply to have a job to survive (Kuswandono 2013, p. 21). Concerning career motivation, there are three types of the motivation of pre-service English teachers; intrinsic, extrinsic, and altruistic teaching motivation (Lestari & Arfiandhani 2019).

### **Intrinsic Motivation**

Intrinsic motivation is commonly based on personal interest, desire, or fulfillment and energizes and sustains actions and behaviors (Lai 2011). Before pursuing a certain major in a university, secondary high school graduates firstly would identify the target program and fulfill their interests and goals with the profession. After completing their study, they would determine how good they are as the graduates of the program and the impact of the decision to join the future profession (Thoonen et al. 2011). The process above is identically related to intrinsic motives and beliefs. Pre-service teachers are motivated intrinsically to be a teacher because teaching belongs to their passion (Lestari & Arfiandhani, 2019). But it is also supported by their interests and goals and expectations.

However, there is also a term called a fallback career in studies on career motivation (Akar, 2012; Brandmo & Nesje, 2017; Richardson & Watt, 2010). A fallback career happens as a second option when the first choice is not available (Brandmo & Nesje, 2017). Based on the fallback career motive, student candidates chose teacher education because they were not accepted in their previous choices or are uncertain of their potential career (Akar, 2012, p. 68). Fallback career has been included in the intrinsic motivation of teaching because, though the teacher candidates do not initially choose teacher education programs, they are intrinsically motivated to choose. After all, no other option is possible. Instead of waiting for another chance, they straightly choose teacher education as their major. The finding from the study of Hellsten and Prytula (2011) report that some of their respondents wanted to be teachers because they could not "figure out" their first career choice. It could be considered that early



teachers who leave the profession might be those who do not have a true passion for teaching and it is likely the result of their fallback career.

### **Extrinsic Motivation**

People are usually associated with their external or social influences. Akar (2012) mentions social and cultural backgrounds have a strong influence on how his participants have constructed their motivation to choose a teaching career (p. 80). The significant influence mostly comes from the closest people, for example, having parents or family members who are teachers. They perceived the teaching profession through their family members. Ultimately, they extrinsically follow the existent examples from their family. A big influence also comes from the teacher education program. It comes from the fees for the course of study. Trent and Gao (2009) suggest in their research that undergraduates from low-income families who study at low university fees are more interested in teaching than others with high tuition fees and from middle-class families (Trent & Gao, 2009, p. 35). Another consideration for entering teacher education programs is about admission requirements (Akar, 2012). In Indonesia, admission to teacher education is considered less competitive than other programs such as law, medicine, and economics (Suryani et al. 2016). Another recognized advantage is easy finding a job after graduation; such as being private tutors. It is because the pre-service teachers have considered gaining enough teaching experiences during the training in teacher education (Suryani et al. 2016, p.187). Other extrinsic reasons from the teaching profession are the salary, the benefits, long holidays, family time, social status of teachers, and job security (Mukminin, Aina, & Ariyanti, 2016).

### **Altruistic Motivation**

Generally, an altruistic person is driven by the desire to help other people. As stated by Trent and Gao (2009) that altruistic motivation in teaching relates to the view of teaching as a socially important profession and the media to help society better (p. 146). Teaching is often regarded as a high-status profession (Bruinsma & Jansen, 2010). If teachers gain the altruistic motivation, hopefully, it may lead them to service in rural areas. Those who possess altruistic reasons for completing the teacher education program are having a deep passion for teaching, love working with children, like to help students and contribute to society and also fulfill a mission (Kyriacou et al. 2010; Lestari & Arfiandhani, 2019; Mukminin et al. 2016). In general, teaching motivation can be assumed to rely on the pre-service teachers' characteristics and perceptions of their situation, as well as the circumstances of their society and the profession (Mark, 2015).

### **Teachers in Indonesia**

From the data shown by the Statistics Indonesia (The Central Bureau of Statistics) in 2019 from the database of Indonesian Ministry of Education and Culture, the country has more

than 2.910.014 teachers working in 214, 409 schools (cited from BPS, 2019). However, not all the teachers pursued the standard level of education and have undergraduate degree (S1/D4). The teachers who pursued the degree or more are 2.599.375 teachers (89.33%) (Badan Pusat Statistik, 2019, p.23). The teachers generally are separated into two groups: civil servant teachers or *Pegawai Negeri Sipil* (PNS), and non-civil servant teachers or Non-PNS. Civil servant teachers are hired officially by the government after passing the national selection exam successfully (Qoyyimah, 2015). They are supposed to work in public schools provided by the government. Non civil servant teachers commonly work in private schools provided by social parties. However, Qoyyimah (2015) also mentions that there are still recruitments from public schools of non-civil servant teachers in some provinces in Indonesia. The schools are employing non-civil servant teachers as temporary or honorary teachers because the number of civil servant teachers is still inadequate (p.25). Forward (2010) reported that teacher shortages are caused by a huge disproportion in the allocation of teachers as civil servants between urban and rural areas. Recently, the data from Statistics Indonesia (Badan Pusat Statistik, 2019) shows that there is a decreasing number of teachers working in vocational schools. The decrease was allegedly due to the increasing number of retired vocational teachers from year to year who also contributed to a decrease in the number of eligible teachers, while the needs the number of new teachers' admission at the vocational schools (SMK) level is not optimal (p.24).

Particularly for EFL (English for Foreign Language) teachers in Indonesia, the EFL teachers are supposed to be aware of changes in curriculum and English learning materials. Qoyyimah (2015) specifically mentions that EFL teachers in Indonesia are asserted to have a responsibility in coping with changes simultaneously because they are not only required to arrange English lesson plans but also implement the changing curriculum and impart the values in every classroom activity. It is important for the teachers to upgrade their knowledge and skills and to cope with changes through workshops, mentoring, and training provided by the government (Tanang & Abu, 2014, p.26). Besides, English teachers in Indonesia also are likely to have an issue regarding positioning the right place for the culture carried by the language and the local culture planted by Indonesian society (Qoyyimah 2015, p.50). That is why the professionalism and expertise of the English teachers are fully needed.

Generally, Adnyani (2015) states that Indonesian teachers face problems on professional knowledge, skills, effort, and motivation (p.8). As bringing up the issue of motivation in teaching, this research is also intended to bring the context of East Nusa Tenggara (NTT) Province. East Nusa Tenggara is Indonesia's southernmost province and still known as a rural area. Fananta, Umbara, and Hastuti (2018) imply that studies on pre-service teachers and teachers serving in rural areas are essential for the development of the whole education system in the country. Research has been established in the East Nusa Tenggara province continuously although the number has yet increased (Florida & Mbato,

2020; Lomi & Mbato, 2020; Ola, Lengkong, & Kambey, 2018; Ota 2018; Sakan, Utanto, & Rc, 2019; Sariguna et al. 2019).

Teachers in East Nusa Tenggara face many struggles in doing their job and constructing their identity as professional teachers. A study conducted by Lomi and Mbato (2020) explores the struggles of novice English teachers in the East Nusa Tenggara area. The struggles found are related to how teachers controlled their emotions, their self-efficacy in teaching, classroom management, students' behavior, and lack of resources and facilities in schools, relationship with colleagues, and the salary (p.16). This study provides useful insights for future English teachers in the area in terms of the strategies in increasing their awareness and in dealing with the struggles in the workplace. The increased awareness and ability to handle struggles will help them to grow better.

Sakan, Utanto, and Rc (2019) analyze the effect of teacher education, teachers' skills, and facilities to teacher readiness in implementing Curriculum 2013 at Senior High Schools in Kupang, East Nusa Tenggara. They found that the influence of teacher education departments on the readiness of teachers in implementing Curriculum 2013 was 30.20%, the influence of competences to teacher readiness was 47.40%, and the influence of school facilities to the readiness of the teachers in implementing Curriculum 2013 was 17.20% (p.1). From the data shown, it can be seen that there is a significant influence on teacher education in implementing the national curriculum. This is a high responsibility for teacher education programs in preparing the pre-service teachers to apply the national curriculum in their teaching context.

Another study conducted by Ota (2018) mentions that the teaching and learning process taking place in East Nusa Tenggara specifically in Flores was still teacher-centered. Students in the area tend to follow the teachers fully and consider teachers as the only learning sources. Therefore, she suggests that teachers serving in the area need to consider carefully the learning materials and activities that will be used for teaching to engage students in the classroom (p. 11). Pre-service English teachers aiming to teach not only in the areas should be aware of the updates of the learning materials and the importance of creativity in teaching. Among of the issues presented above, Sariguna and colleagues (2019) report that NTT faces problem regarding the availability of teachers working in the area (p.108).

In general, teachers' quality and availability in Indonesia needs to be improved. Teachers need strong support from the government and policymakers in education. Besides, understanding the needs of the teaching context will likely be helpful for future teachers in dealing with the upcoming struggles in their teaching context (Lomi & Mbato, 2020). When pre-service English teachers understand their teaching context, they will have a proper picture of the profession, less experience of tension, and develop their motivation and enjoyment in teaching. Utilizing the perception of Indonesian pre-service English teachers as

well as their intrinsic, extrinsic, altruistic career motivations, this study aimed to provide insight into the reasons for entering the English teacher education program and the teaching profession in Indonesia, particularly in Kupang, East Nusa Tenggara. Lestari and Arfiandhani (2019) imply that it is necessary to explore the career motivations of pre-service English teachers so that further steps to increase the Indonesian English teachers' quality can be applied.

## **METHOD**

This research used a mixed-method design. Mixed method studies have been utilized by many researchers, specifically in the field of education (e.g. Astriningsih and Mbato 2019; Lomi and Mbato 2020; Mbato 2013; Nolan L. Cabrera 2011; Roos et al. 2014). The aim of combined analyses was not to substitute quantitative or qualitative data but to combine quantitative and qualitative results by examining the findings of the entire study and drawing conclusions (Ivankova, Creswell, & Stick, 2006, p17). This mixed-method design helped the researchers to get deeper data and understanding about the participants. The procedure used to collect and analyze data was based on a mixed-method sequential explanatory design (Creswell 2009; Ivankova et al. 2006).

### **Research Participants**

Regarding the participants, there were 24 male pre-service English teachers (54.5 percent) and 20 female pre-service teachers (45.4 percent) participating in this research. The researchers recruited them in a combination of convenience and purposive samplings as this research needed participants who were easy to be contacted and support the objective of the research (Etikan, 2016). The largest age group responding to the research questionnaire consisted of participants age 23 and above (n=16). The pre-service English teachers, in particular, were between the ages of 21-22 and over (70.4 percent). From the demographic data of the participants, the researchers could see that the participants were coming from different backgrounds and study batch. Their age range is also different. A summary of the descriptive analysis of the pre-service English teachers' socio-demographic data is presented in Table 1 below:

Table: 1 Breakdown of pre-service English teachers' Socio-demographic profile

Socio-demographic items		Frequency (n)	Percentage (%)
Gender	Male	24	54.5
	Female	20	45.4
Age	19-20	13	29.5
	21-22	15	34.0
	23 and above	16	36.3
Ethnicity	Timorese	23	52.2
	Sabunese	6	13.6
	Alornese	2	4.5
	Flores	7	15.9
	Rotenese	3	6.8
	Javanese	1	2.2
	Bataknese	1	2.2
	Papuan	1	2.2
	Catholic	13	29.5
	Christian	30	68.1
Religion	Moslem	1	2.2
	2013	6	13.6
	2014	3	6.8
Academic Year	2015	20	45.4
	2017	5	11.3

## Research Instruments and Analysis

The quantitative data instrument was a closed-ended survey questionnaire named Factor Influencing Teaching-Choice (FIT-Choice) questionnaire. It consists of 31 statements ranged in Likert seven-point scales from very strongly disagree to very strongly agree. It was

adapted from a questionnaire developed by Suryani, Watt, and Richardson (2016). It is from the original FIT Choice questionnaire (Richardson & Watt† 2006). The previous study (Suryani et al. 2016) confirms the reliability and validity development of the questionnaire implemented in Indonesia. All Cronbach's alphas values in the questionnaire are above .70 except fallback career  $\alpha = .61$ , job difficulty  $\alpha = .65$  and job transferability  $\alpha = .69$  (see appendix 9). It is reported that Cronbach's alpha reliability coefficients for all final factors scores indicated well to acceptable internal consistency (Suryani et al. 2016, p.197). The questionnaire in this research was collected through the website of the Google form. The researchers used descriptive statistics to analyze the responses of the participants in the questionnaire.

The qualitative data instrument in this research was a semi-structured open-ended interview. It was used to redefine the findings from the quantitative data collection and to get detailed information from the participants (Creswell & Tashakkori 2007; Ivankova, Creswell, & Stick 2006). The researchers chose six participants for the interviews based on the finding of the questionnaires i.e., high, medium, and low motivation. The participants' interviews lasted about 30-40 minutes each. All the interviews were conducted in the Indonesian language because it allowed the participants to answer comfortably to the questions. All interviews were recorded and transcribed. The researchers color-coded the transcriptions and classified the statements. The collection and analysis stages were completed at the integration process of the quantitative and qualitative data.

## FINDINGS

The finding of the present study consists of two parts, perception regarding the teaching profession and motivation to (not to) enter the teaching profession. This part presents the results of the research findings and aims to answer the research questions in this study. The discussion will be followed in the next part.

### **Research Question 1: The Perception regarding Teaching Profession**

In the first part, the researchers presented data and discussed findings of the pre-service teachers' perceptions about the teaching profession. The summary of the pre-service English teachers' perception of the teaching profession is presented in Table 2 below:

Table: 2. Pre-service English teachers' perception of the teaching profession

No.	Variables of Motivation	Statements	N	Mean (M)	SD
A1	Salary (Task Return)	Teachers earn a good salary	44	4.45	1.45
		Teachers get more incentives (e.g., health insurance, pensions)	44	4.75	1.41
A2	Social status (Task Return)	Teaching is a well-respected career	44	5.25	1.52
A3	Expertise (Task Demand)	Teachers are perceived as professionals	44	5.30	1.37
A4	Difficulty (Task Demand)	Teaching is a stressful job	44	3.98	1.62
		Teaching is a tough job	44	4.66	1.62
A5	Satisfaction with choice	You are satisfied with the choice of being teachers in the future	44	4.91	1.25
A6	Social Dissuasion	Other people influence me to consider careers other than teaching	44	4.43	1.22
A7	Media Dissuasion	I have affected by the media reporting of teachers' living condition	44	4.66	1.36

From A1 to A7, it could be seen that pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession. The pre-service teachers also stated that teaching is a secure job (A2; M=5.25) and a well-respected career (A2; M=5.25). Standard deviation is the number used to indicate how the measurements for a group are distributed out of the average (mean) or predicted value. Based on the result, standard deviation in this finding is in ranged 1.22-1.62. It means that distribution of the questionnaire's responses are less homogeny. The descriptive analysis of the questionnaire data was in line with the interview results, in which the participants reported seeing the profession as a 'noble' and respected career. PTS09 shared her views about the teacher. She started the feeling of pride after doing a teaching practicum in school:

*In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that. How to think about materials and to be creative are difficult. They must also know each student with their personalities. (PTS09).*

The pre-service English teachers valued teaching as a tough job (A7; M=4.66) and a stressful job (A4; M=3.98). PTS11 shared their concern about being teachers in their area:

*Teachers find it difficult to present appropriate material to students because of the lack of facilities in schools that support the teachers (PTS11).*

Specifically, PTS08 mentions her thoughts about the teachers in Kupang, East Nusa Tenggara: *To become a teacher, in my opinion, the difficulty is more about their salary. Teachers in Kupang get less attention. There are some stories I heard that temporary teachers sometimes had to wait for about 3-5 months to get a salary. Then, they spent the salary on transportation costs and daily needs. They then had to wait again for a long period. It is not sufficient. But I think for the civil servant teachers, their situation will be much better* (PTS05).

PTS10 added his opinion about the teachers' conditions in the rural area;

*We are exposed to the reality of teachers working in this region's rural areas where temporary teachers often do not have an adequate salary and teach with very limited facilities* (PTS10).

Moreover, the pre-service teachers mostly stated that teachers are perceived as professionals (A3; M=5.30). PTS11 added about the importance of having experiences in school: *Teachers cannot be said to be professional if they do not have many experiences at school* (PTS11).

The pre-service English teachers also revealed that some other people influence them about the bad sides of teaching (A6; M=4.43) and they had affected by the reports of media about teachers' living conditions (A7; M=4.66). However, they still expressed high satisfaction with the choice of being teachers in the future (A5; M=4.91). Nevertheless, PTS09 expressed her gratefulness of being a student of a teacher education program:

*I am grateful to be an English study program student because the career choice is not limited to one profession. Teachers can also be up to date. For example, if a particular issue is developing nowadays, it can be used as a material for teaching. I also enjoy interacting with children* (PTS09).

In summary, it can be concluded that pre-service English teachers displayed different kinds of perceptions regarding the teaching profession. Their perceptions, based on the questionnaire, are mainly related to salary, social position, expertise, and the difficulty of the job.

## **Research Question 2: Pre-service English teachers' Motivation to (not to) Enter the Teaching Profession**

This part shows the data analysis to answer the second question i.e., what is the pre-service English teachers' motivation to (not to) enter the teaching profession. The motivation of the pre-service English teachers is divided into three general types of motivation; intrinsic motivation, extrinsic motivation, and altruistic motivation.



## Intrinsic Motivation

The participants showed various responses related to the intrinsic motivation for entering the teaching profession. The summary of the pre-service English teachers' responses to intrinsic motivation variables is presented in Table 3 below:

Table: 3 Intrinsic Motivation Influencing Pre-service English to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
B1	Self-Perception	Teaching is a career suited to my abilities	44	4.80	1.35
		I have good teaching skills	44	4.30	1.09
B2	Intrinsic Career Value	I am interested in teaching	44	4.95	1.48
B3	Fallback Career	I was not accepted into my first enrollment choice to another program	44	3.61	1.65
		I was unsure of what career I wanted	44	4.39	1.24

The calculation from B1 to B3 showed that their highest-rated intrinsic motivation was their interest in teaching (B2; M=4.95). Most of the pre-service English teachers felt intrinsically the values of being teachers. Based on the finding, some participants expressed that teaching suited their abilities (B1; M=4.80) and that they had good teaching skills (B1; M=4.30). The finding in the questionnaire was in line with the results of interviews. In the interviews, PTS05 stated that self-esteem to speak in front class appeared while she followed the process in the teacher program:

*I'm not the type of person who cannot speak in public. I was initially not very confident. But I learned through activities in the classroom where we were required to do presentations, debates, speeches, and so forth. We spoke English every day. We learned to teach our friends. Now, I can feel that teaching suits me (PTS09).*

A different self-perception about ability came from PTS05. The effect of practice teaching in school was shown by PTS05 after he followed a teaching practice program;

*I don't feel it (the enjoyment of becoming a teacher), I had experienced the teaching practicum in school and I think I am not suitable to be a teacher (PTS05).*

Some pre-service English teachers, however, reported experiencing a fallback career. Half of them (B3; M=3.61) stated that they chose the teaching program after being rejected from their first enrollment choice in another program. Similarly, the pre-service English teachers revealed that they were unsure of what career they wanted (B3; M=4.39). One example is PTS20. She reported in the interview the experience of a fallback career at the beginning of her study:

*Initially, I put the English Language Study Program for the second choice. My first choice was the nurse academy because I wanted to become a nurse. Incidentally, I passed the SNMPTN (National Selection of State University Entrance) in the English Education Study Program, which was the reason why I decided to go there (PTS20).*

The same case also happened to PTS10 who stated that he was not interested in English teacher education at the first:

*I was more interested in the communication major. But at that time I did not pass the entry test, my second choice was an English language education that I passed, so I just continued (PTS10).*

Furthermore, based on the result of the interview, the researchers found that the PTS entered the English Education Study Program not because they wanted to become English teachers but because they were interested in the English subject. They showed an interest in improving their skills in mastering English as a foreign language.

*Initially, I liked English and I wanted to learn English deeper. I had a dream of going abroad so I thought that I had to master English (PTS11).*

Another pre-service teacher (PTS09) showed her love for English in the interview:

*I majored in Science when I was in high school. After graduation, I felt bored and wanted to try a language major. I chose an English study program. It was because I love English. I want to have the opportunity to go abroad, or maybe later meet with people from foreign countries in Kupang (PTS09).*

PTS09 also shared that society sees people speaking English as trendy people:

*It becomes a pride too. We can see in Kupang now when we can speak in English, we will be considered cool and so on (PTS09).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the of the questionnaire's spreading responses from the pre-service teachers were in the low homogeneity with the range between 1.09-1.65. In general, it can be concluded that the pre-service English teachers displayed different kinds of responses regarding the intrinsic motivation to be English teachers. They particularly like English as the major of the teacher education department. However, it can be noted that most of them are interested intrinsically to enter the teaching profession in the future.

### **Extrinsic Motivation**

The participants gave specific responses related to their extrinsic motivation for pursuing the teaching profession. The summary of the pre-service teachers' responses to extrinsic motivation variables is presented in Table 4 below:

Table: 4 Extrinsic Motivation Influencing Pre-service English Teachers to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
	Job Security	Teaching is a secure job	44	4.89	1.33
C1		Teachers can be civil servants	44	4.89	1.36
	Time for Family	Teaching hours fit with the responsibilities of having a family	44	5.02	1.10
C2		Teachers have short working days	44	4.11	1.40
	Second Job	I could have more time to do home duties and other works	44	4.50	1.17
C3					
	Job transferability	A teaching job allows me to choose where I wish to live	44	4.27	1.48
C4		Teaching certification is recognized everywhere	44	4.70	1.28
	Prior teaching experience	I have had inspirational teaching experiences	44	5.18	1.43
C5					
	The tuition fee for teacher education	Entry to teacher education was affordable	44	4.61	1.06
C6					
	Admission into teacher education	Entry to teacher education was less competitive	44	3.18	1.50
C7					
	Social influence	People around me think I should become a teacher	44	5.23	1.72
C8		I have parents/ relatives who are teachers	44	4.80	2.14
	Time for teacher education graduates	The waiting period to get a teaching job is shorter compared to other professions	44	3.95	1.34
C9					

Based on the table above, the pre-service English teachers rated fairly well on job security (C1, M=4.89, job working days (C3, M=4.11), second job (C3, M=4.50), job transferability (C4, M=4.27), teaching certification (C4, M=4.70), tuition fee of teacher education (C6, M=4.61) and social influence of family members (C8, M=4.11). The pre-service teachers highly rated the social influence as an extrinsic motivation of becoming English teachers. The pre-service English teachers expressed that other people think that they should become teachers, with a quite high mean score of 5.18 (C8; M=5.23). It supported by what stated by PTS05 in the interview that becoming a student in teacher education was his mother's wish; *Apart from my interest, entering English education was also my mother's wish* (PTS05).

The English pre-service teachers also expressed that the process of learning in English teacher education influenced them to be English teachers as it has a high mean score (C5; M=5.18). The result is supported by PTS11 who mentioned that the learning process in teacher education affected her to be more confident as a future English teacher. There were a lot of practices and exercises that supported her ability to use English and teach students. That caused her to believe that she can be a professional English teacher in the future:

*My motivation increased when I took the practice teaching program. We spent 6 months in semester 7. I was teaching in junior high school. I got to teach 6 classes, and I handled them by myself. From then on, I felt the challenges of being a teacher. I was glad when I was given the responsibility to teach them. I have a sincere desire to become a teacher (PTS11).*

The influence of their family members who firstly being teachers got a mean score of 4.80 (C8; M=4.80). It is lined with the interview result, specifically from PTS25: *I like being a teacher. I want to be a teacher because my parents are teachers. I want to follow their footsteps to become a teacher (PTS25).*

The less rated element of the extrinsic motivation is the influence of admission into teacher education. The pre-service English teachers who stated that entry into teacher education was less competitive (C7; M=3.18). It is in line with the statement of PTS30 in the interview:

*Many people are competing to enter teacher education and become teachers, the ones who hold the status of civil servants to be safe (economically) (PTS30).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the middle homogeneity. It was calculated with the lowest standard deviation score was 1.10 and the highest score was 2.14. In summary, the pre-service English teachers displayed kinds of responses regarding the extrinsic motivation to be English teachers. However, it could be seen that the pre-service teachers are mostly influenced by their teaching and learning process in English teacher education department.

### **Altruistic Motivation**

The pre-service English teachers responded to the altruistic motives of being teachers in the future. The summary of the pre-service English teachers' responses to extrinsic motivation variables is presented in Table 5 below:

Table: 5 Altruistic Motivation Influencing Pre-service English Teachers to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
D1	Make Social Contribution	Teaching has a social contribution	44	5.68	1.28
		Teaching enables me to 'give back' to society	44	5.25	1.52
D2	Religion Influence	My religion suggests me that I can serve others through teaching	44	5.61	1.54
D3	Work with children	I like working with children/ adolescents	44	5.45	1.50

In this study, the pre-service English teachers seemed to rate the impact of altruistic motivation in teaching highly. As can be seen from Statements D1 to D3 they strongly respected the teaching profession's social contribution with the mean score of 5.68 (D1; M=5.68). It is followed by the influence of the values of their religion, which suggests them to serve others through teaching with the mean score of the statement 5.61 (D2; M=5.61). These data found support from PTS30, who shared the value of teaching in his religion: *My motivation to enter the English study program besides learning English is I want to fulfill the mission of the monastery* (PTS30).

Statement number 2 shows that teaching enables pre-service English teachers to 'give back' to society (D1; M=5.25). Pre-service English teachers also reported that most of them like working with children/adolescents (D3; M=5.45). Based on the result of the interview, PTS11 shared her opinion about being a teacher as follows: *Being a teacher is a very noble job. You can imagine that teachers create a lot of people to become better in the future through their teaching* (PTS11). For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the low homogeneity with the range between 1.28-1.50.

In summary, it can be concluded that the pre-service English teachers displayed various responses regarding the altruistic motivation to be English teachers. However, it could be seen that the pre-service teachers were influenced altruistically by the social contribution of the teaching profession to society.

## DISCUSSION

There were two major findings drawn in the study. The first finding is related to pre-service English teachers' perception of the teaching profession. The perceptions fell into two categories: positive and negative perceptions. One of the positive perceptions gained from the questionnaire and interviews was that teaching in Indonesia was perceived as a noble profession; *In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that (the nobility)* (PTS11). The result strengthen the

studies by (Suryani et al. 2016; Tustiawati, 2019) which reveal teaching as a highly regarded position in Indonesian society and teachers holding a responsibility equal to parents during school hours. However, the pre-service English teachers also revealed some negative perceptions about the teaching profession, especially in the East Nusa Tenggara area; *Teachers in Kupang got little attention. There are some stories I heard that they (temporary teachers) sometimes had to wait for about 3-5 months to get a salary* (PTS20). The pre-service teacher particularly concerned with the condition of teachers serving in the area. It is in line with the study of Sariguna and colleagues (2019) who reveal that NTT is still dealing with the issues of teachers employment, salary of employees and the infrastructure (p.109).

The second finding concerns the pre-service motivation to enter the motivation of teaching. In this research, there were three types of motivation; intrinsic, extrinsic, and altruistic motivation. In the intrinsic motivation, the pre-service teachers in this research rated religious influence highly (D2; M=5.61). It is in line with the statement of PTS30 in the interview. He is a Brother (a member of a mendicant religious order in the Catholic Christianity). He clearly stated that being a teacher supports the life purpose of his religion; *I wanted to fulfill the mission of the monastery* (PTS30). Suryani, Watt and Richardson (2016) confirm in their study that Indonesian contextual difference from other countries is the influence cultural attributes, especially religious beliefs that have impact on the Indonesian pre-service teachers' decision to enter teacher education. As most religions in Indonesia perceive teaching as a noble job (p.185).

It was found that a fallback career happened to the pre-service English teachers. They rated the statements of a fallback career in this research moderately high (B3; M=3.61) and (B3; M=4.39) (see Table 3, p. 12). It was supported by the results of some participants' interviews; for example PTS20: *my first choice was that I wanted to enter a nursing academy and became a nurse* (PTS20), and PTS10: *In the past, I was more interested in the field of communication. But at that time I did not pass the entry test* (PTS10). The findings were in line with the finding of Hellsten and Prytula (2011) that indicates some of the pre-service teachers of the study had no initial motivation to be teachers the first time they entered the program. They were merely interested in English as the major of the program. This reason was also shown in the current research, for example, by PTS09: *I chose an English study program. It was because I loved English* (PTS09) and PTS05: *Initially liked English songs and wanted to learn English deeper* (PTS05). They started to grow their motivation in teaching and turn, decided to learn more about being a teacher. It supports Sinclair (2008) who implies that pre-service teachers' motivation and engagement changed at some point during the teacher education semesters and it is mainly as a result of the first teaching experience in schools (p. 95).

Based on this research, external factors have been found to significantly influence pre-service teachers to become English teachers in the future. The pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession, as they perceived that they would be one of the experts of teaching who bring better future to the generations. Social influence (C8; M=5.23) has the highest mean among all the statements in the extrinsic motivation. It is supported by the statement of PTS05 who mentioned that being a student in English teacher education was his mother's wish. It happened that he followed his mother's dream although teacher education was not his first choice. Conversely, admission into teacher education ("Entry to teacher education was less competitive", C7, M=3.18) got the lowest rate in the table. It should be noted that this current research took place in East Nusa Tenggara in which society still believes that being a teacher is a good choice of career. Most of the parents in the area push their children to be civil servants because of their stable and secure salaries. It is the reason why many of the graduates of high schools are sent to the teacher education departments. There is also a high interest of high school graduates towards the departments under the faculty of teacher training and education at universities (Halim et al. 2019). This high interest made entering the English teacher education department was quite challenging, which is in line with PTS30's opinion: *Many people are competing to become teachers who hold the status of civil servants to be safe (economically)* (PTS30).

It was also found that media dissuasion influenced their motivation to disregard the teaching profession (A7; M=4.66). This was mirrored in the interview where the pre-service English teacher admitted experiencing social and media dissuasion for not choosing teaching as a first career: *We are exposed to the reality of teachers working in these rural areas ...* (PTS10). This finding was in line with the negative portrayal of the teaching profession in the mass media and the society, which likely discourages people from choosing teaching as a career path (Suryani et al. 2016). Although many people realize that a teacher brings merit to the Indonesian education system, many temporary teachers who dominate in terms of numbers barely receive adequate financial rewards and facilities. Mark (2015) clearly states that the motivation and salary of teachers are crucial to the success of teachers. It is because teachers are motivated by good appreciation which in turn affects greater success in the teaching and learning processes (p.24).

Interestingly, the pre-service English teachers still expressed a high interest in teaching (B1, M=4.95, see table 3, p.14) among all variables in intrinsic motivation and high satisfaction with their choice to be future teachers (A5, m=4.91, see Table 2, p. 12). The high interest and satisfaction are most commonly associated with positive teaching experiences and a good atmosphere (Eisenschmidt, 2014, p.2). As it is in line with PTS11 who expressed her enjoyment in teaching after experiencing teaching practice in a Junior High school;



*I was glad when received the responsibility to teach them (students in the school). My experience teaching at the school finally made me sure I will become a teacher later. I have a sincere desire to become a teacher. (PTS11).*

The highest mean score of all the motivational variables in this research was the social contribution from the altruistic motivation (D1, M=5.68, see Table 5, p. 16). This finding supports the result of a study by Suryani Watt, and Richardson (2016), who found 'social contribution' contributing to the highest mean score in their study (M=6.00; p. 196). Another altruistic motive is working with children (D3; M=5.45). PTS11 expressed her enjoyment in working with children; I can educate many people. I enjoy working with children (PTS11). It sustains the study of Lestari and Arfiandhani (2019) who report that the majority of Indonesian pre-service English teachers are dominantly motivated to be teachers by altruistic motives (p.68). The researchers also have the same view with Suryani and colleagues (2016) who state that it is important to note that social contribution of teaching is the highest rated motivation as Indonesia requires more teachers in rural and remote areas to allocate placements equally across the country. They believe that if these teachers are focused on serving the vulnerable society ideally this may encourage them to teach in these areas (p.199).

As all the above findings have shown that East Nusa Tenggara Pre-Service English teachers possess various perceptions regarding the teaching profession and to some extent they chose the teaching career through extrinsic, altruistic, and intrinsic motivations. There may be a conflict between wanting to be and not wanting to be a teacher in which will be depending on how the pre-service teachers perceive the job of a teacher (Kuswandono, 2014). Eventually, Yüce and colleagues (2013) mention that pre-service teachers chose to teach for many different reasons, but it is usually under the socio-economic well-being of their societies.

## CONCLUSIONS AND SUGGESTIONS

This research examined the responses of Indonesian pre-service English teachers concerning their potential career choices particularly within the context of East Nusa Tenggara. Having good perception to be teachers during undergraduate teacher training are likely to motivate pre-teachers to pursue the teaching profession after graduation. In summary, there are two things the research would like to answer in this study. First, social status and the expertise of teachers highly influence the pre-service English teachers' perception. Second, the interest in teaching, social influences, and the value of the social contribution of the teaching profession significantly affect the pre-service English teachers to be teachers in the future. In light of the results of the study, the teacher education program should consider the impact of perception and motivation of pre-service English teachers on their career decision-making after graduation. The teacher education department and social environment play a prominent role in either promoting or preventing the perception and

motivation of pre-service English teachers to enter the teaching profession in this context. Nevertheless, this research had some limitations. Firstly, as the samples are relatively small ( $N=44$ ), the results could not be generalized to the context of all rural areas in Indonesia. A broader understanding of the issue regarding teacher recruitments in rural areas in Indonesia could be accomplished using more rigorous statistical instruments and random stratified sampling techniques. Secondly, this study did not explore how these pre-service English teachers regulate their motivation and how they keep their motivation after graduation. Therefore a longitudinal study may be conducted to monitor the fluctuation of their perception and motivation especially when they enter the teaching profession. In summary, further studies on similar issues involving a larger number of participants from diverse rural areas in Indonesia are needed. As the implication of this study, it would be interesting if the future researchers investigate specifically the perception of teachers' expertise as it found highly rated in this study. Another interesting topic are related to the motivational strategies of the pre-service teachers to keep their motivation in teaching and how these strategies impact on the pre-service teachers' career decisions.

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PENELITIAN DASAR  
SKIM PENELITIAN REGULER

**LUARAN PENELITIAN**

A CONTRASTIVE ANALYSIS ON THEMATIC STRUCTURES OF THESIS  
ABSTRACTS WRITTEN IN ENGLISH AND INDONESIAN

**Diajukan Kepada  
Lembaga Penelitian dan Pengabdian Kepada Masyarakat  
Universitas Sanata Dharma**



**Oleh:**

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**ENGLISH EDUCATION MASTER'S PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
SANATA DHARMA UNIVERSITY  
YOGYAKARTA  
2020**

**LEMBAR IDENTITAS DAN PENGESAHAN  
LUARAN PENELITIAN**

1.	Penelitian		
	a.	Judul Penelitian	A Contrastive Analysis on Thematic Structures of Thesis Abstract Written in English and Indonesian
	b.	Bidang Ilmu	Linguistik
	c.	Kategori Penelitian	Penelitian Dasar   Skim Reguler
2.	Ketua Peneliti		
	a.	Nama Lengkap	Drs. Concilianus Laos Mbato, M.A., Ed.D.
	b.	Jenis Kelamin	Laki-laki
	c.	NIP/NIDN/NPP	0509076701
	d.	Pangkat/Golongan	Penata/IIId
	e.	Jabatan Fungsional	Lektor
	f.	Program Studi/Fakultas	MPBI/FKIP
3.	Anggota Peneliti		
	a.	Nama Lengkap	Danang Satria Nugraha, S.S., M.A.
	b.	Program Studi/Fakultas	PBSI/FKIP
4.	Lokasi Penelitian		-
5.	Institusi Mitra		-
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## **A Contrastive Analysis on Thematic Structures of Thesis Abstracts Written in English and Indonesian**

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### **Abstract**

The information structure is identified as themes-rhemes. In accordance with Halliday's view, all uses of language, including thesis abstract texts, will never be separated from the context. In this study, the thesis abstract text information structure in Indonesian and English is positioned as the object of research. The purpose of this study is to identify and describe the similarities and differences in the structure of themes-rhemes in abstract texts in English and in Indonesian. Contrastive Linguistics Analysis Theory was chosen as a theoretical approach to research. Data were collected from the abstract text of the undergraduate student thesis from the English language study program and Indonesian language and literature education study program at a private university in Yogyakarta. This research shows that the theme-rheme structure of English and Indonesian abstract text contained four classification of structure, i.e. (a) single theme, (b) multiple theme, (c) rheme without tail, and (d) rheme with a tail. The structure of single theme manifested on phrase and clause. The structure of multiple theme, rheme without tail, and rheme with a tail manifested by the pattern of phrase and the combination pattern of phrase-clause.

**Keywords:** abstract, theme-rheme structure, English, Indonesian

### **Introduction**

Abstract text becomes a very important part in a research report. To compile them, appropriate techniques are needed so that the abstracted information can be constructed into a communicative essay. In connection with the preparation of this information, it has been stated by several experts that the structure of the themes-rhemes is the main aspect in the collection of information in a text (Cruse, 2011; Lakoff, 1986; Hoffmann & Trousdale, 2013). In Halliday's view (2000, p.37), thematic structures are referred to as thematic structures as stated by the statement "Of the various structures which, when mapped on to each other, make up a clause, we will consider first the one which gives the clause its character as a message. This is known as the thematic structure." Thus, if structurally, a text must be built on the basis of main sentences and explanatory sentences, in a standard

transformative perspective that alone is not enough. Text construction must be built as a manifestation of information.

As a background to the urgency of the study, the following is stated the rationalization of the importance of the abstract writing process according to the theoretical design of thematic structures. Building a text based on scientific information is typical of academic activities in higher education. It is common knowledge, that every institution of higher education has its own environment style. However, does the style of environment negate the process of compiling information? The answer is no. The style of the environment is the outer wrap. The essence of abstract text writing still summarizes the priority information in the research reported. In the process of summarizing, language speakers can have similarities and differences. As part of comparison, writing in English may be more complex than writing in Indonesian. Vice versa, Indonesian writing is simpler than English. However, both of them still have the same information structure with different presentations.

The problem of similarities and differences in the thematic structure in the abstract text of the thesis are the object of this study. Using a theoretical approach to contrastive linguistic analysis, the research team tried to identify and describe thematic structures in texts compiled in English and Indonesian. With the initial assumption that there are similarities and differences in the objects being compared, we believe that there are factors that influence these assumptions. Internal factors and external factors of language may be the context that causes these similarities and differences. Following Halliday's view that the language used must be bound to the context, we place the object of research in the context of academic scientific communication. It should be stated that the main function of the presence of abstract texts is to communicate the essence of research work. as a study built on the transformative paradigm, we do not make judgments on the two comparable languages. It also needs to be stated that this study is a descriptive study.

The main purpose of this research is to identify and to describe the the comparison between thematic structures in abstracts of English and Indonesian-language theses. The purpose consists of three subpurposes as follows. First, this research identifies and describes the thematic structure similarities in abstracts of English and Indonesian-language theses. Second, this research identifies and describes the thematic structure differences in abstracts of English and Indonesian-language theses. Thrid, this research identifies and describes the influencing factors on similarities and differences of thematic structures in abstracts of English and Indonesian-language theses. These three objectives are a projection of the benefits of this research.

Researchers hope that the results of this study can be used both theoretically and practically. Theoretically, the results of this study can be a preliminary study material for further research. Especially for contrastive linguistic studies, scientific writing studies, and functional grammar studies. In line with the idea of (Baryadi, 2015), the functional paradigm underlying this research is a foothold for the research team not to state that one abstract form in a particular language is better than another language. Practically, the research team hopes that the patterns of similarities and differences in contrastive studies can be utilized by students as signs in compiling abstract texts or the essence of their research. Thus, technical constraints such as the difficulty of compiling arguments or information can be bridged by the guidelines prepared based on this research.

## Review of Literature

Structure, in general, can be understood as a linear arrangement of patterns between language elements at the grammatical level. This definition indicates the existence of intertwining or intertwining between elements of language, but it is not explicitly described the type of affinity. Associated with structure, (Kridalaksana, 2008, p. 183) describes three statements, namely (a) structure can be seen as a set of elements which includes extrinsic relationships (the elements and relationships are abstract and free from intuitive contents), (b) structure can be seen as the organization of various elements of language, each of which is a meaningful pattern, and (c) structure is a pattern of arrangement in a syntagmatic manner.

Some keywords from the two views are linear pattern arrangement, extrinsic relationship, meaningful pattern organization, and syntagmatic arrangement of patterns. When reviewed, some of these keywords provide an initial understanding of the thematic structure. Thematic structures are explicit disclosures of textual component (metafunction) that handles the organization of themes and information structures from the content of the proposition of a sentence (Tomasowa, 1994, p.38). The thematic structure consists of two main elements, namely themes and teenagers (Bloor and Bloor, 2004, p.65). Both elements are grammatical realization of textual meaning (metafunction) (Halliday, 2000, p.181).

Theoretically, all speech or sentence constructions have a theme and teenage structure. Crystal (2008, p.483) mentions the theme as follows.

“a term used in Linguistics as part of an analysis of the structure of sentences (their thematic structure): it refers, not to the subject-matter of a sentence (its everyday meaning), but to the way speakers identify the relative importance of their subject-matter, and is defined as the first major constituent of a sentence (seen here as a string of constituents).”

Comrie (1989, pp.84-85) states that themes are also known as topics in the topic-comment structure. Meanwhile, Crystal (2008, p.416) provides an explanation of the meaning of adolescence (rheme) as follows.

“a term distinguished from THEME, as part of an analysis of the INFORMATION structure of messages ; the part of a sentence which adds most to the advancing process of communication; in other words, it expresses the largest amount of extra MEANING, in addition to what has already been communicated.”

Brown and Jim (2013, p.192) provide an explanation of the rheme as part of new information from the concept of given and new information; new information is what speakers and writers assume their listeners cannot pick up, maybe because it is being mentioned for the first time.

Based on these previous studies, here are our research questions:

1. How are the thematic structure similar in abstracts of English and Indonesian-language theses?

2. How are thematic structures different in abstracts of English and Indonesian-language theses?
3. What factors influence similarities and differences of thematic structures in abstracts of English and Indonesian-language theses?

## Methodology

To answer the above research questions, we adopted a contrastive analysis method. The research method consists of three parts, namely (a) research method, (b) instrument and data gathering technique, and (c) data analysis technique. The three parts are described in the following explanation. *First*, research method. This study was designed using a contrastive linguistics theoretical approach. Based on this approach, the data used in the study were compared for comparison purposes. This comparison includes similarities and differences.

*Second*, instruments and data gathering technique. The data in this study are declarative sentences. The sentence is sourced from abstract text downloaded from the page <http://www.library.usd.ac.id>. We using the web browser to collect the text. Next, we determine the parts of the text that contain criteria as the structure of themes-rhemes.

*Third*, data analysis technique. The unit of analysis is the construction of declarative sentences which has complete syntactic functions. Distribution or distribution methods with techniques for direct elements are used to analyze all data units. Each unit of data is analyzed at the level of categories, functions, and roles. Furthermore, each constituent that fills a function is identified into the type of structure of the themes of adolescence which includes a single theme, multiple themes, no tails, and tails.

## Results and Discussion

In general, abstract texts in Indonesian and English tend to have a theme structure that canclassified into (1) single theme (TT), (2) dual theme (TG), (3) no tail rema (RTB), and (4) tailed rheme (RB). The structure of a single theme is translated into phrases and clauses. Meanwhile,neither the dual theme structure, neither tail nor remaThe tailed rema is manifested according to a pattern of phrases and patternsphrase-clause combination. Functionally, Halliday and Matthiessen (2004) remind that eachthese grammatical elements (constituentsdeclarative sentence constructions) can functionas the location for the embodiment of the theme-remas structure.

### Dual Theme Pattern

In particular, the position of two parallel phrases sequentially at the beginning of the sentence (location right / before predicate) indicates a structure dual theme. Formally, word order (and stress) indicate which elements are functioning as the theme or the rheme of an utterance (Bussmann, 1996). Multiple theme structures in abstract text tend constructed based on five patterns, namely (a) [TG: FN2 + FN], (b) [TG: FV + FN], (c) [TG: FNum + FN], (d) [TG: FPrep + FN], and (e) [TG: FKon + FN].

### No-tail Rheme Pattern

In abstract text, the structure of the rema is not tailed manifested in several phrase patterns. Structure marked by the presence of constituents who fill predicate function (P), object (O), complementary (Pel.), and a description (Ket.) with the note that presence of O, Pel., and Ket. Following the type of the transientness of P. The marking differs from the findings of Suparno (1993) which analyzed use of The Indonesian & English language of oral variety with note that rema construction is not tailed only constituents that are predictive only. For more information, check out the discussion of the following tailless rema structures

### Tailed Rheme Pattern

In abstract text, the structure of the tailed rema is limited form. Based on the findings, at least there is only one RB pattern, i.e. (a) [RB: FV + KI] and (b) [RB: FV + FN + KI]. First, the tailed rema patterned [RTB: FV + KI]. It's a little different with phrase patterns. Phrase combination pattern and clauses have a more complex form. In other words, it expresses the largest amount of extra MEANING (Crystal, 2008:416). In the realization of patterns [RTB: FV + KI], FV realized by constituents P and KI function fillers are realized by constituents ket function charger.

## Conclusions

*First*, rheme-remata structure in abstract of Indonesian and English consists of four classifications of structures, namely single theme, dual theme, tailless rema, and tailed rema. Each of these types utilizes grammatical elements as a medium of embodiment of theme-remata. Specifically, abstract text composed of declarative sentences have a consistent thematic structure setting, namely by utilizing phrases and clauses as embodiment elements. The utilization was accompanied by the birth of grammatical element patterns as a structure. Each pattern has a distinguishing feature that tends to be influenced by the presence of filler elements predicate function. Such an influence can be understood as the influence of the rema structure (new information) that tends to manifest in predictive elements/constituents.

*Second*, further research can be focused on in two realms, namely (a) identification and classification of categories and syntactic functions that can mark the existence of theme-remata structure and (b) theme-rhema structure in the realization of interrogative sentence construction and imperatives. First focus on variety categories and functions as grammatical elements of Indonesian that has the possibility of realizing theme-remata structure. The second focus concerns various contexts of sentence construction that are hypothetical has a theme-remata structure with a pattern of different from the findings in this study. Specifically, with these two focuses, further research can find patterns and new rules as part of a linguistics study.

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## Endnotes

Do not use footnotes but place all in the endnotes after the main text, right after Acknowledgements and before About the Authors.

## About the Authors

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## LUARAN PENELITIAN

### Indonesian Pre-Service English Teachers' Perception and Motivation to Enter the Teaching Profession

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**Abstract:** *Teaching profession is known as one of the professions in society. Perception, along with the motivation to enter the profession, has been proven to significantly influence the career decision making of pre-service English teachers. Considering their importance, this study reported an analysis of the perception and motivation of the pre-service English teachers in the English Teacher Education Department of a private university in Kupang, East Nusa Tenggara Province to enter the teaching profession. The participants were 44 pre-service English teachers. This study employed mixed-method research with a questionnaire and interview as the instruments to collect data. Six participants were chosen to participate in the interview. Results from descriptive analyses of the quantitative-qualitative data revealed that pre-service teachers had various perceptions regarding the teaching profession; they also responded differently to the three types of motivation in teaching i.e., intrinsic, extrinsic, and altruistic motivations. This study suggests implications for the education policymakers and the government in the area and also in Indonesia. Future researchers interested in a similar topic may conduct further studies with a broader context.*

**Keywords:** *Pre-service English teachers, career motivation, perception, teaching profession*

## INTRODUCTION

Teaching profession is categorized as one of the most respected professions by society in Indonesia. Teachers are given a rhetoric appreciation; it is being called "*Pahlawan tanpa tanda jasa*" or the unsung heroes. Teachers are heroes because they work hard to educate the next generation and bring a better future for them (Kuswandono, 2013). The appreciation also means that they are respected as heroes who devoted their lives to the betterment of the young generation. Along with the high appreciation in society, teacher education departments have also gained interest from the graduates of secondary high schools in Indonesia over the past few years (Lestari & Arfiandhani, 2019). One of the reasons is because the Indonesian government has implemented a teacher certification program to raise teacher



qualifications and income since 2007 (Suryanto, 2014). Lestari and Arfiandhani (2019) present data from the Indonesian Ministry of Research, Technology, and Higher Education in the Higher Education Databases (PD-DIKTI) 2019 about the top three faculty programs surveyed from the numbers of the students. The top three is the social sciences program with 995,269 students, followed by the economics department as the top two with 1,089,469 students, with the education departments becoming the most popular target with 1,290,879 students (p. 63). These data may suggest that young people in Indonesia are highly enthusiastic to undertake education programs and become teachers in the future.

However, according to Lestari and Arfiandhani (2019), there is an inconsistency between pre-service teachers' majoring in the teacher education departments and their decision to choose teaching as their future career in Indonesia (p. 63). They found that teacher education departments have not been able to entice all of their graduates to become teachers. This unfavorable situation could eventually pose a problem regarding the availability of potential English teachers in Indonesia. Shortage of teachers may happen if pre-service teachers feel reluctant to become teachers after graduation.

*"Interestingly, from the prior interviews conducted to faculty members in different teacher training programs in Yogyakarta, Indonesia, a discrepancy in the decision or plan to take a career path as a teacher after graduation among students of teacher training programs emerged."* (Lestari and Arfiandhani 2019, p. 63).

The above issue may be related to pre-service teachers' motivation and teachers' identity development. This research was carried out to enrich the previous studies focusing on the career motivation of pre-service English teachers in Indonesia (Lestari & Arfiandhani, 2019; Suryani, Watt, & Richardson, 2016) by explicitly carrying the context of East Nusa Tenggara. Febriana and colleagues (2018) mention that through sending fresh English teacher education graduates to rural areas, the Indonesian government is aiming to address the need of English teachers in rural Indonesian schools. Therefore, the English teacher education department plays an important role in English language teaching (ELT) in Indonesia. It provides the need for qualified and professional English teachers for the whole country.

Recently, studies about the motivation and identity development of pre-service English teachers in Indonesia have been conducted by some authors. Maulimora (2019) focuses more on investigating 44 Indonesian pre-service English teachers' perceptions regarding anxiety in their practice teaching. They found that the pre-service teachers felt anxious mostly in class management. Raharjo and Iswandari (2019) conduct their study to identify the professional identity tensions faced by 17 Indonesian pre-service teachers during teaching practice. Lestari and Arfiandhani (2019) explore the motivations of 23 Indonesian pre-service English teachers to choose a career as teachers. These studies have only looked on the PTS in urban areas.

Mudra (2018) has conducted a study on the 17 pre-service English teachers in a rural area. (Mudra 2018) is more focused particularly on describing the struggles experienced by the pre-service English teachers teaching in rural schools in Kerinci, Jambi Province during their teaching practice program. Essentially, it is also important to investigate the state of the motivation of pre-service English teachers in rural areas to be future English teachers after experiencing tensions and struggles in teaching practice in schools, which is provided by this current study.

To guide this research, two research questions were formulated: (1) what are the pre-service English teachers' perceptions of the teaching profession? (2) What motivated the pre-service English teachers to (not to) enter the teaching profession?

Mukminin, Aina, and Ariyanti (2016) mention that understanding the motivation of pre-service teachers to be teachers is important as a basis for developing the policy on the teacher education department. Unfortunately, very few studies have been done about the pre-service English teachers' motivation in Indonesia's rural region to undertake the teaching profession. This research is likely to give benefits to the English teacher education department, the education policymakers in Indonesia, and specifically the local government of East Nusa Tenggara Province. This research provides the realities that happened among the Indonesian pre-service English teachers in rural areas regarding the process of career-decision making so that all parties can be cooperated in creating preventive actions and regulations to make sure the availability of future English teachers in Indonesia.

## **LITERATURE REVIEW**

### **Perception about Teaching Profession**

Teaching promotes the deep belief of the teachers across the values and norms (Rots, Kelchtermans, & Aelterman, 2012). Values and norms that exist in society will likely influence their perception of the profession. Tustiawati (2019), in her study, reveals that majority of Indonesian PTS have positive perspective toward teaching. They value teaching as a noble job and it offers more flexibility in career choice. The perceptions of prospective teachers influence their future professional commitment, growth, and the quality of their work (Richardson & Watt, 2010). However, Aksu and colleagues (2010) state that teachers' beliefs either reinforced or challenged the teachers in doing their works. Future teachers usually comply with certain social expectations, such as prescribed requirements and basic competences (Tatjana & Pedjazvk, 2012, p. 2). Their beliefs and expectation about the task returns could stimulate positive perceptions, make them believe that teaching is their destined career. However, facing realities in the fields and accepting hard task demands could also challenge them in a certain way that they see teaching is not a good career choice to pursue.

Eventually, the negative perceptions of teachers' employment in the society and mass media, along with the changes and reformations in politics and government policy have a significant impact on the reputation and popularity of teaching as one of the career options (Richardson & Watt, 2010, p. 21).

### **Career Motivation**

Motivation has been reported to mostly influence the individual choice to pursue a certain career. Upa and Mbato (2020) mention that motivation is part of a person's achievement or fulfillment of his or her goals. It drives the individual to take action or choose a certain decision. Some teachers start teaching with a more or less consistent motivation to teach and some make use of teacher education as a step towards another profession (Roness, 2011). In other words, their motivation is not purely to teach, but simply to have a job to survive (Kuswandono 2013, p. 21). Concerning career motivation, there are three types of the motivation of pre-service English teachers; intrinsic, extrinsic, and altruistic teaching motivation (Lestari & Arfiandhani 2019).

### **Intrinsic Motivation**

Intrinsic motivation is commonly based on personal interest, desire, or fulfillment and energizes and sustains actions and behaviors (Lai 2011). Before pursuing a certain major in a university, secondary high school graduates firstly would identify the target program and fulfill their interests and goals with the profession. After completing their study, they would determine how good they are as the graduates of the program and the impact of the decision to join the future profession (Thoonen et al. 2011). The process above is identically related to intrinsic motives and beliefs. Pre-service teachers are motivated intrinsically to be a teacher because teaching belongs to their passion (Lestari & Arfiandhani, 2019). But it is also supported by their interests and goals and expectations.

However, there is also a term called a fallback career in studies on career motivation (Akar, 2012; Brandmo & Nesje, 2017; Richardson & Watt, 2010). A fallback career happens as a second option when the first choice is not available (Brandmo & Nesje, 2017). Based on the fallback career motive, student candidates chose teacher education because they were not accepted in their previous choices or are uncertain of their potential career (Akar, 2012, p. 68). Fallback career has been included in the intrinsic motivation of teaching because, though the teacher candidates do not initially choose teacher education programs, they are intrinsically motivated to choose. After all, no other option is possible. Instead of waiting for another chance, they straightly choose teacher education as their major. The finding from the study of Hellsten and Prytula (2011) report that some of their respondents wanted to be teachers because they could not "figure out" their first career choice. It could be considered that early

teachers who leave the profession might be those who do not have a true passion for teaching and it is likely the result of their fallback career.

### **Extrinsic Motivation**

People are usually associated with their external or social influences. Akar (2012) mentions social and cultural backgrounds have a strong influence on how his participants have constructed their motivation to choose a teaching career (p. 80). The significant influence mostly comes from the closest people, for example, having parents or family members who are teachers. They perceived the teaching profession through their family members. Ultimately, they extrinsically follow the existent examples from their family. A big influence also comes from the teacher education program. It comes from the fees for the course of study. Trent and Gao (2009) suggest in their research that undergraduates from low-income families who study at low university fees are more interested in teaching than others with high tuition fees and from middle-class families (Trent & Gao, 2009, p. 35). Another consideration for entering teacher education programs is about admission requirements (Akar, 2012). In Indonesia, admission to teacher education is considered less competitive than other programs such as law, medicine, and economics (Suryani et al. 2016). Another recognized advantage is easy finding a job after graduation; such as being private tutors. It is because the pre-service teachers have considered gaining enough teaching experiences during the training in teacher education (Suryani et al. 2016, p.187). Other extrinsic reasons from the teaching profession are the salary, the benefits, long holidays, family time, social status of teachers, and job security (Mukminin, Aina, & Ariyanti, 2016).

### **Altruistic Motivation**

Generally, an altruistic person is driven by the desire to help other people. As stated by Trent and Gao (2009) that altruistic motivation in teaching relates to the view of teaching as a socially important profession and the media to help society better (p. 146). Teaching is often regarded as a high-status profession (Bruinsma & Jansen, 2010). If teachers gain the altruistic motivation, hopefully, it may lead them to service in rural areas. Those who possess altruistic reasons for completing the teacher education program are having a deep passion for teaching, love working with children, like to help students and contribute to society and also fulfill a mission (Kyriacou et al. 2010; Lestari & Arfiandhani, 2019; Mukminin et al. 2016). In general, teaching motivation can be assumed to rely on the pre-service teachers' characteristics and perceptions of their situation, as well as the circumstances of their society and the profession (Mark, 2015).

### **Teachers in Indonesia**

From the data shown by the Statistics Indonesia (The Central Bureau of Statistics) in 2019 from the database of Indonesian Ministry of Education and Culture, the country has more

than 2.910.014 teachers working in 214, 409 schools (cited from BPS, 2019). However, not all the teachers pursued the standard level of education and have undergraduate degree (S1/D4). The teachers who pursued the degree or more are 2.599.375 teachers (89.33%) (Badan Pusat Statistik, 2019, p.23). The teachers generally are separated into two groups: civil servant teachers or *Pegawai Negeri Sipil* (PNS), and non-civil servant teachers or Non-PNS. Civil servant teachers are hired officially by the government after passing the national selection exam successfully (Qoyyimah, 2015). They are supposed to work in public schools provided by the government. Non civil servant teachers commonly work in private schools provided by social parties. However, Qoyyimah (2015) also mentions that there are still recruitments from public schools of non-civil servant teachers in some provinces in Indonesia. The schools are employing non-civil servant teachers as temporary or honorary teachers because the number of civil servant teachers is still inadequate (p.25). Forward (2010) reported that teacher shortages are caused by a huge disproportion in the allocation of teachers as civil servants between urban and rural areas. Recently, the data from Statistics Indonesia (Badan Pusat Statistik, 2019) shows that there is a decreasing number of teachers working in vocational schools. The decrease was allegedly due to the increasing number of retired vocational teachers from year to year who also contributed to a decrease in the number of eligible teachers, while the needs the number of new teachers' admission at the vocational schools (SMK) level is not optimal (p.24).

Particularly for EFL (English for Foreign Language) teachers in Indonesia, the EFL teachers are supposed to be aware of changes in curriculum and English learning materials. Qoyyimah (2015) specifically mentions that EFL teachers in Indonesia are asserted to have a responsibility in coping with changes simultaneously because they are not only required to arrange English lesson plans but also implement the changing curriculum and impart the values in every classroom activity. It is important for the teachers to upgrade their knowledge and skills and to cope with changes through workshops, mentoring, and training provided by the government (Tanang & Abu, 2014, p.26). Besides, English teachers in Indonesia also are likely to have an issue regarding positioning the right place for the culture carried by the language and the local culture planted by Indonesian society (Qoyyimah 2015, p.50). That is why the professionalism and expertise of the English teachers are fully needed.

Generally, Adnyani (2015) states that Indonesian teachers face problems on professional knowledge, skills, effort, and motivation (p.8). As bringing up the issue of motivation in teaching, this research is also intended to bring the context of East Nusa Tenggara (NTT) Province. East Nusa Tenggara is Indonesia's southernmost province and still known as a rural area. Fananta, Umbara, and Hastuti (2018) imply that studies on pre-service teachers and teachers serving in rural areas are essential for the development of the whole education system in the country. Research has been established in the East Nusa Tenggara province continuously although the number has yet increased (Florida & Mbato,

2020; Lomi & Mbato, 2020; Ola, Lengkong, & Kambey, 2018; Ota 2018; Sakan, Utanto, & Rc, 2019; Sariguna et al. 2019).

Teachers in East Nusa Tenggara face many struggles in doing their job and constructing their identity as professional teachers. A study conducted by Lomi and Mbato (2020) explores the struggles of novice English teachers in the East Nusa Tenggara area. The struggles found are related to how teachers controlled their emotions, their self-efficacy in teaching, classroom management, students' behavior, and lack of resources and facilities in schools, relationship with colleagues, and the salary (p.16). This study provides useful insights for future English teachers in the area in terms of the strategies in increasing their awareness and in dealing with the struggles in the workplace. The increased awareness and ability to handle struggles will help them to grow better.

Sakan, Utanto, and Rc (2019) analyze the effect of teacher education, teachers' skills, and facilities to teacher readiness in implementing Curriculum 2013 at Senior High Schools in Kupang, East Nusa Tenggara. They found that the influence of teacher education departments on the readiness of teachers in implementing Curriculum 2013 was 30.20%, the influence of competences to teacher readiness was 47.40%, and the influence of school facilities to the readiness of the teachers in implementing Curriculum 2013 was 17.20% (p.1). From the data shown, it can be seen that there is a significant influence on teacher education in implementing the national curriculum. This is a high responsibility for teacher education programs in preparing the pre-service teachers to apply the national curriculum in their teaching context.

Another study conducted by Ota (2018) mentions that the teaching and learning process taking place in East Nusa Tenggara specifically in Flores was still teacher-centered. Students in the area tend to follow the teachers fully and consider teachers as the only learning sources. Therefore, she suggests that teachers serving in the area need to consider carefully the learning materials and activities that will be used for teaching to engage students in the classroom (p. 11). Pre-service English teachers aiming to teach not only in the areas should be aware of the updates of the learning materials and the importance of creativity in teaching. Among of the issues presented above, Sariguna and colleagues (2019) report that NTT faces problem regarding the availability of teachers working in the area (p.108).

In general, teachers' quality and availability in Indonesia needs to be improved. Teachers need strong support from the government and policymakers in education. Besides, understanding the needs of the teaching context will likely be helpful for future teachers in dealing with the upcoming struggles in their teaching context (Lomi & Mbato, 2020). When pre-service English teachers understand their teaching context, they will have a proper picture of the profession, less experience of tension, and develop their motivation and enjoyment in teaching. Utilizing the perception of Indonesian pre-service English teachers as

well as their intrinsic, extrinsic, altruistic career motivations, this study aimed to provide insight into the reasons for entering the English teacher education program and the teaching profession in Indonesia, particularly in Kupang, East Nusa Tenggara. Lestari and Arfiandhani (2019) imply that it is necessary to explore the career motivations of pre-service English teachers so that further steps to increase the Indonesian English teachers' quality can be applied.

## **METHOD**

This research used a mixed-method design. Mixed method studies have been utilized by many researchers, specifically in the field of education (e.g. Astriningsih and Mbato 2019; Lomi and Mbato 2020; Mbato 2013; Nolan L. Cabrera 2011; Roos et al. 2014). The aim of combined analyses was not to substitute quantitative or qualitative data but to combine quantitative and qualitative results by examining the findings of the entire study and drawing conclusions (Ivankova, Creswell, & Stick, 2006, p17). This mixed-method design helped the researchers to get deeper data and understanding about the participants. The procedure used to collect and analyze data was based on a mixed-method sequential explanatory design (Creswell 2009; Ivankova et al. 2006).

### **Research Participants**

Regarding the participants, there were 24 male pre-service English teachers (54.5 percent) and 20 female pre-service teachers (45.4 percent) participating in this research. The researchers recruited them in a combination of convenience and purposive samplings as this research needed participants who were easy to be contacted and support the objective of the research (Etikan, 2016). The largest age group responding to the research questionnaire consisted of participants age 23 and above (n=16). The pre-service English teachers, in particular, were between the ages of 21-22 and over (70.4 percent). From the demographic data of the participants, the researchers could see that the participants were coming from different backgrounds and study batch. Their age range is also different. A summary of the descriptive analysis of the pre-service English teachers' socio-demographic data is presented in Table 1 below:

Table: 1 Breakdown of pre-service English teachers' Socio-demographic profile

Socio-demographic items		Frequency (n)	Percentage (%)
Gender	Male	24	54.5
	Female	20	45.4
Age	19-20	13	29.5
	21-22	15	34.0
	23 and above	16	36.3
Ethnicity	Timorese	23	52.2
	Sabunese	6	13.6
	Alornese	2	4.5
	Flores	7	15.9
	Rotenese	3	6.8
	Javanese	1	2.2
	Bataknese	1	2.2
	Papuan	1	2.2
	Catholic	13	29.5
	Christian	30	68.1
Religion	Moslem	1	2.2
	2013	6	13.6
	2014	3	6.8
Academic Year	2015	20	45.4
	2017	5	11.3

## Research Instruments and Analysis

The quantitative data instrument was a closed-ended survey questionnaire named Factor Influencing Teaching–Choice (FIT-Choice) questionnaire. It consists of 31 statements ranged in Likert seven-point scales from very strongly disagree to very strongly agree. It was



adapted from a questionnaire developed by Suryani, Watt, and Richardson (2016). It is from the original FIT Choice questionnaire (Richardson & Watt† 2006). The previous study (Suryani et al. 2016) confirms the reliability and validity development of the questionnaire implemented in Indonesia. All Cronbach's alphas values in the questionnaire are above .70 except fallback career  $\alpha = .61$ , job difficulty  $\alpha = .65$  and job transferability  $\alpha = .69$  (see appendix 9). It is reported that Cronbach's alpha reliability coefficients for all final factors scores indicated well to acceptable internal consistency (Suryani et al. 2016, p.197). The questionnaire in this research was collected through the website of the Google form. The researchers used descriptive statistics to analyze the responses of the participants in the questionnaire.

The qualitative data instrument in this research was a semi-structured open-ended interview. It was used to redefine the findings from the quantitative data collection and to get detailed information from the participants (Creswell & Tashakkori 2007; Ivankova, Creswell, & Stick 2006). The researchers chose six participants for the interviews based on the finding of the questionnaires i.e., high, medium, and low motivation. The participants' interviews lasted about 30-40 minutes each. All the interviews were conducted in the Indonesian language because it allowed the participants to answer comfortably to the questions. All interviews were recorded and transcribed. The researchers color-coded the transcriptions and classified the statements. The collection and analysis stages were completed at the integration process of the quantitative and qualitative data.

## FINDINGS

The finding of the present study consists of two parts, perception regarding the teaching profession and motivation to (not to) enter the teaching profession. This part presents the results of the research findings and aims to answer the research questions in this study. The discussion will be followed in the next part.

### **Research Question 1: The Perception regarding Teaching Profession**

In the first part, the researchers presented data and discussed findings of the pre-service teachers' perceptions about the teaching profession. The summary of the pre-service English teachers' perception of the teaching profession is presented in Table 2 below:

Table: 2. Pre-service English teachers' perception of the teaching profession

No.	Variables of Motivation	Statements	N	Mean (M)	SD
A1	Salary (Task Return)	Teachers earn a good salary	44	4.45	1.45
		Teachers get more incentives (e.g., health insurance, pensions)	44	4.75	1.41
A2	Social status (Task Return)	Teaching is a well-respected career	44	5.25	1.52
A3	Expertise (Task Demand)	Teachers are perceived as professionals	44	5.30	1.37
A4	Difficulty (Task Demand)	Teaching is a stressful job	44	3.98	1.62
		Teaching is a tough job	44	4.66	1.62
A5	Satisfaction with choice	You are satisfied with the choice of being teachers in the future	44	4.91	1.25
A6	Social Dissuasion	Other people influence me to consider careers other than teaching	44	4.43	1.22
A7	Media Dissuasion	I have affected by the media reporting of teachers' living condition	44	4.66	1.36

From A1 to A7, it could be seen that pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession. The pre-service teachers also stated that teaching is a secure job (A2; M=5.25) and a well-respected career (A2; M=5.25). Standard deviation is the number used to indicate how the measurements for a group are distributed out of the average (mean) or predicted value. Based on the result, standard deviation in this finding is in ranged 1.22-1.62. It means that distribution of the questionnaire's responses are less homogeny. The descriptive analysis of the questionnaire data was in line with the interview results, in which the participants reported seeing the profession as a 'noble' and respected career. PTS09 shared her views about the teacher. She started the feeling of pride after doing a teaching practicum in school:

*In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that. How to think about materials and to be creative are difficult. They must also know each student with their personalities. (PTS09).*

The pre-service English teachers valued teaching as a tough job (A7; M=4.66) and a stressful job (A4; M=3.98). PTS11 shared their concern about being teachers in their area:

*Teachers find it difficult to present appropriate material to students because of the lack of facilities in schools that support the teachers (PTS11).*

Specifically, PTS08 mentions her thoughts about the teachers in Kupang, East Nusa Tenggara: *To become a teacher, in my opinion, the difficulty is more about their salary. Teachers in Kupang get less attention. There are some stories I heard that temporary teachers sometimes had to wait for about 3-5 months to get a salary. Then, they spent the salary on transportation costs and daily needs. They then had to wait again for a long period. It is not sufficient. But I think for the civil servant teachers, their situation will be much better* (PTS05).

PTS10 added his opinion about the teachers' conditions in the rural area;

*We are exposed to the reality of teachers working in this region's rural areas where temporary teachers often do not have an adequate salary and teach with very limited facilities* (PTS10).

Moreover, the pre-service teachers mostly stated that teachers are perceived as professionals (A3; M=5.30). PTS11 added about the importance of having experiences in school: *Teachers cannot be said to be professional if they do not have many experiences at school* (PTS11).

The pre-service English teachers also revealed that some other people influence them about the bad sides of teaching (A6; M=4.43) and they had affected by the reports of media about teachers' living conditions (A7; M=4.66). However, they still expressed high satisfaction with the choice of being teachers in the future (A5; M=4.91). Nevertheless, PTS09 expressed her gratefulness of being a student of a teacher education program:

*I am grateful to be an English study program student because the career choice is not limited to one profession. Teachers can also be up to date. For example, if a particular issue is developing nowadays, it can be used as a material for teaching. I also enjoy interacting with children* (PTS09).

In summary, it can be concluded that pre-service English teachers displayed different kinds of perceptions regarding the teaching profession. Their perceptions, based on the questionnaire, are mainly related to salary, social position, expertise, and the difficulty of the job.

## **Research Question 2: Pre-service English teachers' Motivation to (not to) Enter the Teaching Profession**

This part shows the data analysis to answer the second question i.e., what is the pre-service English teachers' motivation to (not to) enter the teaching profession. The motivation of the pre-service English teachers is divided into three general types of motivation; intrinsic motivation, extrinsic motivation, and altruistic motivation.

## Intrinsic Motivation

The participants showed various responses related to the intrinsic motivation for entering the teaching profession. The summary of the pre-service English teachers' responses to intrinsic motivation variables is presented in Table 3 below:

Table: 3 Intrinsic Motivation Influencing Pre-service English to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
B1	Self-Perception	Teaching is a career suited to my abilities	44	4.80	1.35
		I have good teaching skills	44	4.30	1.09
B2	Intrinsic Career Value	I am interested in teaching	44	4.95	1.48
B3	Fallback Career	I was not accepted into my first enrollment choice to another program	44	3.61	1.65
		I was unsure of what career I wanted	44	4.39	1.24

The calculation from B1 to B3 showed that their highest-rated intrinsic motivation was their interest in teaching (B2; M=4.95). Most of the pre-service English teachers felt intrinsically the values of being teachers. Based on the finding, some participants expressed that teaching suited their abilities (B1; M=4.80) and that they had good teaching skills (B1; M=4.30). The finding in the questionnaire was in line with the results of interviews. In the interviews, PTS05 stated that self-esteem to speak in front class appeared while she followed the process in the teacher program:

*I'm not the type of person who cannot speak in public. I was initially not very confident. But I learned through activities in the classroom where we were required to do presentations, debates, speeches, and so forth. We spoke English every day. We learned to teach our friends. Now, I can feel that teaching suits me (PTS09).*

A different self-perception about ability came from PTS05. The effect of practice teaching in school was shown by PTS05 after he followed a teaching practice program;

*I don't feel it (the enjoyment of becoming a teacher), I had experienced the teaching practicum in school and I think I am not suitable to be a teacher (PTS05).*

Some pre-service English teachers, however, reported experiencing a fallback career. Half of them (B3; M=3.61) stated that they chose the teaching program after being rejected from their first enrollment choice in another program. Similarly, the pre-service English teachers revealed that they were unsure of what career they wanted (B3; M=4.39). One example is PTS20. She reported in the interview the experience of a fallback career at the beginning of her study:

*Initially, I put the English Language Study Program for the second choice. My first choice was the nurse academy because I wanted to become a nurse. Incidentally, I passed the SNMPTN (National Selection of State University Entrance) in the English Education Study Program, which was the reason why I decided to go there (PTS20).*

The same case also happened to PTS10 who stated that he was not interested in English teacher education at the first:

*I was more interested in the communication major. But at that time I did not pass the entry test, my second choice was an English language education that I passed, so I just continued (PTS10).*

Furthermore, based on the result of the interview, the researchers found that the PTS entered the English Education Study Program not because they wanted to become English teachers but because they were interested in the English subject. They showed an interest in improving their skills in mastering English as a foreign language.

*Initially, I liked English and I wanted to learn English deeper. I had a dream of going abroad so I thought that I had to master English (PTS11).*

Another pre-service teacher (PTS09) showed her love for English in the interview:

*I majored in Science when I was in high school. After graduation, I felt bored and wanted to try a language major. I chose an English study program. It was because I love English. I want to have the opportunity to go abroad, or maybe later meet with people from foreign countries in Kupang (PTS09).*

PTS09 also shared that society sees people speaking English as trendy people:

*It becomes a pride too. We can see in Kupang now when we can speak in English, we will be considered cool and so on (PTS09).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the of the questionnaire's spreading responses from the pre-service teachers were in the low homogeneity with the range between 1.09-1.65. In general, it can be concluded that the pre-service English teachers displayed different kinds of responses regarding the intrinsic motivation to be English teachers. They particularly like English as the major of the teacher education department. However, it can be noted that most of them are interested intrinsically to enter the teaching profession in the future.

### **Extrinsic Motivation**

The participants gave specific responses related to their extrinsic motivation for pursuing the teaching profession. The summary of the pre-service teachers' responses to extrinsic motivation variables is presented in Table 4 below:

Table: 4 Extrinsic Motivation Influencing Pre-service English Teachers to teach

No.	Variables of Motivation	Statements	N	Mean (M)	SD
	Job Security	Teaching is a secure job	44	4.89	1.33
C1		Teachers can be civil servants	44	4.89	1.36
	Time for Family	Teaching hours fit with the responsibilities of having a family	44	5.02	1.10
C2		Teachers have short working days	44	4.11	1.40
	Second Job	I could have more time to do home duties and other works	44	4.50	1.17
C3					
	Job transferability	A teaching job allows me to choose where I wish to live	44	4.27	1.48
C4		Teaching certification is recognized everywhere	44	4.70	1.28
	Prior teaching experience	I have had inspirational teaching experiences	44	5.18	1.43
C5					
	The tuition fee for teacher education	Entry to teacher education was affordable	44	4.61	1.06
C6					
	Admission into teacher education	Entry to teacher education was less competitive	44	3.18	1.50
C7					
	Social influence	People around me think I should become a teacher	44	5.23	1.72
C8		I have parents/ relatives who are teachers	44	4.80	2.14
	Time for teacher education graduates	The waiting period to get a teaching job is shorter compared to other professions	44	3.95	1.34
C9					

Based on the table above, the pre-service English teachers rated fairly well on job security (C1, M=4.89, job working days (C3, M=4.11), second job (C3, M=4.50), job transferability (C4, M=4.27), teaching certification (C4, M=4.70), tuition fee of teacher education (C6, M=4.61) and social influence of family members (C8, M=4.11). The pre-service teachers highly rated the social influence as an extrinsic motivation of becoming English teachers. The pre-service English teachers expressed that other people think that they should become teachers, with a quite high mean score of 5.18 (C8; M=5.23). It supported by what stated by PTS05 in the interview that becoming a student in teacher education was his mother's wish; *Apart from my interest, entering English education was also my mother's wish* (PTS05).

The English pre-service teachers also expressed that the process of learning in English teacher education influenced them to be English teachers as it has a high mean score (C5; M=5.18). The result is supported by PTS11 who mentioned that the learning process in teacher education affected her to be more confident as a future English teacher. There were a lot of practices and exercises that supported her ability to use English and teach students. That caused her to believe that she can be a professional English teacher in the future:

*My motivation increased when I took the practice teaching program. We spent 6 months in semester 7. I was teaching in junior high school. I got to teach 6 classes, and I handled them by myself. From then on, I felt the challenges of being a teacher. I was glad when I was given the responsibility to teach them. I have a sincere desire to become a teacher (PTS11).*

The influence of their family members who firstly being teachers got a mean score of 4.80 (C8; M=4.80). It is lined with the interview result, specifically from PTS25: *I like being a teacher. I want to be a teacher because my parents are teachers. I want to follow their footsteps to become a teacher (PTS25).*

The less rated element of the extrinsic motivation is the influence of admission into teacher education. The pre-service English teachers who stated that entry into teacher education was less competitive (C7; M=3.18). It is in line with the statement of PTS30 in the interview:

*Many people are competing to enter teacher education and become teachers, the ones who hold the status of civil servants to be safe (economically) (PTS30).*

For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the middle homogeneity. It was calculated with the lowest standard deviation score was 1.10 and the highest score was 2.14. In summary, the pre-service English teachers displayed kinds of responses regarding the extrinsic motivation to be English teachers. However, it could be seen that the pre-service teachers are mostly influenced by their teaching and learning process in English teacher education department.

### **Altruistic Motivation**

The pre-service English teachers responded to the altruistic motives of being teachers in the future. The summary of the pre-service English teachers' responses to extrinsic motivation variables is presented in Table 5 below:

Table: 5 Altruistic Motivation Influencing Pre-service English Teachers to teach



No.	Variables of Motivation	Statements	N	Mean (M)	SD
D1	Make Social Contribution	Teaching has a social contribution	44	5.68	1.28
		Teaching enables me to 'give back' to society	44	5.25	1.52
D2	Religion Influence	My religion suggests me that I can serve others through teaching	44	5.61	1.54
D3	Work with children	I like working with children/ adolescents	44	5.45	1.50

In this study, the pre-service English teachers seemed to rate the impact of altruistic motivation in teaching highly. As can be seen from Statements D1 to D3 they strongly respected the teaching profession's social contribution with the mean score of 5.68 (D1; M=5.68). It is followed by the influence of the values of their religion, which suggests them to serve others through teaching with the mean score of the statement 5.61 (D2; M=5.61). These data found support from PTS30, who shared the value of teaching in his religion: *My motivation to enter the English study program besides learning English is I want to fulfill the mission of the monastery* (PTS30).

Statement number 2 shows that teaching enables pre-service English teachers to 'give back' to society (D1; M=5.25). Pre-service English teachers also reported that most of them like working with children/adolescents (D3; M=5.45). Based on the result of the interview, PTS11 shared her opinion about being a teacher as follows: *Being a teacher is a very noble job. You can imagine that teachers create a lot of people to become better in the future through their teaching* (PTS11). For the calculation of standard deviation of the group of responses, the researchers conclude that the questionnaire's spreading responses was in in the low homogeneity with the range between 1.28-1.50.

In summary, it can be concluded that the pre-service English teachers displayed various responses regarding the altruistic motivation to be English teachers. However, it could be seen that the pre-service teachers were influenced altruistically by the social contribution of the teaching profession to society.

## DISCUSSION

There were two major findings drawn in the study. The first finding is related to pre-service English teachers' perception of the teaching profession. The perceptions fell into two categories: positive and negative perceptions. One of the positive perceptions gained from the questionnaire and interviews was that teaching in Indonesia was perceived as a noble profession; *In my opinion, people used to say teaching was a noble job; during the practice teaching in a school, I can say that I felt that (the nobility)* (PTS11). The result strengthen the

studies by (Suryani et al. 2016; Tustiawati, 2019) which reveal teaching as a highly regarded position in Indonesian society and teachers holding a responsibility equal to parents during school hours. However, the pre-service English teachers also revealed some negative perceptions about the teaching profession, especially in the East Nusa Tenggara area; *Teachers in Kupang got little attention. There are some stories I heard that they (temporary teachers) sometimes had to wait for about 3-5 months to get a salary* (PTS20). The pre-service teacher particularly concerned with the condition of teachers serving in the area. It is in line with the study of Sariguna and colleagues (2019) who reveal that NTT is still dealing with the issues of teachers employment, salary of employees and the infrastructure (p.109).

The second finding concerns the pre-service motivation to enter the motivation of teaching. In this research, there were three types of motivation; intrinsic, extrinsic, and altruistic motivation. In the intrinsic motivation, the pre-service teachers in this research rated religious influence highly (D2; M=5.61). It is in line with the statement of PTS30 in the interview. He is a Brother (a member of a mendicant religious order in the Catholic Christianity). He clearly stated that being a teacher supports the life purpose of his religion; *I wanted to fulfill the mission of the monastery* (PTS30). Suryani, Watt and Richardson (2016) confirm in their study that Indonesian contextual difference from other countries is the influence cultural attributes, especially religious beliefs that have impact on the Indonesian pre-service teachers' decision to enter teacher education. As most religions in Indonesia perceive teaching as a noble job (p.185).

It was found that a fallback career happened to the pre-service English teachers. They rated the statements of a fallback career in this research moderately high (B3; M=3.61) and (B3; M=4.39) (see Table 3, p. 12). It was supported by the results of some participants' interviews; for example PTS20: *my first choice was that I wanted to enter a nursing academy and became a nurse* (PTS20), and PTS10: *In the past, I was more interested in the field of communication. But at that time I did not pass the entry test* (PTS10). The findings were in line with the finding of Hellsten and Prytula (2011) that indicates some of the pre-service teachers of the study had no initial motivation to be teachers the first time they entered the program. They were merely interested in English as the major of the program. This reason was also shown in the current research, for example, by PTS09: *I chose an English study program. It was because I loved English* (PTS09) and PTS05: *Initially liked English songs and wanted to learn English deeper* (PTS05). They started to grow their motivation in teaching and turn, decided to learn more about being a teacher. It supports Sinclair (2008) who implies that pre-service teachers' motivation and engagement changed at some point during the teacher education semesters and it is mainly as a result of the first teaching experience in schools (p. 95).

Based on this research, external factors have been found to significantly influence pre-service teachers to become English teachers in the future. The pre-service English teachers highly rated the expertise in the variables of the perception about the teaching profession, as they perceived that they would be one of the experts of teaching who bring better future to the generations. Social influence (C8; M=5.23) has the highest mean among all the statements in the extrinsic motivation. It is supported by the statement of PTS05 who mentioned that being a student in English teacher education was his mother's wish. It happened that he followed his mother's dream although teacher education was not his first choice. Conversely, admission into teacher education ("Entry to teacher education was less competitive", C7, M=3.18) got the lowest rate in the table. It should be noted that this current research took place in East Nusa Tenggara in which society still believes that being a teacher is a good choice of career. Most of the parents in the area push their children to be civil servants because of their stable and secure salaries. It is the reason why many of the graduates of high schools are sent to the teacher education departments. There is also a high interest of high school graduates towards the departments under the faculty of teacher training and education at universities (Halim et al. 2019). This high interest made entering the English teacher education department was quite challenging, which is in line with PTS30's opinion: *Many people are competing to become teachers who hold the status of civil servants to be safe (economically)* (PTS30).

It was also found that media dissuasion influenced their motivation to disregard the teaching profession (A7; M=4.66). This was mirrored in the interview where the pre-service English teacher admitted experiencing social and media dissuasion for not choosing teaching as a first career: *We are exposed to the reality of teachers working in these rural areas ...* (PTS10). This finding was in line with the negative portrayal of the teaching profession in the mass media and the society, which likely discourages people from choosing teaching as a career path (Suryani et al. 2016). Although many people realize that a teacher brings merit to the Indonesian education system, many temporary teachers who dominate in terms of numbers barely receive adequate financial rewards and facilities. Mark (2015) clearly states that the motivation and salary of teachers are crucial to the success of teachers. It is because teachers are motivated by good appreciation which in turn affects greater success in the teaching and learning processes (p.24).

Interestingly, the pre-service English teachers still expressed a high interest in teaching (B1, M=4.95, see table 3, p.14) among all variables in intrinsic motivation and high satisfaction with their choice to be future teachers (A5, m=4.91, see Table 2, p. 12). The high interest and satisfaction are most commonly associated with positive teaching experiences and a good atmosphere (Eisenschmidt, 2014, p.2). As it is in line with PTS11 who expressed her enjoyment in teaching after experiencing teaching practice in a Junior High school;

*I was glad when received the responsibility to teach them (students in the school). My experience teaching at the school finally made me sure I will become a teacher later. I have a sincere desire to become a teacher. (PTS11).*

The highest mean score of all the motivational variables in this research was the social contribution from the altruistic motivation (D1, M=5.68, see Table 5, p. 16). This finding supports the result of a study by Suryani Watt, and Richardson (2016), who found 'social contribution' contributing to the highest mean score in their study (M=6.00; p. 196). Another altruistic motive is working with children (D3; M=5.45). PTS11 expressed her enjoyment in working with children; I can educate many people. I enjoy working with children (PTS11). It sustains the study of Lestari and Arfiandhani (2019) who report that the majority of Indonesian pre-service English teachers are dominantly motivated to be teachers by altruistic motives (p.68). The researchers also have the same view with Suryani and colleagues (2016) who state that it is important to note that social contribution of teaching is the highest rated motivation as Indonesia requires more teachers in rural and remote areas to allocate placements equally across the country. They believe that if these teachers are focused on serving the vulnerable society ideally this may encourage them to teach in these areas (p.199).

As all the above findings have shown that East Nusa Tenggara Pre-Service English teachers possess various perceptions regarding the teaching profession and to some extent they chose the teaching career through extrinsic, altruistic, and intrinsic motivations. There may be a conflict between wanting to be and not wanting to be a teacher in which will be depending on how the pre-service teachers perceive the job of a teacher (Kuswandono, 2014). Eventually, Yüce and colleagues (2013) mention that pre-service teachers chose to teach for many different reasons, but it is usually under the socio-economic well-being of their societies.

## CONCLUSIONS AND SUGGESTIONS

This research examined the responses of Indonesian pre-service English teachers concerning their potential career choices particularly within the context of East Nusa Tenggara. Having good perception to be teachers during undergraduate teacher training are likely to motivate pre-teachers to pursue the teaching profession after graduation. In summary, there are two things the research would like to answer in this study. First, social status and the expertise of teachers highly influence the pre-service English teachers' perception. Second, the interest in teaching, social influences, and the value of the social contribution of the teaching profession significantly affect the pre-service English teachers to be teachers in the future. In light of the results of the study, the teacher education program should consider the impact of perception and motivation of pre-service English teachers on their career decision-making after graduation. The teacher education department and social environment play a prominent role in either promoting or preventing the perception and

motivation of pre-service English teachers to enter the teaching profession in this context. Nevertheless, this research had some limitations. Firstly, as the samples are relatively small ( $N=44$ ), the results could not be generalized to the context of all rural areas in Indonesia. A broader understanding of the issue regarding teacher recruitments in rural areas in Indonesia could be accomplished using more rigorous statistical instruments and random stratified sampling techniques. Secondly, this study did not explore how these pre-service English teachers regulate their motivation and how they keep their motivation after graduation. Therefore a longitudinal study may be conducted to monitor the fluctuation of their perception and motivation especially when they enter the teaching profession. In summary, further studies on similar issues involving a larger number of participants from diverse rural areas in Indonesia are needed. As the implication of this study, it would be interesting if the future researchers investigate specifically the perception of teachers' expertise as it found highly rated in this study. Another interesting topic are related to the motivational strategies of the pre-service teachers to keep their motivation in teaching and how these strategies impact on the pre-service teachers' career decisions.

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**Skema Penelitian: Magister-Doktor**

**LAPORAN AKHIR PENELITIAN**

**Indonesian Post-Graduate Students' Self-Efficacy and Metacognitive  
Strategies in Accomplishing Academic Writing Projects**

Diajukan Kepada  
Lembaga Penelitian dan Pengabdian  
Kepada Masyarakat Universitas Sanata  
Dharma



**Diajukan oleh:**

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**Universitas Sanata Dharma**

**Yogyakarta**

**2021**

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**PROPOSAL PENELITIAN DIAJUKAN KEPADA LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKATA UNIVERSITAS SANATA DHARMA 2021**

1	Penelitian	
a	Judul Penelitian	Indonesian Post-Graduate Students' Self-Efficacy and Metacognitive Strategies in Accomplishing Academic Writing Projects
b	Bidang Ilmu	Pendidikan Bahasa Inggris
c	Jenis Penelitian	Skema Penelitian Magister Doktor
2	Ketua Peneliti	
a	Nama Lengkap	Drs. Concilianus Laos Mbato, M.A., Ed.D.
b	Jenis Kelamin	Laki-laki
c	NPP/NIDN	P. 1948/0509076701
d	Pangkat/Golongan	Pembina/VI a
e	Jabatan Fungsional	Lektor Kepala
f	Program Studi/Fakultas	Magister Pendidikan Bahasa Inggris/FKIP
3	Anggota Peneliti I	
a	Nama Lengkap	Elizabeth Emmanuela Sulistyawati
b	Program Studi/Fakultas	Magister Pendidikan Bahasa Inggris/FKIP
	Anggota Peneliti II	
a	Nama Lengkap	-
b	Program Studi/Fakultas	-
4	Lokasi Penelitian	PBI Univesitas Sanata Dharma
5	Institusi Mitra	-
6	Jangka Waktu Penelitian	Januari-November 2021
7	Biaya yang digunakan	
a	Sumber dari USD	Rp 18.000.000,00
b	Sumber lain	-
	J u m l a h	Rp 18.000.000,00

Yogyakarta, 26 Oktober 2021

Mengetahui

Ketua Program Studi

Ketua Peneliti

Magister Pendidikan Bahasa Inggris

Drs. Concilianus Laos Mbato, M.A., Ed.D.  
P.1948

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## 1. Research Title (Judul Penelitian)

### **Indonesian Post-Graduate Students' Self-Efficacy and Metacognitive Strategies in Accomplishing Academic Writing Projects**

## 2. Abstract (Abstrak)

Students' self-efficacy and writing strategies have been widely investigated. However, there has been no studies examining the strategies used by students to improve their self-efficacy and overcome problems in writing. The current study aimed to fill in the gap by investigating students' self-efficacy levels, metacognitive strategies, and the correlation between efficacy levels and metacognitive writing strategies. Three research questions were formulated in this research: (1) how does self-efficacy affect post-graduate students' completion of their academic writing tasks?; (2) what are students' strategies to develop their self-efficacy in academic writing tasks?; and (3) is there any relationship between self-efficacy levels and metacognitive writing strategies?. The researchers employed a mixed-method research with questionnaire and interview as the instruments to collect data. The results showed that there was a strong correlation ( $r = 0.978$ ) between writing self-efficacy and metacognitive strategies. It indicated that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. In the teaching and learning process, language teachers are recommended to help students in enhancing their efficacy levels and lead them to implementing metacognitive writing strategies. This study offers implications for English language learning particularly in relation to the writing process.

**Keywords:** *self-efficacy, post-graduate students, academic writing papers, mixed method study*

### **3. Background of the study (Latar Belakang Masalah)**

Many students might consider writing as the most difficult language skills because they need to deal with the number of vocabularies, correct grammar, text structure, and appropriate dictions. In the process of writing, students also need to struggle to determine suitable topics and ideas that might be poured into a piece of writing. In the writing process, students need to find the ideas and topics, the appropriate linguistic properties, pay attention to the grammatical mistakes and the use of vocabularies, as well as understand the meaning of diction. In the learning process, students must know how to write correctly and appropriately. In fact, writing is one of the English skills that has been considered difficult (Lee, 2017, p. 467). According to Toba, Noor, and Sanu (2019), EFL learners in Indonesia may face various problems when they start to pour ideas into a piece of writing. Rahmiatin and Syarif (2018) argue that generating ideas is one of the important steps that must be executed by students in the writing process, so that they can start writing and translate the ideas into a good composition. While, Ariyanti and Fitriana (2017) argue that there are several troubles faced by Indonesian EFL students when writing the various types of English essays such as grammatical structures, paragraph organization, spelling errors, and diction. Grammatical problems can be the major issue that dominates students' writing process because of the difficulty in using plural and singular forms, articles, subject-verb agreement, and passive voices (Hasan & Marzuki, 2017).

In addition to language difficulties, there are some other problems that might cause difficulties for students (Schunk & Zimmerman, 2007; Santelmann et al., 2018). The first one is that students might be procrastinating in improving their writing skills. The second one is that students might lack awareness in regulating their confidence in writing. Lastly, students lack self-beliefs in their ability to carry out writing tasks, which in turn might affect their strategies in accomplishing them. In order to overcome these writing problems, students need to have strategies to

regulate their beliefs. One of the strategies students should develop in order to overcome writing problems and enhance the quality of the writing product is self-efficacy (cf. Bandura, 1997).

It is crucial to understand that several current studies have been conducted on self-efficacy in the academic writing process. The first study was carried out by Wijaya and Mbato (2020). They investigated master students' perspective toward self-efficacy and how students enhance the efficacy levels to meet the academic writing completion. The result of the study revealed that the graduate students could produce good quality academic writing papers when they feel motivated, and that the lecturer can be one of the motivation sources for students. The second study was conducted by Blankenstein et al. (2019). They found that students' self-efficacy has a relation with intrinsic motivation. They also developed the collaboration script to promote self-efficacy and collaboration and also collect information deeply about students' self-motivation and beliefs. Furthermore, Zhang (2018) found that students' self-efficacy in academic writing can be improved using the process-genre approach. From his experiment, he found an improvement in students' self-efficacy levels in the writing activity after the implementation of effective instruction. The fourth study was conducted by Mitchel, McMillan, and Rabbani (2019). They discovered that students' self-efficacy has a relation with writing self-regulatory behaviors. They encouraged educators to develop help-seeking strategies in students to facilitate them in writing revisions and in reducing negative emotions. Addressing negative emotion properly may increase students' self-efficacy levels, which in turns enables students to produce a great piece of writing.

Those studies above were conducted in the context of students' self-efficacy levels in the academic writing process (Wijaya & Mbato, 2020; Zhang, 2018), in relation with intrinsic motivation (Blankenstein et al., 2019) and self-regulatory behaviors (Mitchel, McMillan, & Rabbani, 2019). These studies shared similar results in that the levels of self-efficacy may prompt students to carry out the academic projects differently. These studies indicated a common finding in that

self-efficacy levels could positively affect students' completion of the academic writing project. One study (Wijaya & Mbato, 2020) examined the strategies used by students to deal with negative emotions and writing self-efficacy. However, this study did not examine whether there is a correlation between students' strategies and their self-efficacy in writing.

This current research aimed to examine students' self-efficacy levels and the strategies to accomplish academic writing projects. The current researchers were in agreement with the previous studies regarding the importance of students' self-efficacy and its meaningful impact on academic writing. However, those studies have not examined clearly the strategies used by students to overcome writing difficulties and the correlation between students' strategies and writing efficacy levels. It attempted to fill in the gap by investigating students' self-efficacy levels, metacognitive strategies, and correlation between efficacy levels and metacognitive writing strategies.

#### **4. Problem Formulation (Rumusan Masalah)**

To guide this current research, three research questions were formulated:

- 1) How does self-efficacy influence post-graduate students in accomplishing their academic writing paper?
- 2) What are post-graduate students' strategies in developing their self-efficacy in academic writing tasks?
- 3) Is there any relationship between self-efficacy levels and metacognitive writing strategies of Indonesian post-graduate students?

Based on the third research question, the researchers formulated the two hypotheses:

H<sub>0</sub>: There is no correlation between self-efficacy levels and metacognitive writing strategies of Indonesian post-graduate students.

H<sub>A</sub>: There is a correlation between self-efficacy levels and metacognitive writing strategies of Indonesian post-graduate students

## **5. Objective of the Study (Tujuan Penelitian)**

This current study aims to seek findings and insights about:

- 1) What factors (internal and external) influence graduate students' self-efficacy levels in accomplishing academic writing tasks?
- 2) What strategies adopted by graduate students to overcome writing challenges such as anxiety, procrastinating and low confidence in the academic writing process, whether or not those particular strategies can enhance students' levels of self-efficacy.
- 3) Is there a correlation between students' self-efficacy and metacognitive strategies in academic writing?

## **6. Benefits of the Study (Manfaat Penelitian)**

This research is expected to give benefits to:

### **1. English Language Education Students**

Through this current study, EFL students will be enlightened about the issue which is related to their learning experiences and process in writing. Students are encouraged to enhance their self-efficacy levels in achieving the academic writing completion and how to cope several academic writing issues by adapting and adopting the variation of metacognitive strategies. This research is expected to give some written information to all undergraduate students, post-graduate students, and general readers as their reference related to self-efficacy and metacognitive strategies in the academic writing process. The readers are expected to understand what kinds of writing problems that experienced by post-graduate students in the academic writing process, so they may share their valuable strategies to overcome those.



Students' writing problems might emerge from their language difficulties. Therefore, through the effective metacognitive strategies, readers might comprehend well the connection among self-efficacy levels, metacognitive writing strategies, and students' success in accomplishing academic writing completion.

## **2. The Lecturers in the English Language Teacher Education Department**

The lecturers will probably understand various ways on motivating their students in accomplishing all academic writing projects and how to make use the metacognitive strategies to enforce students' writing skills, improve self-efficacy level, and overcome writing procrastination. As explained previously that cultural barriers can be the significant problems affecting students' writing self-efficacy. This research is expected to be useful for the lecturers in exploring students' issues in the academic writing course. Through the students' experiences and reflections, the lecturers might help students to cope all issues in writing such as anxiety, procrastination, and shameful providing the metacognitive strategies (planning, monitoring, and evaluating). In addition, teachers and lecturers in the academic writing class need to be aware of students' self-efficacy and metacognitive strategies in the EFL writing process. They need to encourage their students to enhance their motivation and confidence in completing academic writing task. Since academic writing requires students to be connected to cultural and social values as discussed previously, teachers need to improve their teaching strategies that can help students to deal with their anxiety levels and cultural barriers. Thus, students can be motivated and empowered particularly in the foreign language learning context.

### **3. Future Researchers**

Researchers on how to conduct further research on students' self-efficacy and metacognitive strategies to help students to complete all academic writing projects. Through the understanding of several benefits of this research, it is believed that this study can inspire other researchers to conduct the similar research and further discussion on students' self-efficacy and metacognitive strategies in academic writing process. They could also explore more extensively the relationship between students' self-efficacy, self-regulation, learning difficulties, and also metacognitive strategies. They may also conduct similar research with reading, listening, or speaking as their focus. However, the future researchers need to fill the gap and improve the weaknesses from this study.

## **7. Literature Review (Tinjauan Pustaka dan Landasan Teori)**

### **Self –Efficacy**

In the writing activity, students who can regulate themselves better than others tend to have a good self-beliefs in their abilities to improve their writing skills. Self-efficacy is crucial for students to help them in expressing their idea and feeling, in the written form successfully. Papalia, Olds, and Feldman (2009) confirm that efficacy levels influences students' beliefs in achieving their expected goal or success. Self-efficacy can influence students' motivation in performing their tasks and achieving the academic goals (Ahmad & Safaria, 2013). The distinction between higher and lower self-efficacy students can be seen in the classroom context. Higher self-efficacy students have capabilities to successfully plan the learning task sequence and activities while the lower self-efficacy ones tend to find difficult in performing the tasks (Bandura, 1997). Higher self-efficacy students respond distinctly compared with lower self-efficacy students in the similar condition (Wortman & Loftus, 1985). It occurs because higher and lower self-

efficacy students have a different estimation of their capabilities. Bandura (1986) defines self-efficacy as an estimation of someone's skill to regulate their action to attain the task performance. Self-efficacy is one of the important elements that influences students' motivation in the thinking-learning process (Bong & Skaalvik, 2004). Thus, with the aid of self-efficacy, students can control their thoughts, feeling, emotion, and action to attain the academic goals.

Bandura (1997) discovered that vicarious experiences, performance attainment, and physiological state are the various sources of self-efficacy improvement. The first source of strengthening efficacy is through vicarious experiences provided by the social environment. It implies that individuals' beliefs in their abilities are influenced by other people who have strong efficacy and sustain the perseverant effort. Performance attainment is another factor used in the self-appraisal to perceive efficacy to monitor students' behavior. Lastly, the physiological state plays a significant role in students' beliefs of personal efficacy in requiring healthy functioning and physical strength. To reduce students' challenges in accomplishing the tasks, students need to implement these sources of efficacy improvement in the thinking-learning process. In developing students' self-efficacy, supports are needed by students. The supports can come from the students themselves to confirm the levels of their confidence by implementing the three major sources of self-efficacy. Therefore, students can develop their excellent skills in carrying out specific tasks. According to Martinez, Kock, and Cass (2011), students with high self-efficacy do not easily give up on the tasks even though the tasks are arduous. This case occurs because of students' support system and the conducive learning environment. The role of other students as friends can motivate the low self-efficacy student to do well in performing tasks. The teacher can also give students' physiological and emotional supports so they could develop the writing skills and positive emotional reactions to complete the academic writing tasks.

## **Metacognitive Writing Strategies**

Flavel (1979) defines metacognition as individuals' ability to regulate their knowledge within the learning process. Metacognition is related to self-regulated learning that is used to control behavior and achieve expected goals (Zimmerman & Schunk, 2011). In educational environment, students need to be metacognitive, so that they can accomplish their particular tasks. There are three aspects of metacognitive strategies, namely, planning, monitoring, and evaluation (Maarof & Murat, 2013). Chamot, et al. (1999) argue that there are particular metacognitive models in learning which comprises four processes: planning, monitoring, problem solving, and evaluating. Those four processes are crucial for students to become self-regulated learners (Chamot et al. 1999).

In the writing process, effective strategies might be needed for post-graduate students to regulate their emotion, motivation, and beliefs. Setting the educational goals before students begin their learning journey is one example that students have applied metacognitive strategies. Thus, metacognitive strategies might be used by students to overcome their writing issues and develop self-efficacy (Santelmann et al., 2018). Stevens (2018) find that those strategies come up with signs of progress such as programming the writing times, setting goals, and creating social writing. In addition, metacognitive strategies can be used to reduce students' procrastination and anxiety in the writing process (Maarof & Murat, 2013). These strategies might assist students in regulating writing process and developing self-motivation, efficacy, and persistence in achieving the particular goals (Santelmann et al., 2018).

Based on the review, there are many studies on self-efficacy involving EFL learners globally and how it affects their writing task completion. In general, efficacy levels may encourage students to confidently take action regarding the writing project completion. Higher efficacy levels offer a way on how motivational tendencies affect students in making decision, developing competence, and regulating the writing process (Zimmerman, 1986). As argued in the introduction

section that this current study attempted to fill the gap by examining post-graduate students' perceptions of their self-efficacy levels and metacognitive writing strategies. It is expected that this study will provide readers, lecturers, and further researchers a better understanding of self-efficacy, metacognitive strategies, and appropriate writing theories. It will also help students to achieve academic writing success by applying metacognitive strategies to obtain beneficial writing outcomes (cf. Mbato, 2013). In addition, Florida and Mbato (2020), argue that EFL students must be metacognitively active to solve writing problems and achieve academic writing success. Hence, in order to achieve success in reading, EFL learners must be able to comprehend the meaning, raise questions and solve the problems or in other words, be metacognitively active. Therefore, it will help teachers and lecturers to design suitable approaches to cater for each student's writing need in the classroom.

## **8. Research Methods (Metode Penelitian)**

The researchers implemented a sequential parallel mixed-method study to obtain data regarding in this research. According to Creswell (2014), a mixed-method study is a method that is used by researchers to integrate both qualitative and quantitative approaches and to provide a better understanding of the phenomenon (p.565). He (2014) argued that a mixed-method study could generate the understandable research data by implementing the initial quantitative and qualitative data collection. This current study was conducted in the area of Yogyakarta. Because of the Covid-19 pandemic situation, the researchers decided to choose two university samples for this study. In selecting the participants, the researchers implemented purposive sampling. Patton (2005) claims that purposive sampling is a typical qualitative inquiry that can be implemented to help researchers conducting a study with small samples. According to Creswell (2014), purposive sampling is employed by the researchers to select the participants based on the particular phenomenon and the research problem being studied, as explained below.

The participants of this research were 33 post-graduate students of the English Education Department at Sanata Dharma University, Yogyakarta and Sarjanawiyata Tamansiswa University, Yogyakarta. The research participants came from batch 2019 and 2020 who had experienced the academic writing process during this COVID-19 pandemic. They were selected as the source of data to understand their self-efficacy while completing their academic writing paper as the required tasks for their graduation.

To achieve the objectives, this study used two types of research instruments, namely, questionnaires and interviews. In gathering the data, the researchers used a Likert-scale questionnaire consisting of 16 statements about English Education Master Students' self-efficacy in performing academic writing projects. The Likert-scale questionnaire was in the form of numbers 1 up to 5. The degree of agreement was "strongly disagree (1)", "disagree (2)", "neutral (3)", "agree (4)", and "strongly agree (5)". The questionnaires were adapted from the existing questionnaires on writing self-efficacy and strategies constructed by Shell, Murphy, and Brunning (1989).

Those questionnaires were categorized into three major sections, namely, self-efficacy, writing factors, and metacognitive writing strategies. To measure the validity and reliability of each item of the questionnaire, a pilot-test study was conducted. The pilot study involved twenty participants from undergraduate students. The result of the pilot-test study showed that the questionnaire items were valid and relevant to each other. However, the researchers had to revise some grammatical mistakes and inappropriate dictions found in the particular questionnaire. Because of the pandemic constraint, the researchers shared the questionnaire through the Google form platform. The researchers tabulated all of the obtained data in the form of descriptive statistics and presented the total responses of participants in the form of percentages.

The researchers conducted an open-ended interview section by selecting six out of thirty-three participants in this research. The participants were selected to

represent higher and lower self-efficacy levels in the writing process based on the questionnaire results. These students were asked about their strategies to maintain their self-efficacy and complete academic writing paper. In order to keep and protect the participants' identities, the participants were named as students A, B, and C (high self-efficacy students) and students D, E, and F (low self-efficacy students). This interview section was conducted in Indonesian and English, so that the students could give their best responses to each question. The interviews were recorded and transcribed into the structured paragraphs. Based on the interview results, the researchers summed up all data to find out how students' self-efficacy levels influenced their metacognitive strategies in writing. Thus, the qualitative data focused on students' experiences and reflections during the academic writing process. In this study, the mixed-method approach was employed to connect the first data set and the second one to find out whether the databases were convergent (Creswell, 2014). To analyze the quantitative data, researchers employed the Pearson product-moment correlation coefficient ( $r$ ) with the aid of the SPSS to explore the correlation between students' self-efficacy levels and metacognitive writing strategies.

## **9. Results (Hasil Penelitian)**

This finding shows that students' levels of self-efficacy may affect their academic writing task completion. Besides, the implementation of metacognitive writing strategies could boost students' self-efficacy.

### **Research question 1: Students' self-efficacy level in performing academic writing projects**

The analysis below attempted to answer the first research question which is how self-efficacy affects post-graduate students' completion of their academic writing tasks. Two findings regarding self-efficacy levels and various factors that influenced academic writing were explained in this chapter. The findings were

presented in the table below in the form of percentages and supported with several excerpts from interview results. The description of the findings could be seen in the Table 4.1 and 4.2 below.

**Table 4.1 Questionnaire Results of students' self-efficacy to achieve their goals in performing academic writing papers.**

No.	STATEMENTS	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	I can achieve goals successfully if I persist in performing writing tasks.	-	-	4 12.1%	18 54.5%	11 33.3%
2.	When I hold a higher efficacy level, I can succeed in performing writing tasks.	-	2 6.06%	5 15.1%	16 48.4%	10 30.3%
3.	I am able to perform well in writing.	-	2 6.06%	12 36.3%	14 42.4%	5 15.1%
4.	I can overcome challenges in academic writing.		3 9.09%	12 36.3%	13 39.3%	5 15.1%
5.	I still feel confident even though I fail in performing the writing tasks.	-	7 21.2%	11 33.3%	11 33.3%	4 12.1%
6.	I can perform a writing task well when my other friends fail in performing the tasks.	1 3.03%	4 12.1%	8 24.2%	14 42.4%	6 18.1%
7.	I become more confident if I successfully perform the previous writing tasks.	-	2 6.06%	4 12.1%	9 27.2%	18 54.5%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.



There are 7 statements in table 4.1 focusing on the students' levels of self-efficacy in the academic writing process. From those statements, it can be seen that over 50 % of students believed that they had high levels of self-efficacy in achieving the goal (Statement 1), performing academic writing tasks (Statement 2), handle the challenging situation (Statement 4), and improving academic writing skills (Statement 7). However, in two statements (3 and 5) more than 30% of students were unsure whether they had high levels of self-belief in completing academic writing tasks. Statement 5 shows that less than 50% of students believed in their capabilities after they failed the particular academic writing tasks. From the findings above, it can be concluded that the majority of students believed that they had good capabilities to accomplish academic writing tasks.

**Table 4.2 Questionnaire Results of several factors that influence students' level of self-efficacy in academic writing**

No	Statements	SD	D	N	A	SA
8.	I am difficult to handle writing anxiety since I believe that I have less writing capabilities.	-	7 31.2%	8 24.2%	14 42.4%	4 12.1%
9.	When I write an English paper, the fear of making grammatical mistakes has a great influence on me.	-	6 18.1%	7 21.2%	6 18.1%	14 42.4%
10.	I feel more confident if my lecturer always motivates me.	-	1 3.03%	1 3.03%	11 33.3%	20 60.6%
11.	I feel more confident if my friends tell me that I have a potential in writing.	-	1 3.03%	5 15.1%	16 48.4%	11 33.3%
12.	I never give up in performing writing tasks even if I encounter	-	-	10 30.3%	12 36.3%	11 33.3%

	many writing challenges.					
13.	I am not worried about making several mistakes in performing academic writing tasks.	2 6.0 6%	8 24.2%	10 30.3%	8 24.2%	5 15.1%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

Table 4.2 presented the result of the second six statements of the questionnaire. The second finding of the questionnaire showed that several internal and external factors had a great impact on promoting students' self-efficacy level. More than 50 % of students in the statements 12 described that they used their efforts and perseverance to attain the academic writing tasks completion even though they encountered many obstacles. From the statements (8 and 9), over 50% of students experienced writing anxiety and inability to deal with internal factors such as the fear of making a grammatical mistake. Over 80% of students (Statements 10 and 11) confirmed that the external factors had a significant impact on their writing completion. Therefore, the majority of the students (Statements 9 and 13) agreed that their writing process was influenced by internal and external factors. This particular finding was corroborated by the participants' statements in the interview.

*"I lack writing motivation and feel difficult to express my ideas based on the topic." (Int. E)*

Moreover, even though some of the students encountered writing anxiety, they kept trying to reach the writing project completion. This finding was supported by student's result of interview:

*"I have two reasons why I need to accomplish writing assignments. First, I have a goal. Second, I persist in accomplishing the goals." (Int. A)*

Those students' answers validated the questionnaires through their experiences in the writing process. Some of them confirmed that they experienced writing anxiety. However, many students revealed that they made great efforts and possessed perseverance to achieve writing completion.

### **Research Question 2: Students' strategies used to improve the level of self-efficacy in performing academic writing**

The analysis below aims to provide the answer to research question number two, which is what students' strategies are to develop self-efficacy in academic writing tasks. The researchers tried to figure out how they implemented metacognitive strategies to plan, monitor, and evaluate their writing process. Three statements from table 4.3 below focused on the students' perspectives on the use of metacognitive strategies to improve the level of self-efficacy in performing academic writing.

**Table 4.3 Questionnaire Results of students' strategies to improve the level of self-efficacy in performing academic writing.**

<b>No.</b>	<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
14.	I implement metacognitive writing strategies to develop my writing skills.	-	2 6.06%	6 18.1%	16 48.4%	9 27.2%
15.	When I develop higher efficacy level in academic writing, I can implement metacognitive strategies well.	1 3.03%	1 3.03%	8 24.2%	17 51.5%	6 18.1%
16.	The increasing self-efficacy level in academic writing encourages me to produce	-	-	11 33.3%	14 42.4%	8 24.2%

	qualified writing production.					
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\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

As shown in Table 4.3, the finding showed that most of the students expressed higher agreement with the implementation of metacognitive strategies in academic writing. 75.6 % of the students confirmed that they implemented metacognitive strategies in writing (Statement 14). Many students believed that metacognitive strategies were crucial to assist them in improving writing self-efficacy and also overcoming their writing problems. In addition, over 60% (Statements 15 and 16) of the students revealed that higher self-efficacy levels could lead them to applying metacognitive writing strategies in order to improve their writing production. This finding was supported by students' statement in the interview.

*“Before going to write, I set goals for pre, while, and post-writing activities. I implement help seeking, re-reading, and revising. (Int. A)*

Student A confirmed that higher efficacy could influence her implementation of metacognitive strategies. A similar opinion was expressed by the student B.

*“After writing, I attempt to re-read my writing to find mistakes. Then, I try to find the best alternative strategies to revise those mistakes.” (Int. B)*

Overall, students' responses to statements 14, 15, and 16 show that over 60% of them found implementation of metacognitive writing strategies significant in reaching their academic writing completion. The majority of students acknowledged that the higher self-efficacy levels they possessed, the greater metacognitive writing strategies they implemented.

**Research Question 3: The correlation between students' self-efficacy levels and metacognitive writing strategies in achieving academic writing goals.**

To answer the third research question, which is whether there is any relationship between students' self-efficacy level and metacognitive writing strategies, the researchers employed Pearson product-moment correlation ( $r$ ). In this section, the correlation coefficient ( $r$ ) was used to calculate the relationship between self-efficacy levels and metacognitive writing strategies. The result was presented in the following table.

**Table 4.4 Correlation between students' self-efficacy level and metacognitive writing strategies**

Students' self-efficacy level		
Metacognitive writing strategies	Pearson correlation	.978**
	Sig. (2-tailed)	.000
	N	33
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 4.4 above showed that there was a positive correlation between students' self-efficacy levels and metacognitive writing strategies. Thus, based on the result, the correlation value between students' self-efficacy level and metacognitive writing strategies was strong with coefficient correlation ( $r$ ) = .978, significant at .00 level. The result of the Pearson product-moment coefficient correlation showed sufficient evidence to reject the null hypothesis ( $H_0$ ). In conclusion, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_A$ ) was accepted. Therefore, the researchers concluded that there was a significant correlation between self-efficacy levels and metacognitive writing strategies. It can be seen that higher self-efficacy students tended to implement metacognitive strategies in academic writing. Mostly, metacognitive students maintain their motivation to achieve goals and accomplish writing projects.

Some students claimed that they set learning goals before writing a paper. Setting learning goals early helps students to carry out all tasks in order and focus on the writing track. The existence of the internet connection could help students to expand their ideas by implementing metacognitive strategies in writing.

*“When I stuck with my writing and had no idea to continue writing, I tend to look for other information on Google. The important thing that I do is understand the term and re-write it based on my own words.” (Int. A)*

Based on the interview results, students struggled hard to find the importance of self-efficacy and its impacts in implementing writing strategies. Students believed that self-efficacy level might influence them to apply metacognitive strategies in the writing process even though some of them applied low-order cognitive strategies. Students who represented a low level of self-efficacy tended not to use strategies to cope with their writing problems. They tended to implement low-order cognitive strategies and were not willing to apply higher metacognitive strategies to challenge themselves in constructing the current knowledge and overcoming writing difficulties. This case indicated that several students merely focused on the writing completion as their obligation without paying attention to the significant steps and quality of their writing production.

However, many students showed contradictory responses regarding the implementation of metacognitive strategies in academic writing. The students' responses indicated that some of them understood a close relationship between self-efficacy and metacognitive writing strategies. The data revealed that high self-efficacy students tended to implement metacognitive strategies in writing so that they could accomplish the writing task and produce the best quality of writing. Students with high self-efficacy levels made all efforts to adopt, adapt, and even create effective strategies to accomplish academic writing project completion.

Overall there was a strong correlation between self-efficacy level and metacognitive strategies in reading, as indicated by student B below:

*“There is a close relationship between self-efficacy and metacognitive strategies. A student with a higher level of self-efficacy tends to be brave to implement metacognitive strategies. Metacognitive strategies help me to construct the ideas and knowledge during writing.” (Int. B)*

## **10. Discussion**

This current research attempted to examine the self-efficacy levels in academic writing task completion that involved 33 students from two different private universities in Yogyakarta. In particular, this research aimed to reveal the answers to the following research questions: 1) how does self-efficacy affect post-graduate students' completion of their academic writing tasks? 2) what are students' strategies to develop their self-efficacy in academic writing tasks?, and 3) is there any relationship between self-efficacy levels and metacognitive writing strategies? The following discussion highlighted the findings concerning the three research questions.

Different from the previous studies (Blankenstein et al., 2019; Mitchel et al., 2019; Wijaya & Mbato, 2020), the findings in this study showed that the majority of students struggled the most with the internal factors which affected their academic writing success. The finding showed that most students (60.5 %) felt the fear of making grammatical mistakes in writing. In addition, some students experienced anxiety and procrastination in writing. However, 21.2 % of the students were unsure about the influence of internal factors in writing on their self-beliefs. It can be seen that the concept of self-efficacy might be difficult for students to understand and apply in the learning process. In the writing process, students often experience difficulties but sometimes they do not reflect on the writing challenges

and on how to overcome them. This finding was in line with the previous finding from Kandemir (2014). He finds that students' academic anxiety and procrastination are the major problems that are quite common among second language students. Students tend to focus only on their weaknesses without thinking of another way to solve them. As Wahyuni and Umam (2017) said, the majority of students tend to avoid the academic writing process because they are worried about their grammatical structures. To cope with writing problems and achieve academic writing task completion, students needed to implement effective strategies. This finding was strengthened by the study from Santelmann et al., (2018). They state that higher self-beliefs lead students to applying metacognitive strategies. Those strategies can be useful for them to perform the writing completion, overcome their writing issues, and develop their self-efficacy levels.

The result of the second research question was related to the implementation of metacognitive writing strategies. The majority of students (75.6 %) confirmed that they implemented metacognitive writing strategies. However, some students (18.1 %) were unsure whether or not they implemented strategies in writing. These findings were supported by the study from Miftah (2015). She reveals that implementing writing strategies in the learning process can enhance students' writing abilities and overcome writing problems. However, some students do not yet have the awareness of the importance of writing strategies.

The result of the third research question showed that there was a strong positive correlation ( $r = 0.978$ ) between writing self-efficacy and metacognitive strategies. It means that the correlation was significant at the .00 level for all the students ( $n = 33$ ). It can be seen that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. It can be concluded that metacognitively active students tend to regulate their motivation in writing. The interview results confirmed this by showing that many students applied metacognitive writing strategies (planning, monitoring, and evaluating). Before writing, students tended to set the writing goals and motivate themselves to achieve



the writing completion. In the middle of writing, students tended to seek help from other friends and lecturers. After they finished writing, they applied re-reading, revising, and editing several mistakes.

Some students admitted that they did not implement metacognitive writing strategies. They tended to use grammar applications or ask friends to check their writing. This finding was strengthened by the study from Florida and Mbato (2020). They found that students possessing lower efficacy and metacognition could only apply the lower-order cognitive strategies. Thus, the data from the interview result supported the null hypothesis (H0) i.e., there was no significant correlation between self-efficacy and metacognitive strategies in writing.

In order to develop abilities and metacognitive thinking in writing, students needed to understand the concept of metacognitive strategies. Through metacognitive strategies, students could perform their writing tasks by applying higher-order thinking skills. Mbato (2013) states that metacognitive strategies can lead students to plan and monitor their writing progress independently.

Of all these findings, there was one student who confirmed that he did not implement any writing strategies. Based on the interview result, this student might indicate learned helplessness. This particular finding was corroborated with the study from Mbato (2013). He revealed that a helpless students tended to believe in the existing capabilities as the key to success rather than applying strategies. From the interview result, this particular student confirmed that he did not have sufficient capabilities in writing. This kind of helpless student focused only on the writing completion practically without focusing on the implementation of metacognitive writing strategies. Therefore, the teachers or lecturers needed to give more attention to these kinds of students. In addition, they have to understand students' strengths and do not play down students' weaknesses. These strategies may prompt teachers and lecturers to use the appropriate learning approach in order to guide students to overcome learned helplessness.

Those students had to be supported to learn and understand perseverance and strategies as the best elements to achieve academic writing success (Mbato, 2013).

#### **11. Conclusion and Implications (Kesimpulan dan Penutup)**

Indonesian post-graduate students expressed their opinions and feelings regarding how they acquire English writing skills and accomplish academic writing assignments quite differently. Based on the findings in the previous section, it can be concluded that the majority of the students showed high levels of self-efficacy in academic writing. However, some of the students experienced anxiety and procrastination in writing. They confirmed that they were afraid of making any grammatical mistakes, choosing wrong diction, and using inappropriate vocabulary while accomplishing academic writing projects. To overcome writing anxiety and procrastination, they kept trying to find and apply effective strategies. Based on the interviews, many students claimed that they implemented several writing strategies but the rest did not. Students implemented writing strategies such as re-reading, evaluating, reviewing, analyzing, questioning, and summarizing to maintain their self-efficacy levels and develop writing skills. Furthermore, the result from the Pearson moment correlation indicates that there was a strong correlation between self-efficacy levels and metacognitive strategies. These current findings are supported by the correlational result. The Pearson product-moment correlation coefficient ( $r$ ) was .978 and significant at the .00 level. It means that the higher students' self-efficacy levels are, the greater their use of metacognitive strategies to enhance their writing skills and cope with writing issues.

To conclude, the researchers provide several implications. First, students need to train themselves to be self-regulated students. Self-regulation will enhance their motivation and efficacy levels in completing academic writing tasks. Second, teachers and lecturers in the academic writing class need to be aware of students' self-efficacy and metacognitive strategies in the EFL writing process. They need to encourage their students to enhance their motivation and confidence in completing

academic writing task. Teachers' and lecturers' awareness of students' self-efficacy levels and metacognitive writing strategies could help them to complete their academic writing successfully and to avoid learned helplessness.

This study, however, has a limitation in that it involved a small sample size. Future researchers who are interested in investigating a similar topic can include a large group of participants. Thus, they could explore more extensively the relationship between students' self-efficacy, self-regulation, learning difficulties, and also metacognitive strategies. They may also conduct similar research with reading, listening, or speaking as their focus.

## 12. Research Plan (Jadwal Penelitian)

No.	Kegiatan	Tahun 2021										
		Januari-Februari	Maret	April	Mei	Juni	Juli	Agustus	September	Oktober	November	Desember
1	Penulisan dan revisi proposal	x	x									
2.	Pengumpulan referensi	x	x	x	x	x	x	x	x	x	x	
3.	Pengembangan Instrument Penelitian	x	x	x								
4.	Pengumpulan Data Kuantitatif	x	x	x	x	x	x	x	x			
5	Analysis Data				x	x	x	x	x	x		

[illegible]

### 13. Research Personel (Tenaga Peneliti dan Jangka waktu penelitian)

#### 1. Ketua Peneliti

- a. Nama lengkap dengan gelar : Drs. Concilianus Laos Mbato, M.A., Ed.D.
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/ : Pembina/IV a
- d. NIP/NP : P.1948
- e. Jabatan Fungsional : Lektor Kepala
- f. Jabatan Sekarang : Dosen MPBI
- g. Fakultas/Pusat : FKIP
- h. Universitas : Sanata Dharma
- i. Bidang Ilmu : Bahasa dan Seni
- j. Jangka waktu : 6,5 Jam/Minggu 10 bulan (230 Jam)

#### 2. Anggota Peneliti

- a. Nama Lengkap : Elizabeth Emmanuela Sulistyawati
- b. Program Studi/Fakultas : Magister Pendidikan Bahasa Inggris/FKIP
- c. NIM : 201242001

### 14. Research Budget (Biaya Penelitian)

No.	Uraian	Jumlah
1.	Honorarium Ketua Peneliti	4.500.000,00
1.	Bahan habis pakai konsumsi	1.790.450,00
2.	Peralatan dan ATK	1.800.500,00
3.	Buku Referensi	972.000,00
4.	Pulsa Respondent	1.034.000,00

5.	Belanja Lain-lain	2.990.000,00
	<b>Total Biaya</b>	<b>Rp 13.086.950</b>

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## LUARAN PENELITIAN

### **Confronting Cultural Barriers of Academic Writing through Self-Efficacy and Metacognitive Strategies: A Case of Students**

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**Abstract:** Students' self-efficacy and writing strategies have been widely investigated. However, there have been very few studies examining the strategies used by students to improve their self-efficacy and overcome problems in writing. Anxiety, procrastinating, cultural barriers, and low confidence might lead to students' failure in academic writing. In accomplishing academic writing, Indonesian students are required to be adaptable to foreign languages and cultures. However, this requirement might contradict Indonesians' social and cultural values, in particular Javanese, such as low self-confidence, responsibility avoidance, fear of showing performances, and public shame avoidance. This study aimed to fill in the gap by investigating students' self-efficacy levels, metacognitive strategies, and the correlation between efficacy levels and metacognitive writing strategies. Three research questions were formulated in this research: (1) how does self-efficacy affect graduate students' completion of their academic writing tasks?; (2) what are students' strategies to develop their self-efficacy in academic writing tasks?; and (3) is there any relationship between self-efficacy levels and metacognitive writing strategies?. The researchers employed a mixed-method research with questionnaires and interviews as the instruments to collect data. The results showed that there was a strong correlation ( $r = 0.978$ ) between writing self-efficacy and metacognitive strategies. It indicated that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. This study offers implications for English language learning particularly in relation to the writing process. First, high

motivation and efficacy levels in academic writing encourage students to be a success in achieving writing completion. Second, students need to have high consciousness of their cultural barriers that might constrain them in developing academic writing skills. Lastly, language teachers are recommended to help students in enhancing their efficacy levels and lead them to implementing metacognitive writing strategies to confront writing challenges and cultural barriers.

**Key words:** Academic writing papers; Graduate students; Indonesian cultural values; Mixed method study; Self-efficacy

**Abstrak:** Strategi self-efficacy dan menulis siswa telah diselidiki secara luas. Namun, ada sangat sedikit penelitian yang meneliti strategi yang digunakan oleh siswa untuk meningkatkan self-efficacy mereka dan mengatasi masalah secara tertulis. Kecemasan, penundaan, hambatan budaya, dan kepercayaan diri yang rendah dapat menyebabkan kegagalan siswa dalam penulisan akademis. Dalam mencapai penulisan akademik, siswa Indonesia dituntut untuk dapat beradaptasi dengan bahasa dan budaya asing. Namun, persyaratan ini mungkin bertentangan dengan nilai-nilai sosial dan budaya orang Indonesia, khususnya bahasa Jawa, seperti kepercayaan diri yang rendah, penghindaran tanggung jawab, takut menunjukkan kemampuan, dan penghindaran rasa malu didepan umum. Studi ini bertujuan untuk mengisi kesenjangan dengan menyelidiki tingkat self-efficacy siswa, strategi metakognitif, dan korelasi antara tingkat kemandirian dan strategi penulisan metakognitif. Tiga pertanyaan penelitian dirumuskan dalam penelitian ini: (1) bagaimana efikasi diri mempengaruhi penyelesaian siswa pascasarjana dari tugas penulisan akademik mereka?; (2) apa strategi siswa untuk mengembangkan efikasi diri mereka dalam tugas menulis akademik?; dan (3) apakah ada hubungan antara tingkat efikasi diri dan strategi metakognitif dalam menulis? Para peneliti menggunakan penelitian metode campuran dengan kuesioner dan wawancara sebagai instrumen untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa ada korelasi yang kuat ( $r = 0,978$ ) antara efikasi diri dan strategi metakognitif. Ini menunjukkan bahwa siswa yang memiliki tingkat efikasi diri yang lebih tinggi juga memiliki strategi metakognitif yang baik

*dalam proses penulisan akademik. Studi ini menawarkan implikasi untuk pembelajaran bahasa Inggris terutama dalam kaitannya dengan proses penulisan. Pertama, motivasi dan tingkat kemandirian yang tinggi dalam penulisan akademik mendorong siswa untuk menjadi sukses dalam mencapai penyelesaian menulis. Kedua, siswa harus memiliki kesadaran yang tinggi tentang hambatan budaya mereka yang mungkin membatasi mereka dalam mengembangkan keterampilan menulis akademik. Terakhir, guru bahasa direkomendasikan untuk membantu siswa dalam meningkatkan tingkat kemandirian mereka dan membawa mereka untuk menerapkan strategi penulisan metakognitif untuk menghadapi tantangan menulis dan hambatan budaya.*

**Kata kunci:** Makalah penulisan akademik; mahasiswa pascasarjana; nilai-nilai budaya Indonesia; studi metode campuran; efikasi diri

## INTRODUCTION

Graduate students in ESL level are the future educators and encouraging role model for second language students. However, many of them struggle hard with academic English and, in particular, writing (Jurianto et al., 2016). Many students consider writing as the most difficult language skill because they need to deal with the number of vocabularies, correct grammatical structure, and dictions. In fact, writing is one of the English skills that has been considered difficult (Lee, 2017, p. 467). Rahmiatin and Syarif (2018) argue that generating ideas is one of the important steps that must be executed by students in the writing process, so that they can start writing and translate the ideas into a good composition. While, Bram (2012) states that there are several troubles faced by Indonesian EFL students when writing the various types of English essays such as grammatical structures, paragraph organization, spelling errors, preposition, and punctuation. Language problems can be the major issue that dominates students' writing process due to the difficulty in using concord (agreement) (Bram, 2012).

In addition to English language difficulties, there are other problems that may cause students' difficulties (Santelmann et al., 2018). The first one is that students might lack awareness in regulating their confidence in writing. The second one is that students lack self-beliefs to carry out writing tasks, which in turn may affect their strategies in accomplishing them. Lastly, students experience linguistic differences and cultural issues in English writing. Mbato (2020) finds that low confidence, vague non-verbal communication, and attention avoidance are the examples of cultural barriers which may lead Indonesian students to cultural disadvantage. In order to overcome these writing problems, students need

to have effective strategies. One of the strategies students should develop in order to overcome writing problems and enhance the quality of the writing product is self-efficacy (cf. Bandura, 1997).

Mbato (2020) asserts that students' self-efficacy levels in public speaking may affect their performances and confidence in speaking. Having low self-efficacy levels may prompt students' failures not only in public speaking but also in every field of learning, including academic writing. In addition, low self-beliefs can cause Indonesian students (read Javanese) to hide and embrace self-denial (Murtisari, 2013). Bandura (1997) explains self-efficacy as a particular perspective of individuals about their capabilities with regard to the specific tasks. Students' experiences with specific tasks can be a necessary tool to help them in identifying their levels of self-efficacy. Higher self-efficacy students tend to struggle less to complete the tasks better than the low self-efficacy learners. Students with low self-efficacy usually experience shame after their failure and fear to complete the tasks (Bandura, 1997). On the other hand, self-efficacy has several impacts on students' learning such as helping students to choose their language learning strategies, reducing their difficulties, and regulating their emotion in the learning performance (Bandura, 1997).

Many Indonesian students, Javanese in particular, often experience low self-efficacy levels in writing. Imam Budhi (2011) argues that students' self-doubts emerge because their of host culture. Javanese people in particular are well-known for insecurity and public shame avoidance. Indonesian people, most remarkably Javanese, like to assert many things indirectly, wrap their own emotions, and avoid public attention (Mbato, 2020). In their writing production, they indeed communicate ideas indirectly by using interpretative schemes, vague statements, language expressions, and unique symbols developing through social interaction (Imam Budhi, 2011). In addition, conformity and obedience are outstanding social phenomena among Javanese people (Sarwono & Meinarno, 2009). This culture leads them to making a particular decision by involving others' opinions. Too obedient people mostly experience under-pressure and low self-efficacy (Sarwono & Meinarno, 2009). Unfortunately, this particular culture obliges Javanese people to follow the custom and grow the faith in being obedient, which will direct them to obtain social and cultural disadvantage.

It is crucial to understand that several current studies have been conducted on self-efficacy in the academic writing process. The first study was carried out by Wijaya and Mbato (2020). They investigated master students' perspective toward self-efficacy and how students enhance the efficacy levels to meet the academic writing completion. The result of the study revealed that graduate students could produce good quality academic writing papers when they feel motivated, and that the lecturer can be one of the motivation sources for students. The second study was conducted by Sahril and Weda (2018). They found that

foreign language writing proficiency was influenced by two important factors which are self-efficacy beliefs and motivation. The findings of this study showed that there was a significant correlation among self-efficacy beliefs, motivation, and students' writing performances. Furthermore, Toba et al., (2019) found that Indonesian EFL students had good abilities in English writing. However, some of them encounter writing problems in the aspects of vocabulary, grammar, organization, and mechanics. The result indicated that student's personal reasons such as writing anxiety, low self-efficacy, and lack of practice lead them to experiencing difficulties in accomplishing writing completion

Those studies above were conducted in the context of students' self-efficacy levels in the academic writing process (Wijaya & Mbato, 2020; Sahril & Weda 2018; Toba et al., 2019). These studies shared similar results in that the levels of self-efficacy may prompt students to carry out the academic projects differently. These studies indicated a common finding in that self-efficacy levels could positively affect students' completion of the academic writing project. One study (Wijaya & Mbato, 2020) examined the strategies used by students to deal with negative emotions and writing self-efficacy. However, this study did not examine whether there is a correlation between students' strategies and self-efficacy in writing.

From those studies, it can be seen that Indonesian students encounter difficulties in writing because of internal reasons such as low motivation, low self-beliefs, and anxiety. Imam Budhi (2011) argues that students found it difficult to understand the target culture through their writing because they had different linguistic characteristics and cultures. Regarding Indonesian writing problems, Lutfiana, Suwartono, and Akter (2020) state that Indonesian students tend to be selective in finding the appropriate words to confirm that their writing do not contain rude statements. Thus, these cultural traits may restrict Indonesian students from gaining success in academic writing.

This current research aimed to examine students' self-efficacy levels and strategies to accomplish academic writing projects. The current researchers were in agreement with the previous studies regarding the importance of students' self-efficacy and its meaningful impact on academic writing. However, those studies have not examined clearly the strategies used by students to overcome writing difficulties and the correlation between students' strategies and writing efficacy levels. It attempted to fill in the gap by investigating students' self-efficacy levels, metacognitive strategies, and correlation between efficacy levels and metacognitive writing strategies. Three research questions were formulated in this research:

- 1) How does self-efficacy affect graduate students in accomplishing their academic writing paper?
- 2) What are graduate students' strategies in developing their self-efficacy in academic writing tasks?
- 3) Is there any relationship between self-efficacy levels and metacognitive writing strategies of Indonesian graduate students?

Based on the third research question, the researchers formulated the two hypotheses:

H<sub>0</sub>: There is no correlation between self-efficacy levels and metacognitive writing strategies of Indonesian graduate students.

H<sub>A</sub>: There is a correlation between self-efficacy levels and metacognitive writing strategies of Indonesian graduate students.

## **LITERATURE REVIEW**

### **A. Self –Efficacy**

In writing, students who can regulate themselves better tend to have a good self-efficacy to improve their writing skills. Self-efficacy is crucial for students to help them in expressing their idea and feeling, in the written form successfully. Self-efficacy levels influence students in performing tasks and achieving the academic goals (Ahmad & Safaria, 2013). The distinction between higher and lower self-efficacy students can be seen in the classroom context. Higher self-efficacy students have capabilities to successfully plan the learning task sequence and activities while the lower self-efficacy ones tend to find difficult in performing the tasks (Bandura, 1997). Higher self-efficacy students respond distinctly compared with lower self-efficacy students in the similar condition due to a different estimation of their capabilities (Wortman & Loftus, 1985). Bandura (1986) defines self-efficacy as an estimation of someone's skill to regulate their action to attain the task performance. Thus, with the aid of self-efficacy, students can control their emotion and action to achieve the academic goals.

Bandura (1997) discovered that vicarious experiences, performance attainment, and physiological state are the various sources of self-efficacy improvement. The first source of strengthening efficacy is through vicarious experiences provided by the social environment. It implies that individuals' beliefs are influenced by other people who have strong efficacy and sustain the perseverant effort. Performance attainment is another factor used in the self-appraisal to perceive efficacy and to monitor students' behavior. Lastly, the physiological state plays a significant role in students' personal efficacy in requiring healthy functioning and physical strength. To deal with students' tasks challenges, they need to implement these sources of efficacy improvement in the thinking-learning



process. The roles of teachers can give students' physiological and emotional supports, so they can develop their writing skills and positive emotional reactions to complete the academic writing tasks.

## **B. Metacognitive Writing Strategies**

Flavel (1979) defines metacognition as individuals' ability to regulate their knowledge within the learning process. Metacognition is related to self-regulated learning that is used to control behavior and achieve expected goals (Zimmerman & Schunk, 2011). Chamot, et al. (1999) argue that there are particular metacognitive models in learning which comprises four processes: planning, monitoring, problem solving, and evaluating. Those four processes are crucial for students to become self-regulated learners (Chamot et al. 1999).

In the writing process, effective strategies are meaningful to regulate their emotion, motivation, and beliefs for students (Shofiya, 2020). Setting the educational goals before students begin their learning journey is one example that students have applied metacognitive strategies. Aziz et al., (2019) examine that metacognitive strategies can be applied as global, problem-solving, and support strategies. Thus, metacognitive strategies can greatly help students to develop skills and overcome their writing issues such as procrastination and anxiety (Aziz et al., 2019; Santelmann et al., 2018). In addition, metacognitive strategies can assist students in developing self-motivation, efficacy, and persistence to achieve goals (Santelmann et al., 2018).

Based on the review, there are many studies on self-efficacy involving EFL learners globally and how it affects their writing task completion. Higher efficacy levels offer a way on how motivational tendencies affect students in making decision, developing competence, and regulating the writing process (Zimmerman & Schunk, 2011). As argued in the introduction section that this current study attempted to fill the gap by examining students' perceptions of their self-efficacy and metacognitive writing strategies. It is expected that this study will provide readers a better understanding of self-efficacy, metacognitive strategies, and writing theories. It will also help students to achieve academic writing success by applying metacognitive strategies to obtain beneficial writing outcomes (cf. Mbato, 2013).

## **METHOD**

To collect the data, the researchers implemented a sequential parallel mixed-method study to obtain data regarding in this research. A mixed-method study was conducted since it could help researchers to elaborate findings, develop interpretations, and investigate research problems.

## **A. Type of Research**

According to Creswell (2014), a sequential parallel mixed-method study is a method that is used by researchers to integrate both qualitative and quantitative approaches and to provide a better understanding of the phenomenon (p.565). He argued that a mixed-method study could generate the understandable research data by implementing the initial quantitative and qualitative data collection. This current study was conducted in the area of Yogyakarta. Because of the Covid-19 pandemic situation, the researchers decided to choose two university samples for this study. In selecting the participants, the researchers implemented purposive sampling. Patton (2005) claims that purposive sampling is a typical qualitative inquiry that can be implemented to help researchers conducting a study with small samples. According to Creswell (2014), purposive sampling is employed by the researchers to select the participants based on the particular phenomenon and the research problem being studied, as explained below.

## **B. Research Subjects**

The participants of this research were 33 graduate students of the English Education Department at Sanata Dharma University, Yogyakarta and Sarjanawiyata Tamansiswa University, Yogyakarta. The research participants came from batch 2019 and 2020 who had experienced the academic writing process during this COVID-19 pandemic. They were selected as the source of data to understand their self-efficacy while completing their academic writing paper as the required tasks for their graduation.

## **C. Research Procedure**

To achieve the objectives, this study used two types of research instruments: questionnaire and interviews.

### **1. Questionnaire**

In gathering the data, the researchers conducted close-ended questionnaire by using a Likert-scale consisting of 16 statements. The Likert-scale questionnaire was in the form of numbers 1 up to 5. The degree of agreement was “strongly disagree (1)”, “disagree (2)”, “neutral (3)”, “agree (4)”, and “strongly agree (5)”. The questionnaires were adapted from the existing questionnaires on writing self-efficacy and strategies constructed by Shell, Murphy, and Brunning (1989) and Wijaya and Mbato (2020).

Those questionnaires were categorized into three major sections, namely, self-efficacy, writing factors, and metacognitive strategies. To measure the validity and reliability of each item of the questionnaire, a pilot-tested study was conducted. A pilot-tested study involved twenty participants from undergraduate

students. The result of the pilot-test study showed that the questionnaire items were valid and relevant to each other. However, the researchers had to revise some grammatical mistakes and inappropriate dictions found in the particular questionnaire. Because of the pandemic constraint, the researchers shared the questionnaire through the Google form platform where students filled out a consent form to participate. The researchers tabulated all of the obtained data in the form of descriptive statistics and presented the total responses of participants in the form of percentages.

## **2. Interview**

The researchers conducted an open-ended interview section by selecting six out of thirty-three participants in this research. The participants were selected to represent higher and lower self-efficacy levels in academic writing based on the questionnaire results. These students were asked about their strategies to maintain their self-efficacy and complete academic writing paper. In order to keep and protect the participants' identities, the participants were named as students A, B, and C (high self-efficacy students) and students D, E, and F (low self-efficacy students). This interview section was conducted in Indonesian and English, so that the students could give their best responses to each question. The interviews were recorded and transcribed into the structured paragraphs. Based on the interview results, the researchers summed up all data to find out how students' self-efficacy levels influenced their metacognitive strategies in writing.

## **D. Data Analysis**

In this study, the mixed-method approach was employed to connect the first data set and the second one to find out whether the databases were convergent (Creswell, 2014). The researchers conducted descriptive and inferential statistics to analyze students' responses. Since this particular research employed a mixed-method study, it also provided side-by-side comparison by connecting and building the data set (Creswell, 2014). To analyze the quantitative data, researchers employed the Pearson product-moment correlation coefficient ( $r$ ) with the aid of the SPSS 26 to explore the correlation between students' self-efficacy levels and metacognitive writing strategies. Thus, the qualitative data focused on interviews to obtain students' experiences and reflections during the academic writing process.

### **A. Students' self-efficacy levels in performing academic writing projects**

The analysis below attempted to answer the first research question which is how self-efficacy affects graduate students' completion of their academic writing tasks. Two findings regarding self-efficacy levels and various factors that influenced academic writing were explained in this chapter. The findings were presented in the table below in the form of percentages and supported with several

excerpts from interview results. The description of the findings could be seen in the Table 4.1 and 4.2 below.

**Table 4.1 Questionnaire results of students' self-efficacy to achieve their goals in performing academic writing papers**

No.	STATEMENTS	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	I can achieve goals successfully if I persist in performing writing tasks.	-	-	4 12.1%	18 54.5%	11 33.3%
2.	When I hold a higher efficacy level, I can succeed in performing writing tasks.	-	2 6.06%	5 15.1%	16 48.4%	10 30.3%
3.	I am able to perform well in writing.	-	2 6.06%	12 36.3%	14 42.4%	5 15.1%
4.	I can overcome challenges in academic writing.		3 9.09%	12 36.3%	13 39.3%	5 15.1%
5.	I still feel confident even though I fail in performing the writing tasks.	-	7 21.2%	11 33.3%	11 33.3%	4 12.1%
6.	I can perform a writing task well when my other friends fail in performing the tasks.	1 3.03%	4 12.1%	8 24.2%	14 42.4%	6 18.1%
7.	I become more confident if I successfully perform the previous writing tasks.	-	2 6.06%	4 12.1%	9 27.2%	18 54.5%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

There are 7 statements in table 4.1 focusing on the students' levels of self-efficacy in the academic writing process. From those statements, it can be seen that over 50 % of students believed that they had high levels of self-efficacy in achieving the goal (Statement 1), performing academic writing tasks (Statement

2), handle the challenging situation (Statement 4), and improving academic writing skills (Statement 7). However, in two statements (3 and 5) more than 30% of students were unsure whether they had high levels of self-belief in completing academic writing tasks. Statement 5 shows that less than 50% of students believed in their capabilities after they failed the particular academic writing tasks. From the finding above, it can be inferred that most of the students believed that higher self-efficacy levels lead them to accomplishing academic writing tasks. However, many Indonesian students (read Javanese) experienced low self-beliefs and became less confident after they failed to perform a particular task.

**Table 4.2 Questionnaire results of several factors that influence students' level of self-efficacy in academic writing**

No	Statements	SD	D	N	A	SA
8.	I am difficult to handle writing anxiety since I believe that I have less writing capabilities.	-	7 31.2%	8 24.2%	14 42.4%	4 12.1%
9.	When I write an English paper, the fear of making grammatical mistakes has a great influence on me.	-	6 18.1%	7 21.2%	6 18.1%	14 42.4%
10.	I feel more confident if my lecturer always motivates me.	-	1 3.03%	1 3.03%	11 33.3%	20 60.6%
11.	I feel more confident if my friends tell me that I have a potential in writing.	-	1 3.03%	5 15.1%	16 48.4%	11 33.3%
12.	I never give up in performing writing tasks even if I encounter many writing challenges.	-	-	10 30.3%	12 36.3%	11 33.3%
13.	I am not worried about making several mistakes in performing academic writing tasks.	2 6.06%	8 24.2%	10 30.3%	8 24.2%	5 15.1%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

Table 4.2 presented the result of the second six statements of the questionnaire. The second finding of the questionnaire showed that internal and external factors had a great impact on promoting students' self-efficacy levels. More than 50 % of students (Statements 12) described that they used their efforts and perseverance to attain the academic writing tasks completion even though they encountered many obstacles. From the statements (8 and 9), over 50% of students experienced writing anxiety and inability to deal with their fear of making a grammatical mistake. Over 80% of students (Statements 10 and 11) confirmed that the external factors had a significant impact on their writing completion. Therefore, the majority of the students (Statements 9 and 13) agreed that their writing process was influenced by internal and external factors. This finding showed that their writing were prompted by Indonesian traditional and social values such as relationship, public shame avoidance, and responsibility avoidance. This particular finding was also corroborated by the participants' statements in the interview.

“I lack writing motivation and feel difficult to express my ideas based on the topic.” (Int. E)

Moreover, even though some of the students encountered writing challenges, some of them kept trying to reach the writing completion. This finding was supported by student's result of interview:

“I have two reasons why I need to accomplish writing assignments. First, I have a goal. Second, I persist in accomplishing the goals.” (Int. A)

Those students' answers validated the questionnaires through their different experiences in the writing process. Some of them confirmed that they experienced problems in writing. However, many students revealed that they made great efforts and possessed perseverance to achieve writing completion. This finding showed that Indonesian students (read Javanese) have the potential, spirit, and persistence to deal with their problems. Their strong determination in completing a particular task and using problem-solving strategies was based on their Indonesian traditional values.

## **B. Students' strategies used to improve the level of self-efficacy in performing academic writing.**

The analysis below aims to provide the answer to research question number two, which is what students' strategies are to develop self-efficacy in academic writing tasks. The researchers tried to figure out how they implemented metacognitive strategies to plan, monitor, and evaluate their writing process. Three statements from table 4.3 below focused on the students' perspectives on the use of metacognitive strategies to improve self-efficacy levels in performing academic

writing and deal with challenges.

**Table 4.3 Questionnaire results of students' strategies to improve the level of self-efficacy in performing academic writing.**

No.	Statements	SD	D	N	A	SA
14.	I implement metacognitive writing strategies to develop my writing skills.	-	2 6.06%	6 18.1%	16 48.4%	9 27.2%
15.	When I develop higher efficacy level in academic writing, I can implement metacognitive strategies well.	1 3.03%	1 3.03%	8 24.2%	17 51.5%	6 18.1%
16.	The increasing self-efficacy level in academic writing encourages me to produce qualified writing production.	-	-	11 33.3%	14 42.4%	8 24.2%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

As shown in Table 4.3, the finding showed that most of the students expressed higher agreement with the implementation of metacognitive strategies in academic writing. 75.6 % of the students confirmed that they implemented metacognitive strategies in writing (Statement 14). Many students believed that metacognitive strategies were crucial to assist them in improving writing self-efficacy and overcoming writing problems. In addition, over 60% (Statements 15 and 16) of the students revealed that higher self-efficacy levels could lead them to applying metacognitive writing strategies to improve writing production. This finding was supported by students' statement in the interview.

“Before going to write, I set goals for pre, while, and post-writing activities. I implement several strategies such as help seeking, re-reading, and revising.” (Int. A)

Student A confirmed that higher efficacy could influence her implementation of metacognitive strategies. A similar opinion was expressed by the student B.

“After writing, I attempt to re-read my writing to find mistakes. Then, I try to find the best alternative strategies to revise those mistakes.” (Int. B)

Overall, students' responses to statements 14, 15, and 16 show that over 60% of them found implementation of metacognitive writing strategies significant in reaching their academic writing completion. The majority of students admitted that the higher self-efficacy levels they had, the greater metacognitive writing strategies they implemented. In this study, students acknowledged becoming more metacognitive and confident to accomplish academic writing abilities. Those would lead students to be successful in writing. Becoming more metacognitive and strategic in academic writing might diminish Indonesian students' anxiety, fear, and procrastination, which might be attributable to social and cultural backgrounds (Mbato, 2020).

**C. The correlation between students' self-efficacy levels and metacognitive writing strategies in achieving academic writing goals.**

To answer the third research question, which is whether there is any relationship between students' self-efficacy level and metacognitive writing strategies, the researchers employed Pearson product-moment correlation ( $r$ ). In this section, the correlation coefficient ( $r$ ) was used to calculate the relationship between self-efficacy levels and metacognitive writing strategies. The result was presented in the following table.

**Table 4.4 Correlation between students' self-efficacy levels and metacognitive writing strategies.**

Students' self-efficacy level		
Metacognitive writing strategies	Pearson correlation	.978**
	Sig. (2-tailed)	.000
	N	33
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 4.4 above showed that there was a positive correlation between students' self-efficacy levels and metacognitive writing strategies. Thus, based on the result, the correlation value between students' self-efficacy level and metacognitive writing strategies was strong with coefficient correlation ( $r$ ) = .978, significant at .00 level. The result of the Pearson product-moment coefficient correlation showed sufficient evidence to reject the null hypothesis ( $H_0$ ). In conclusion, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_A$ ) was accepted. Therefore, the researchers concluded that there was a significant correlation between self-efficacy levels and metacognitive writing strategies. It can be seen that higher self-efficacy students tended to implement



metacognitive strategies in academic writing.

Some students claimed that they set learning goals before writing a paper. Setting learning goals early helps students to carry out all tasks in order and focus on the writing track. The existence of the internet connection could help students to expand their ideas by implementing metacognitive strategies in writing.

“When I stuck with my writing and had no idea to continue writing, I tend to look for other information from Google and seek help from others. The important thing that I do is understand the term and re-write it based on my own words.” (Int. A)

Based on the interview results, students struggled hard to find the significance of self-efficacy and its impacts in implementing writing strategies. It indicated that high self-efficacy students had strong perseverance to implement metacognitive strategies to achieve writing goals. Indonesian students needed to be aware of applying metacognitive writing strategies, so those strategies could reduce writing anxiety, which was the chief cause of students’ failure in the academic writing process. This particular student’s answer exemplified the Indonesian students who loved to work socially in a group. Social interaction and discussion might be the manifestation of traditional values which supported people to work together. It was suggested in the finding section of this study that external aspects such as social supports led Indonesian students to developing higher efficacy levels.

Therefore, students believed that self-efficacy levels might influence them to apply metacognitive strategies in the writing process even though some of them applied low-order cognitive strategies. Students who represented a low level of self-efficacy tended not to apply metacognitive strategies because they merely focused on the writing completion as their obligation without paying attention on the significant steps and quality of their writing production.

However, many students showed contradictory responses regarding the implementation of metacognitive strategies in academic writing. Their responses indicated that some students understood a close relationship between self-efficacy and metacognitive writing strategies. The data revealed that high self-efficacy students tended to implement metacognitive strategies so that they could accomplish the writing task and produce the best quality of writing. Students with high self-efficacy levels made all efforts to adopt effective strategies to accomplish academic writing project completion. Overall, there was a strong correlation between self-efficacy level and metacognitive strategies in writing, as indicated by student B below:

“There is a close relationship between self-efficacy and metacognitive strategies. A student with a high level of self-efficacy tends to be brave to implement metacognitive strategies. These strategies help me to construct the ideas and knowledge during writing.” (Int. B)

## DISCUSSION

This current research attempted to examine self-efficacy levels and metacognitive strategies in academic writing task completion. In particular, this research aimed to reveal the answers to the following research questions: 1) how does self-efficacy affect graduate students' completion of their academic writing tasks? 2) what are students' strategies to develop their self-efficacy in academic writing tasks? and 3) is there any relationship between self-efficacy levels and metacognitive writing strategies? The following discussion highlighted the findings concerning the three research questions.

Different from the previous studies (Wijaya & Mbato, 2020; Sahril & Weda 2018; Toba et al., 2019), these current findings showed that the majority of students struggled the most with the internal factors which affected their academic writing success. The finding showed that most of students (60.5 %) experienced fear of making grammatical mistakes, anxiety, and procrastination in writing. In addition to students' writing problems, another finding showed that less than 50% of students believed in their capabilities after they failed the particular academic writing tasks. It can be inferred that the concept of self-efficacy might be difficult for students to understand and apply in the learning process. This finding was in conformity with that of Jazeri and Nurhayati (2019), indicating that students with high self-efficacy commonly believed that they had particular capabilities to perform writing tasks well. They also argued that Javanese students frequently experienced low self-efficacy levels in writing and it could be the major reason for students' failures.

In writing, students often experience difficulties but sometimes they do not reflect on the writing challenges and on how to overcome them. This finding was in compliance with that of Kandemir (2014), who found that students' academic anxiety and procrastination are the major problems among second language students. To cope with those problems and achieve academic writing task completion, students needed to implement effective strategies. This finding was in harmony with the study of Santelmann et al., (2018), indicating that higher self-beliefs lead students to applying metacognitive strategies. In order to implement metacognitive writing strategies, students' reflections needed to be carried out. Through the writing reflections, students learned to understand not only weaknesses but also strengths in writing. In addition, reflection might guide them to plan, monitor, and evaluate the academic writing process as well as to improve writing responsibility (cf. Mbato, 2013). Therefore, metacognitive strategies can be

beneficial for students to accomplish writing tasks, overcome their writing challenges, and develop their efficacy levels.

The result of the second research question was related to the implementation of metacognitive writing strategies. The majority of students (75.6%) confirmed that they implemented metacognitive writing strategies. However, some students (18.1 %) were unsure whether or not they implemented strategies in writing. These findings were supported by the study by Mbato (2020). He reveals that the implementation of multiple strategies in the learning process can help students to deal with learning problems and cultural barriers, as well as to improve their learning skills. In addition, these findings were aligned well with students' responses to the interview concerning culture-related persistence and strong determination. Imam Budhi (2011) claimed that Javanese people are known as the people who are humble, obedient, and conflict-avoidant. However, they have strong determinations in order to implement various strategies to get the task complete and overcome problems. Their persistence in working is typical of Javanese people that could be seen through the term of all barriers and obstacles will be eradicated (*Rawe-rawe rantas malang-malang tuntas*). This Javanese term means that Javanese people have strong determinations in overcoming particular problems and achieving chief goals. In order to develop strong persistence in every aspect, Javanese people believe that good strategies will bring them to get good results. However, some students are not yet aware of the importance of strategies in writing.

The result of the third research question showed that there was a strong positive correlation ( $r = 0.978$ ) between writing self-efficacy and metacognitive strategies. It means that the correlation was significant at the .00 level for all the students ( $n = 33$ ). It can be seen that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. The interview results confirmed this by showing that many students applied metacognitive writing strategies (planning, monitoring, and evaluating). Before writing, students tended to set the writing goals and motivate themselves to achieve the writing completion. In the middle of writing, students tended to seek help from other friends and lecturers. After they finished writing, they applied re-reading, revising, and editing several mistakes. This finding was in consistence with that of Kochanska (1997), who found that Javanese culture of social interaction and discussion encourage students to develop their characteristics, regulate emotions, and perceived efficacy levels.

However, cultural bias and barriers are the particular areas that may affect self-efficacy levels and the academic success of students (Powel, 2017). The experience of EFL learning between one dominant culture and one's own culture may lead students to feeling unconfident, embarrassed, impulsive, and stressed. In order to regulate students' feelings above, Kochanska (1997) asserts that social

interaction and discussion may be implemented as the actions to overcome particular problems. That was the main reason why Indonesian students tended to work cooperatively and discuss their problems with other friends or teachers. Javanese traditional values could prompt students to uphold balance, affinity, and relationship of academic writing in the context of Indonesian learning and how their metacognitive strategies might conform to the culture (see Mbato, 2020).

However, some students admitted that they did not implement metacognitive writing strategies. They tended to use grammar applications or ask friends to check their writing. This finding was in compliance with that of Wijaya and Mbato (2020), who found that low self-efficacy students could only apply lower-order cognitive strategies. Thus, the data from the interview result supported the null hypothesis (H0) i.e., there was no significant correlation between self-efficacy and metacognitive strategies in writing. In order to develop metacognitive skills, students needed to understand the concept of metacognitive strategies. Through metacognitive strategies, students could plan and monitor their writing progress and also perform their writing tasks well (Mbato, 2013).

Of all these findings, there was one student who confirmed that he did not implement any writing strategies and this student might indicate learned helplessness. This student admitted that he was ashamed to seek help from teachers or other friends because of the fear of making mistakes. This result of the student's interview showed that student's academic writing process was significantly affected by their cultural barriers. In addition, the insufficient English background might prompt them to experience writing difficulties. Therefore, it is significant for students to adapt well to the target culture, in particular English. The finding of helpless students was also in consistent with that of Mbato (2013), indicating that helpless students tended to believe in the existing capabilities as the key to success rather than applying strategies. From the interview result, this particular student confirmed that he did not have sufficient capabilities in writing. This kind of helpless student focused only on the writing completion practically without focusing on the implementation of metacognitive writing strategies. Therefore, the teachers needed to give more attention to these kinds of students. Teachers also have to understand students' strengths and do not play down students' weaknesses. The significance of metacognitive strategies may be adopted by teachers carry out an effective teaching, give suitable tasks of writing, and guide students to overcome learned helplessness (Jurianto et al., 2016; Shofiya, 2020). In addition, providing the conducive environment and coaching may guide Indonesian students to overcome their cultural barriers, develop intercultural understanding, and enhance the academic writing skills to achieve academic writing success.

Moreover, metacognitive writing strategies implemented in this current research could help students to overcome writing anxiety, which was the problem of students' writing failure. All students admitted that they became more strategic

and successful in academic writing when they had high levels of efficacy. This encouraging finding is in compliance with that of Aziz et al., (2019) indicating that Indonesian students could be successful in performing not only reading tasks but also every subjects if they adopted metacognitive strategies. It was also asserted in the introduction section of this study that the majority of Indonesian students, in particular, Javanese frequently experience low self-efficacy levels in writing (see Imam Budhi, 2011). On the other hand, Moffatt (2012) highlighted that Javanese students had good abilities in accomplishing non-verbal communication rather than verbal communication. However, they tended to be conscious of their insecurity and public shame avoidance. Therefore, Javanese students preferred to keep their writing productions and avoid to perform their writing in public. These cultural traits could be seen to potentially obstruct Indonesian students from obtaining academic writing success.

Therefore, it was the reason why students had to be supported to learn and understand perseverance and strategies as the best elements to achieve academic writing success (cf. Mbato, 2013).

## CONCLUSION

Indonesian graduate students expressed their opinions regarding how they acquire writing skills and accomplish academic writing assignments quite differently. Based on the findings, it can be concluded that many students showed high self-efficacy levels in academic writing. However, some of them experienced low self-efficacy levels due to their fear of making any grammatical mistakes and using inappropriate diction while accomplishing academic writing projects. In addition, cultural difficult may also challenge students to accomplish tasks well. It is even more disheartening for students when their writing performances are being assessed by their lecturers. Moreover, these particular demands may lead students to feeling unbalance, anxiety, fear, and ashamed.

In order to overcome writing challenges, they kept trying to apply effective strategies. Based on the interviews, many students claimed that they implemented metacognitive writing strategies which comprise re-reading, evaluating, reviewing, analyzing, questioning, and summarizing but the rest did not. Overall, the implementation of metacognitive strategies (planning, monitoring, and evaluating) in this study aimed to empower students' academic writing abilities. Thus, they were able to overcome writing difficulties and make use of their traditional cultural values to increase self-efficacy levels.

Furthermore, the result from the Pearson moment correlation indicates that there was a strong correlation between self-efficacy levels and metacognitive strategies. These current findings are supported by the correlational result. The Pearson product-moment correlation coefficient ( $r$ ) was .978 and significant at the

.00 level. It means that the higher students' self-efficacy levels are, the greater their use of metacognitive strategies to enhance their writing skills and cope with writing issues.

To conclude, the researchers provide several implications. First, students need to train themselves to be self-regulated students. Self-regulation will enhance their efficacy levels in completing academic writing tasks. In addition, students need to have high consciousness on their cultural barriers that might constrain students in developing academic writing skills. Further, students require the implementation of metacognitive writing strategies to confront writing challenges and cultural barriers. Lastly, language teachers need to encourage their students to enhance their motivation and confidence in completing academic writing task. Since academic writing requires students to be connected to cultural and social values as discussed previously, teachers need to improve their teaching strategies that can help students to deal with their anxiety levels and cultural barriers. Thus, students can be motivated and empowered particularly in the foreign language learning context.

This study, however, has a limitation in that it involved a small sample size. Future researchers who are interested in investigating a similar topic can include a large group of participants. Thus, they could explore more extensively the relationship between students' self-efficacy, self-regulation, learning difficulties, and also metacognitive strategies. They may also conduct similar research with reading, listening, or speaking as their focus.

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# Confronting Cultural Barriers of Academic Writing through Self-Efficacy and Metacognitive Strategies: A Case of Students

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**Abstract:** Students' self-efficacy and writing strategies have been widely investigated. However, there have been very few studies examining the strategies used by students to improve their self-efficacy and overcome problems in writing. Anxiety, procrastinating, cultural barriers, and low confidence might lead to students' failure in academic writing. In accomplishing academic writing, Indonesian students are required to be adaptable to foreign languages and cultures. However, this requirement might contradict Indonesians' social and cultural values, in particular Javanese, such as low self-confidence, responsibility avoidance, fear of showing performances, and public shame avoidance. This study aimed to fill in the gap by investigating students' self-efficacy levels, metacognitive strategies, and the correlation between efficacy levels and metacognitive writing strategies. Three research questions were formulated in this research: (1) how does self-efficacy affect graduate students' completion of their academic writing tasks?; (2) what are students' strategies to develop their self-efficacy in academic writing tasks?; and (3) is there any relationship between self-efficacy levels and metacognitive writing strategies?. The researchers employed a mixed-method research with questionnaires and interviews as the instruments to collect data. The results showed that there was a strong correlation ( $r = 0.978$ ) between writing self-efficacy and metacognitive strategies. It indicated that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. This study offers implications for English language learning particularly in relation to the writing process. First, high motivation and efficacy levels in academic writing

encourage students to be a success in achieving writing completion. Second, students need to have high consciousness of their cultural barriers that might constrain them in developing academic writing skills. Lastly, language teachers are recommended to help students in enhancing their efficacy levels and lead them to implementing metacognitive writing strategies to confront writing challenges and cultural barriers.

**Key words:** Academic writing papers; graduate students; Indonesian cultural values; Mixed method study; Self-efficacy

**Abstrak:** Strategi self-efficacy dan menulis siswa telah diselidiki secara luas. Namun, ada sangat sedikit penelitian yang meneliti strategi yang digunakan oleh siswa untuk meningkatkan self-efficacy mereka dan mengatasi masalah secara tertulis. Kecemasan, penundaan, hambatan budaya, dan kepercayaan diri yang rendah dapat menyebabkan kegagalan siswa dalam penulisan akademis. Dalam mencapai penulisan akademik, siswa Indonesia dituntut untuk dapat beradaptasi dengan bahasa dan budaya asing. Namun, persyaratan ini mungkin bertentangan dengan nilai-nilai sosial dan budaya orang Indonesia, khususnya bahasa Jawa, seperti kepercayaan diri yang rendah, penghindaran tanggung jawab, takut menunjukkan kemampuan, dan penghindaran rasa malu didepan umum. Studi ini bertujuan untuk mengisi kesenjangan dengan menyelidiki tingkat self-efficacy siswa, strategi metakognitif, dan korelasi antara tingkat kemandirian dan strategi penulisan metakognitif. Tiga pertanyaan penelitian dirumuskan dalam penelitian ini: (1) bagaimana efikasi diri mempengaruhi penyelesaian siswa pascasarjana dari tugas penulisan akademik mereka?; (2) apa strategi siswa untuk mengembangkan efikasi diri mereka dalam tugas menulis akademik?; dan (3) apakah ada hubungan antara tingkat efikasi diri dan strategi metakognitif dalam menulis? Para peneliti menggunakan penelitian metode campuran dengan kuesioner dan wawancara sebagai instrumen untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa ada korelasi yang kuat ( $r = 0,978$ ) antara efikasi diri dan strategi metakognitif. Ini menunjukkan bahwa siswa yang memiliki tingkat efikasi diri yang lebih tinggi juga memiliki strategi metakognitif yang baik dalam proses penulisan akademik. Studi ini menawarkan implikasi untuk pembelajaran bahasa Inggris terutama dalam kaitannya dengan proses penulisan. Pertama, motivasi dan tingkat kemandirian yang tinggi dalam penulisan akademik mendorong siswa untuk menjadi sukses dalam mencapai penyelesaian menulis. Kedua, siswa harus memiliki kesadaran yang tinggi tentang hambatan budaya mereka yang mungkin membatasi

*mereka dalam mengembangkan keterampilan menulis akademik. Terakhir, guru bahasa direkomendasikan untuk membantu siswa dalam meningkatkan tingkat kemandirian mereka dan membawa mereka untuk menerapkan strategi penulisan metakognitif untuk menghadapi tantangan menulis dan hambatan budaya.*

***Kata kunci:*** Makalah penulisan akademik; mahasiswa pascasarjana; nilai-nilai budaya Indonesia; studi metode campuran; efikasi diri

## INTRODUCTION

Graduate students in ESL level are the future educators and encouraging role model for second language students. However, many of them struggle hard with academic English and, in particular, writing (Jurianto et al., 2016). Many students consider writing as the most difficult language skill because they need to deal with the number of vocabularies, correct grammatical structure, and dictions. In fact, writing is one of the English skills that has been considered difficult (Lee, 2017, p. 467). Rahmiatin and Syarif (2018) argue that generating ideas is one of the important steps that must be executed by students in the writing process, so that they can start writing and translate the ideas into a good composition. While, Bram (2012) states that there are several troubles faced by Indonesian EFL students when writing the various types of English essays such as grammatical structures, paragraph organization, spelling errors, preposition, and punctuation. Language problems can be the major issue that dominates students' writing process due to the difficulty in using concord (agreement) (Bram, 2012).

In addition to English language difficulties, there are other problems that may cause students' difficulties (Santelmann et al., 2018). The first one is that students might lack awareness in regulating their confidence in writing. The second one is that students lack self-beliefs to carry out writing tasks, which in turn may affect their strategies in accomplishing them. Lastly, students experience linguistic differences and cultural issues in English writing. Mbato (2020) finds that low confidence, vague non-verbal communication, and attention avoidance are the examples of cultural barriers which may lead Indonesian students to cultural disadvantage. In order to overcome these writing problems, students need to have effective strategies. One of the strategies students should develop in order to overcome writing problems and enhance the quality of the writing product is self-efficacy (cf. Bandura, 1997).

Mbato (2020) asserts that students' self-efficacy levels in public speaking may affect their performances and confidence in speaking. Having low self-efficacy levels may prompt students' failures not only in public speaking but also in every field of learning, including academic writing. In addition, low self-beliefs can cause Indonesian students (read Javanese) to hide and embrace self-denial (Murtisari, 2013). Bandura (1997) explains self-efficacy as a particular perspective of individuals about their capabilities with regard to the specific tasks. Students' experiences with specific tasks can be a necessary tool to help them in identifying their levels of self-efficacy. Higher self-efficacy students tend to struggle less to complete the tasks better than the low self-efficacy learners. Students with low self-efficacy usually experience shame after their failure and fear to complete the tasks (Bandura, 1997). On the other hand, self-efficacy has several impacts on students' learning such as helping students to choose their language learning strategies, reducing their difficulties, and regulating their emotion in the learning performance (Bandura, 1997).

Many Indonesian students, Javanese in particular, often experience low self-efficacy levels in writing. Imam Budhi (2011) argues that students' self-doubts emerge because their of host culture. Javanese people in particular are well-known for insecurity and public shame avoidance. Indonesian people, most remarkably Javanese, like to assert many things indirectly, wrap their own emotions, and avoid public attention (Mbato, 2020). In their writing production, they indeed communicate ideas indirectly by using interpretative schemes, vague statements, language expressions, and unique symbols developing through social interaction (Imam Budhi, 2011). In addition, conformity and obedience are outstanding social phenomena among Javanese people (Sarwono & Meinarno, 2009). This culture leads them to making a particular decision by involving others' opinions. Too obedient people mostly experience under-pressure and low self-efficacy (Sarwono & Meinarno, 2009). Unfortunately, this particular culture obliges Javanese people to follow the custom and grow the faith in being obedient, which will direct them to obtain social and cultural disadvantage.

It is crucial to understand that several current studies have been conducted on self-efficacy in the academic writing process. The first study was carried out by Wijaya and Mbato (2020). They investigated master students' perspective toward self-efficacy and how students enhance the efficacy levels to meet the academic writing completion. The result of the study revealed that graduate students could produce good quality academic writing papers when they feel motivated, and that the lecturer can be one of the motivation sources for students. The second study was conducted by Sahril and Weda (2018). They

found that foreign language writing proficiency was influenced by two important factors which are self-efficacy beliefs and motivation. The findings of this study showed that there was a significant correlation among self-efficacy beliefs, motivation, and students' writing performances. Furthermore, Toba et al., (2019) found that Indonesian EFL students had good abilities in English writing. However, some of them encounter writing problems in the aspects of vocabulary, grammar, organization, and mechanics. The result indicated that student's personal reasons such as writing anxiety, low self-efficacy, and lack of practice lead them to experiencing difficulties in accomplishing writing completion

Those studies above were conducted in the context of students' self-efficacy levels in the academic writing process (Wijaya & Mbato, 2020; Sahril & Weda 2018; Toba et al., 2019). These studies shared similar results in that the levels of self-efficacy may prompt students to carry out the academic projects differently. These studies indicated a common finding in that self-efficacy levels could positively affect students' completion of the academic writing project. One study (Wijaya & Mbato, 2020) examined the strategies used by students to deal with negative emotions and writing self-efficacy. However, this study did not examine whether there is a correlation between students' strategies and self-efficacy in writing.

From those studies, it can be seen that Indonesian students encounter difficulties in writing because of internal reasons such as low motivation, low self-beliefs, and anxiety. Imam Budhi (2011) argues that students found it difficult to understand the target culture through their writing because they had different linguistic characteristics and cultures. Regarding Indonesian writing problems, Lutfiana, Suwartono, and Akter (2020) state that Indonesian students tend to be selective in finding the appropriate words to confirm that their writing do not contain rude statements. Thus, these cultural traits may restrict Indonesian students from gaining success in academic writing.

This current research aimed to examine students' self-efficacy levels and strategies to accomplish academic writing projects. The current researchers were in agreement with the previous studies regarding the importance of students' self-efficacy and its meaningful impact on academic writing. However, those studies have not examined clearly the strategies used by students to overcome writing difficulties and the correlation between students' strategies and writing efficacy levels. It attempted to fill in the gap by investigating students' self-efficacy levels, metacognitive strategies, and correlation between



efficacy levels and metacognitive writing strategies. Three research questions were formulated in this research:

1. How does self-efficacy affect graduate students in accomplishing their academic writing paper?
2. What are graduate students' strategies in developing their self-efficacy in academic writing tasks?
3. Is there any relationship between self-efficacy levels and metacognitive writing strategies of Indonesian graduate students?

Based on the third research question, the researchers formulated the two hypotheses:

H<sub>0</sub>: There is no correlation between self-efficacy levels and metacognitive writing strategies of Indonesian graduate students.

H<sub>A</sub>: There is a correlation between self-efficacy levels and metacognitive writing strategies of Indonesian graduate students.

## LITERATURE REVIEW

### A. Self -Efficacy

In writing, students who can regulate themselves better tend to have a good self-efficacy to improve their writing skills. Self-efficacy is crucial for students to help them in expressing their idea and feeling, in the written form successfully. Self-efficacy levels influence students in performing tasks and achieving the academic goals (Ahmad & Safaria, 2013). The distinction between higher and lower self-efficacy students can be seen in the classroom context. Higher self-efficacy students have capabilities to successfully plan the learning task sequence and activities while the lower self-efficacy ones tend to find difficult in performing the tasks (Bandura, 1997). Higher self-efficacy students respond distinctly compared with lower self-efficacy students in the similar condition due to a different estimation of their capabilities (Wortman & Loftus, 1985). Bandura (1986) defines self-efficacy as an estimation of someone's skill to regulate their action to attain the task performance. Thus, with the aid of self-efficacy, students can control their emotion and action to achieve the academic goals.

Bandura (1997) discovered that vicarious experiences, performance attainment, and physiological state are the various sources of self-efficacy

improvement. The first source of strengthening efficacy is through vicarious experiences provided by the social environment. It implies that individuals' beliefs are influenced by other people who have strong efficacy and sustain the perseverant effort. Performance attainment is another factor used in the self-appraisal to perceive efficacy and to monitor students' behavior. Lastly, the physiological state plays a significant role in students' personal efficacy in requiring healthy functioning and physical strength. To deal with students' tasks challenges, they need to implement these sources of efficacy improvement in the thinking-learning process. The roles of teachers can give students' physiological and emotional supports, so they can develop their writing skills and positive emotional reactions to complete the academic writing tasks.

## **B. Metacognitive Writing Strategies**

Flavel (1979) defines metacognition as individuals' ability to regulate their knowledge within the learning process. Metacognition is related to self-regulated learning that is used to control behavior and achieve expected goals (Zimmerman & Schunk, 2011). Chamot, et al. (1999) argue that there are particular metacognitive models in learning which comprises four processes: planning, monitoring, problem solving, and evaluating. Those four processes are crucial for students to become self-regulated learners (Chamot et al. 1999).

In the writing process, effective strategies are meaningful to regulate their emotion, motivation, and beliefs for students (Shofiya, 2020). Setting the educational goals before students begin their learning journey is one example that students have applied metacognitive strategies. Aziz et al., (2019) examine that metacognitive strategies can be applied as global, problem-solving, and support strategies. Thus, metacognitive strategies can greatly help students to develop skills and overcome their writing issues such as procrastination and anxiety (Aziz et al., 2019; Santelmann et al., 2018). In addition, metacognitive strategies can assist students in developing self-motivation, efficacy, and persistence to achieve goals (Santelmann et al., 2018).

Based on the review, there are many studies on self-efficacy involving EFL learners globally and how it affects their writing task completion. Higher efficacy levels offer a way on how motivational tendencies affect students in making decision, developing competence, and regulating the writing process (Zimmerman & Schunk, 2011). As argued in the introduction section that this current study attempted to fill the gap by examining students' perceptions of their self-efficacy and metacognitive writing strategies. It is expected that this study will provide readers a better understanding of self-efficacy, metacognitive

strategies, and writing theories. It will also help students to achieve academic writing success by applying metacognitive strategies to obtain beneficial writing outcomes (cf. Mbato, 2013).

## **METHOD**

To collect the data, the researchers implemented a sequential parallel mixed-method study to obtain data regarding in this research. A mixed-method study was conducted since it could help researchers to elaborate findings, develop interpretations, and investigate research problems.

### **A. Type of Research**

According to Creswell (2014), a sequential parallel mixed-method study is a method that is used by researchers to integrate both qualitative and quantitative approaches and to provide a better understanding of the phenomenon (p.565). He argued that a mixed-method study could generate the understandable research data by implementing the initial quantitative and qualitative data collection. This current study was conducted in the area of Yogyakarta. Because of the Covid-19 pandemic situation, the researchers decided to choose two university samples for this study. In selecting the participants, the researchers implemented purposive sampling. Patton (2005) claims that purposive sampling is a typical qualitative inquiry that can be implemented to help researchers conducting a study with small samples. According to Creswell (2014), purposive sampling is employed by the researchers to select the participants based on the particular phenomenon and the research problem being studied, as explained below.

### **B. Research Subjects**

The participants of this research were 33 graduate students of the English Education Department at Sanata Dharma University, Yogyakarta and Sarjanawiyata Tamansiswa University, Yogyakarta. The research participants came from batch 2019 and 2020 who had experienced the academic writing process during this COVID-19 pandemic. They were selected as the source of data to understand their self-efficacy while completing their academic writing paper as the required tasks for their graduation.

### **C. Research Procedure**

To achieve the objectives, this study used two types of research instruments: questionnaire and interviews.

## 1. Questionnaire

In gathering the data, the researchers conducted close-ended questionnaire by using a Likert-scale consisting of 16 statements. The Likert-scale questionnaire was in the form of numbers 1 up to 5. The degree of agreement was “strongly disagree (1)”, “disagree (2)”, “neutral (3)”, “agree (4)”, and “strongly agree (5)”. The questionnaires were adapted from the existing questionnaires on writing self-efficacy and strategies constructed by Shell, Murphy, and Brunning (1989) and Wijaya and Mbato (2020).

Those questionnaires were categorized into three major sections, namely, self-efficacy, writing factors, and metacognitive strategies. To measure the validity and reliability of each item of the questionnaire, a pilot-tested study was conducted. A pilot-tested study involved twenty participants from undergraduate students. The result of the pilot-test study showed that the questionnaire items were valid and relevant to each other. However, the researchers had to revise some grammatical mistakes and inappropriate dictions found in the particular questionnaire. Because of the pandemic constraint, the researchers shared the questionnaire through the Google form platform where students filled out a consent form to participate. The researchers tabulated all of the obtained data in the form of descriptive statistics and presented the total responses of participants in the form of percentages.

## 2. Interview

The researchers conducted an open-ended interview section by selecting six out of thirty-three participants in this research. The participants were selected to represent higher and lower self-efficacy levels in academic writing based on the questionnaire results. These students were asked about their strategies to maintain their self-efficacy and complete academic writing paper. In order to keep and protect the participants' identities, the participants were named as students A, B, and C (high self-efficacy students) and students D, E, and F (low self-efficacy students). This interview section was conducted in Indonesian and English, so that the students could give their best responses to each question. The interviews were recorded and transcribed into the structured paragraphs. Based on the interview results, the researchers summed up all data to find out how students' self-efficacy levels influenced their metacognitive strategies in writing.

#### **D. Data Analysis**

In this study, the mixed-method approach was employed to connect the first data set and the second one to find out whether the databases were convergent (Creswell, 2014). The researchers conducted descriptive and inferential statistics to analyze students' responses. Since this particular research employed a mixed-method study, it also provided side-by-side comparison by connecting and building the data set (Creswell, 2014). To analyze the quantitative data, researchers employed the Pearson product-moment correlation coefficient ( $r$ ) with the aid of the SPSS 26 to explore the correlation between students' self-efficacy levels and metacognitive writing strategies. Thus, the qualitative data focused on interviews to obtain students' experiences and reflections during the academic writing process.

### **FINDINGS**

Different from the previous authors (Wijaya & Mbato, 2020; Sahril & Weda 2018; Toba et al., 2019), this finding shows that students' levels of self-efficacy may affect their academic writing task completion. Besides, the implementation of metacognitive writing strategies could boost students' self-efficacy and overcome writing challenges such as anxiety, procrastinating, and cultural barriers.

#### **A. Students' self-efficacy levels in performing academic writing projects**

The analysis below attempted to answer the first research question which is how self-efficacy affects graduate students' completion of their academic writing tasks. Two findings regarding self-efficacy levels and various factors that influenced academic writing were explained in this chapter. The findings were presented in the table below in the form of percentages and supported with several excerpts from interview results. The description of the findings could be seen in the Table 4.1 and 4.2 below.

**Table 4.1 Questionnaire Results of students' self-efficacy to achieve their goals in performing academic writing papers.**

No.	STATEMENTS	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	I can achieve goals successfully if I persist in performing writing tasks.	-	-	4 12.1%	18 54.5%	11 33.3%
2.	When I hold a higher efficacy level, I can succeed in performing writing tasks.	-	2 6.06%	5 15.1%	16 48.4%	10 30.3%
3.	I am able to perform well in writing.	-	2 6.06%	12 36.3%	14 42.4%	5 15.1%
4.	I can overcome challenges in academic writing.		3 9.09%	12 36.3%	13 39.3%	5 15.1%
5.	I still feel confident even though I fail in performing the writing tasks.	-	7 21.2%	11 33.3%	11 33.3%	4 12.1%
6.	I can perform a writing task well when my other friends fail in performing the tasks.	1 3.03%	4 12.1%	8 24.2%	14 42.4%	6 18.1%
7.	I become more confident if I successfully perform the previous writing tasks.	-	2 6.06%	4 12.1%	9 27.2%	18 54.5%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

There are 7 statements in table 4.1 focusing on the students' levels of self-efficacy in the academic writing process. From those statements, it can be seen that over 50 % of students believed that they had high levels of self-efficacy in achieving the goal (Statement 1), performing academic writing tasks (Statement 2), handle the challenging situation (Statement 4), and improving academic writing skills (Statement 7). However, in two statements (3 and 5) more than 30% of students were unsure whether they had high levels of self-belief in

completing academic writing tasks. Statement 5 shows that less than 50% of students believed in their capabilities after they failed the particular academic writing tasks. From the finding above, it can be inferred that most of the students believed that higher self-efficacy levels lead them to accomplishing academic writing tasks. However, many Indonesian students (read Javanese) experienced low self-beliefs and became less confident after they failed to perform a particular task.

**Table 4.2 Questionnaire Results of several factors that influence students' level of self-efficacy in academic writing**

No	Statements	SD	D	N	A	SA
8.	I am difficult to handle writing anxiety since I believe that I have less writing capabilities.	-	7 31.2%	8 24.2%	14 42.4%	4 12.1%
9.	When I write an English paper, the fear of making grammatical mistakes has a great influence on me.	-	6 18.1%	7 21.2%	6 18.1%	14 42.4%
10.	I feel more confident if my lecturer always motivates me.	-	1 3.03%	1 3.03%	11 33.3%	20 60.6%
11.	I feel more confident if my friends tell me that I have a potential in writing.	-	1 3.03%	5 15.1%	16 48.4%	11 33.3%
12.	I never give up in performing writing tasks even if I encounter many writing challenges.	-	-	10 30.3%	12 36.3%	11 33.3%
13.	I am not worried about making several mistakes in performing academic writing tasks.	2 6.06%	8 24.2%	10 30.3%	8 24.2%	5 15.1%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

Table 4.2 presented the result of the second six statements of the questionnaire. The second finding of the questionnaire showed that internal and external factors had a great impact on promoting students' self-efficacy levels. More than 50 % of students (Statements 12) described that they used their efforts and perseverance to attain the academic writing tasks completion even though they encountered many obstacles. From the statements (8 and 9), over 50% of students experienced writing anxiety and inability to deal with their fear of making a grammatical mistake. Over 80% of students (Statements 10 and 11) confirmed that the external factors had a significant impact on their writing completion. Therefore, the majority of the students (Statements 9 and 13) agreed that their writing process was influenced by internal and external factors. This finding showed that their writing were prompted by Indonesian traditional and social values such as relationship, public shame avoidance, and responsibility avoidance. This particular finding was also corroborated by the participants' statements in the interview.

"I lack writing motivation and feel difficult to express my ideas based on the topic." (Int. E)

Moreover, even though some of the students encountered writing challenges, some of them kept trying to reach the writing completion. This finding was supported by student's result of interview:

"I have two reasons why I need to accomplish writing assignments. First, I have a goal. Second, I persist in accomplishing the goals." (Int. A)

Those students' answers validated the questionnaires through their different experiences in the writing process. Some of them confirmed that they experienced problems in writing. However, many students revealed that they made great efforts and possessed perseverance to achieve writing completion. This finding showed that Indonesian students (read Javanese) have the potential, spirit, and persistence to deal with their problems. Their strong determination in completing a particular task and using problem-solving strategies was based on their Indonesian traditional values.

#### **B. Students' strategies used to improve the level of self-efficacy in performing academic writing**

The analysis below aims to provide the answer to research question number two, which is what students' strategies are to develop self-efficacy in academic writing tasks. The researchers tried to figure out how they



implemented metacognitive strategies to plan, monitor, and evaluate their writing process. Three statements from table 4.3 below focused on the students' perspectives on the use of metacognitive strategies to improve self-efficacy levels in performing academic writing and deal with challenges.

**Table 4.3 Questionnaire Results of students' strategies to improve the level of self-efficacy in performing academic writing.**

No.	Statements	SD	D	N	A	SA
14.	I implement metacognitive writing strategies to develop my writing skills.	-	2 6.06%	6 18.1%	16 48.4%	9 27.2%
15.	When I develop higher efficacy level in academic writing, I can implement metacognitive strategies well.	1 3.03%	1 3.03%	8 24.2%	17 51.5%	6 18.1%
16.	The increasing self-efficacy level in academic writing encourages me to produce qualified writing production.	-	-	11 33.3%	14 42.4%	8 24.2%

\* SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

As shown in Table 4.3, the finding showed that most of the students expressed higher agreement with the implementation of metacognitive strategies in academic writing. 75.6 % of the students confirmed that they implemented metacognitive strategies in writing (Statement 14). Many students believed that metacognitive strategies were crucial to assist them in improving writing self-efficacy and overcoming writing problems. In addition, over 60% (Statements 15 and 16) of the students revealed that higher self-efficacy levels could lead them to applying metacognitive writing strategies to improve writing production. This finding was supported by students' statement in the interview.

“Before going to write, I set goals for pre, while, and post-writing activities. I implement several strategies such as help seeking, re-reading, and revising.” (Int. A)

Student A confirmed that higher efficacy could influence her implementation of metacognitive strategies. A similar opinion was expressed by the student B.

“After writing, I attempt to re-read my writing to find mistakes. Then, I try to find the best alternative strategies to revise those mistakes.” (Int. B)

Overall, students’ responses to statements 14, 15, and 16 show that over 60% of them found implementation of metacognitive writing strategies significant in reaching their academic writing completion. The majority of students admitted that the higher self-efficacy levels they had, the greater metacognitive writing strategies they implemented. In this study, students acknowledged becoming more metacognitive and confident to accomplish academic writing abilities. Those would lead students to be successful in writing. Becoming more metacognitive and strategic in academic writing might diminish Indonesian students’ anxiety, fear, and procrastination, which might be attributable to social and cultural backgrounds (Mbato, 2020).

### C. The correlation between students’ self-efficacy levels and metacognitive writing strategies in achieving academic writing goals.

To answer the third research question, which is whether there is any relationship between students’ self-efficacy level and metacognitive writing strategies, the researchers employed Pearson product-moment correlation (r). In this section, the correlation coefficient (r) was used to calculate the relationship between self-efficacy levels and metacognitive writing strategies. The result was presented in the following table.

**Table 4.4 Correlation between students’ self-efficacy level and metacognitive writing strategies**

Students’ self-efficacy level		
Metacognitive writing strategies	Pearson correlation	.978**
	Sig. (2-tailed)	.000
	N	33
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 4.4 above showed that there was a positive correlation between students' self-efficacy levels and metacognitive writing strategies. Thus, based on the result, the correlation value between students' self-efficacy level and metacognitive writing strategies was strong with coefficient correlation ( $r$ ) = .978, significant at .00 level. The result of the Pearson product-moment coefficient correlation showed sufficient evidence to reject the null hypothesis ( $H_0$ ). In conclusion, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_A$ ) was accepted. Therefore, the researchers concluded that there was a significant correlation between self-efficacy levels and metacognitive writing strategies. It can be seen that higher self-efficacy students tended to implement metacognitive strategies in academic writing.

Some students claimed that they set learning goals before writing a paper. Setting learning goals early helps students to carry out all tasks in order and focus on the writing track. The existence of the internet connection could help students to expand their ideas by implementing metacognitive strategies in writing.

“When I stuck with my writing and had no idea to continue writing, I tend to look for other information from Google and seek help from others. The important thing that I do is understand the term and re-write it based on my own words.” (Int. A)

Based on the interview results, students struggled hard to find the significance of self-efficacy and its impacts in implementing writing strategies. It indicated that high self-efficacy students had strong perseverance to implement metacognitive strategies to achieve writing goals. Indonesian students needed to be aware of applying metacognitive writing strategies, so those strategies could reduce writing anxiety, which was the chief cause of students' failure in the academic writing process. This particular student's answer exemplified the Indonesian culture (read Javanese) who loved to work socially in a group. Social interaction and discussion might be the manifestation of Javanese traditional values which supported people to work together. It was suggested in the finding section of this study that external aspects such as social supports led Indonesian students to developing higher efficacy levels.

Therefore, students believed that self-efficacy levels might influence them to apply metacognitive strategies in the writing process even though some of them applied low-order cognitive strategies. Students who represented a low

level of self-efficacy tended not to apply metacognitive strategies because they merely focused on the writing completion as their obligation without paying attention on the significant steps and quality of their writing production.

However, many students showed contradictory responses regarding the implementation of metacognitive strategies in academic writing. Their responses indicated that some students understood a close relationship between self-efficacy and metacognitive writing strategies. The data revealed that high self-efficacy students tended to implement metacognitive strategies so that they could accomplish the writing task and produce the best quality of writing. Students with high self-efficacy levels made all efforts to adopt effective strategies to accomplish academic writing project completion. Overall, there was a strong correlation between self-efficacy level and metacognitive strategies in writing, as indicated by student B below:

“There is a close relationship between self-efficacy and metacognitive strategies. A student with a high level of self-efficacy tends to be brave to implement metacognitive strategies. These strategies help me to construct the ideas and knowledge during writing.” (Int. B)

## DISCUSSION

This current research attempted to examine self-efficacy levels and metacognitive strategies in academic writing task completion. In particular, this research aimed to reveal the answers to the following research questions: 1) how does self-efficacy affect graduate students' completion of their academic writing tasks? 2) what are students' strategies to develop their self-efficacy in academic writing tasks? and 3) is there any relationship between self-efficacy levels and metacognitive writing strategies? The following discussion highlighted the findings concerning the three research questions.

Different from the previous studies (Wijaya & Mbato, 2020; Sahril & Weda 2018; Toba et al., 2019), these current findings showed that the majority of students struggled the most with the internal factors which affected their academic writing success. The finding showed that most of students (60.5 %) experienced fear of making grammatical mistakes, anxiety, and procrastination in writing. In addition to students' writing problems, another finding showed that less than 50% of students believed in their capabilities after they failed the particular academic writing tasks. It can be inferred that the concept of self-

efficacy might be difficult for students to understand and apply in the learning process. This finding was in conformity with that of Jazeri and Nurhayati (2019), indicating that students with high self-efficacy commonly believed that they had particular capabilities to perform writing tasks well. They also argued that Javanese students frequently experienced low self-efficacy levels in writing and it could be the major reason for students' failures.

In writing, students often experience difficulties but sometimes they do not reflect on the writing challenges and on how to overcome them. This finding was in compliance with that of Kandemir (2014), who found that students' academic anxiety and procrastination are the major problems among second language students. To cope with those problems and achieve academic writing task completion, students needed to implement effective strategies. This finding was in harmony with the study of Santelmann et al., (2018), indicating that higher self-beliefs lead students to applying metacognitive strategies. In order to implement metacognitive writing strategies, students' reflections needed to be carried out. Through the writing reflections, students learned to understand not only weaknesses but also strengths in writing. In addition, reflection might guide them to plan, monitor, and evaluate the academic writing process as well as to improve writing responsibility (cf. Mbato, 2013). Therefore, metacognitive strategies can be beneficial for students to accomplish writing tasks, overcome their writing challenges, and develop their efficacy levels.

The result of the second research question was related to the implementation of metacognitive writing strategies. The majority of students (75.6%) confirmed that they implemented metacognitive writing strategies. However, some students (18.1 %) were unsure whether or not they implemented strategies in writing. These findings were supported by the study by Mbato (2020). He reveals that the implementation of multiple strategies in the learning process can help students to deal with learning problems and cultural barriers, as well as to improve their learning skills. In addition, these findings were aligned well with students' responses to the interview concerning culture-related persistence and strong determination. Imam Budhi (2011) claimed that Javanese people are known as the people who are humble, obedient, and conflict-avoidant. However, they have strong determinations in order to implement various strategies to get the task complete and overcome problems. Their persistence in working is typical of Javanese people that could be seen through the term of all barriers and obstacles will be eradicated (*Rawe-rawe rantas malang-malang tuntas*). This Javanese term means that Javanese people have strong determinations in overcoming particular problems and achieving chief goals. In order to develop strong persistence in every aspect,

Javanese people believe that good strategies will bring them to get good results. However, some students are not yet aware of the importance of strategies in writing.

The result of the third research question showed that there was a strong positive correlation ( $r = 0.978$ ) between writing self-efficacy and metacognitive strategies. It means that the correlation was significant at the .00 level for all the students ( $n = 33$ ). It can be seen that students who had higher self-efficacy levels also had good metacognitive strategies in the academic writing process. The interview results confirmed this by showing that many students applied metacognitive writing strategies (planning, monitoring, and evaluating). Before writing, students tended to set the writing goals and motivate themselves to achieve the writing completion. In the middle of writing, students tended to seek help from other friends and lecturers. After they finished writing, they applied re-reading, revising, and editing several mistakes. This finding was in consistence with that of Kochanska (1997), who found that Javanese culture of social interaction and discussion encourage students to develop their characteristics, regulate emotions, and perceived efficacy levels.

However, cultural bias and barriers are the particular areas that may affect self-efficacy levels and the academic success of students (Powel, 2017). The experience of EFL learning between one dominant culture and one's own culture may lead students to feeling unconfident, embarrassed, impulsive, and stressed. In order to regulate students' feelings above, Kochanska (1997) asserts that social interaction and discussion may be implemented as the actions to overcome particular problems. That was the main reason why Indonesian students tended to work cooperatively and discuss their problems with other friends or teachers. Javanese traditional values could prompt students to uphold balance, affinity, and relationship of academic writing in the context of Indonesian learning and how their metacognitive strategies might conform to the culture (see Mbato, 2020).

However, some students admitted that they did not implement metacognitive writing strategies. They tended to use grammar applications or ask friends to check their writing. This finding was in compliance with that of Wijaya and Mbato (2020), who found that low self-efficacy students could only apply lower-order cognitive strategies. Thus, the data from the interview result supported the null hypothesis ( $H_0$ ) i.e., there was no significant correlation between self-efficacy and metacognitive strategies in writing. In order to develop metacognitive skills, students needed to understand the concept of metacognitive strategies. Through metacognitive strategies, students could plan

and monitor their writing progress and also perform their writing tasks well (Mbato, 2013).

Of all these findings, there was one student who confirmed that he did not implement any writing strategies and this student might indicate learned helplessness. This student admitted that he was ashamed to seek help from teachers or other friends because of the fear of making mistakes. This result of the student's interview showed that student's academic writing process was significantly affected by their cultural barriers. In addition, the insufficient English background might prompt them to experience writing difficulties. Therefore, it is significant for students to adapt well to the target culture, in particular English. The finding of helpless students was also in consistent with that of Mbato (2013), indicating that helpless students tended to believe in the existing capabilities as the key to success rather than applying strategies. From the interview result, this particular student confirmed that he did not have sufficient capabilities in writing. This kind of helpless student focused only on the writing completion practically without focusing on the implementation of metacognitive writing strategies. Therefore, the teachers needed to give more attention to these kinds of students. Teachers also have to understand students' strengths and do not play down students' weaknesses. The significance of metacognitive strategies may be adopted by teachers carry out an effective teaching, give suitable tasks of writing, and guide students to overcome learned helplessness (Jurianto et al., 2016; Shofiya, 2020). In addition, providing the conducive environment and coaching may guide Indonesian students to overcome their cultural barriers, develop intercultural understanding, and enhance the academic writing skills to achieve academic writing success.

Moreover, metacognitive writing strategies implemented in this current research could help students to overcome writing anxiety, which was the problem of students' writing failure. All students admitted that they became more strategic and successful in academic writing when they had high levels of efficacy. This encouraging finding is in compliance with that of Aziz et al., (2019) indicating that Indonesian students could be successful in performing not only reading tasks but also every subjects if they adopted metacognitive strategies. It was also asserted in the introduction section of this study that the majority of Indonesian students, in particular, Javanese frequently experience low self-efficacy levels in writing (see Imam Budhi, 2011). On the other hand, Moffatt (2012) highlighted that Javanese students had good abilities in accomplishing non-verbal communication rather than verbal communication. However, they tended to be conscious of their insecurity and public shame avoidance. Therefore, Javanese students preferred to keep their writing

productions and avoid to perform their writing in public. These cultural traits could be seen to potentially obstruct Indonesian students from obtaining academic writing success.

Therefore, it was the reason why students had to be supported to learn and understand perseverance and strategies as the best elements to achieve academic writing success (cf. Mbato, 2013).

## CONCLUSION

Indonesian graduate students expressed their opinions regarding how they acquire writing skills and accomplish academic writing assignments quite differently. Based on the findings, it can be concluded that many students showed high self-efficacy levels in academic writing. However, some of them experienced low self-efficacy levels due to their fear of making any grammatical mistakes and using inappropriate diction while accomplishing academic writing projects. In addition, cultural difficult may also challenge students to accomplish tasks well. It is even more disheartening for students when their writing performances are being assessed by their lecturers. Moreover, these particular demands may lead students to feeling unbalance, anxiety, fear, and ashamed.

In order to overcome writing challenges, they kept trying to apply effective strategies. Based on the interviews, many students claimed that they implemented metacognitive writing strategies which comprise re-reading, evaluating, reviewing, analyzing, questioning, and summarizing but the rest did not. Overall, the implementation of metacognitive strategies (planning, monitoring, and evaluating) in this study aimed to empower students' academic writing abilities. Thus, they were able to overcome writing difficulties and make use of their traditional cultural values to increase self-efficacy levels.

Furthermore, the result from the Pearson moment correlation indicates that there was a strong correlation between self-efficacy levels and metacognitive strategies. These current findings are supported by the correlational result. The Pearson product-moment correlation coefficient ( $r$ ) was .978 and significant at the .00 level. It means that the higher students' self-efficacy levels are, the greater their use of metacognitive strategies to enhance their writing skills and cope with writing issues.

To conclude, the researchers provide several implications. First, students need to train themselves to be self-regulated students. Self-regulation will



enhance their efficacy levels in completing academic writing tasks. In addition, students need to have high consciousness on their cultural barriers that might constrain students in developing academic writing skills. Further, students require the implementation of metacognitive writing strategies to confront writing challenges and cultural barriers. Lastly, language teachers need to encourage their students to enhance their motivation and confidence in completing academic writing task. Since academic writing requires students to be connected to cultural and social values as discussed previously, teachers need to improve their teaching strategies that can help students to deal with their anxiety levels and cultural barriers. Thus, students can be motivated and empowered particularly in the foreign language learning context.

This study, however, has a limitation in that it involved a small sample size. Future researchers who are interested in investigating a similar topic can include a large group of participants. Thus, they could explore more extensively the relationship between students' self-efficacy, self-regulation, learning difficulties, and also metacognitive strategies. They may also conduct similar research with reading, listening, or speaking as their focus.

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Language problems

grammatical structures

paragraph organization

spelling error

writing challenges

anxiety

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procrastination

culture

Indonesian values

Javanese culture

English

graduate students

Metacognitive strategies

planning

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evaluating

Academic writing projects

Self-efficacy

beliefs

confidence

correlation between self-efficacy and metacognitive strategies



## **Confronting the difficult challenges of academic reading of Indonesian graduate students through the lens of self-efficacy and metacognitive strategies**

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### **Abstract**

Students' self-efficacy and reading strategies have been globally investigated. However, there is a limited number of studies in Indonesia that examined the correlation between self-efficacy and metacognitive reading strategies. This study aimed to find out the correlation between students' self-efficacy and metacognitive reading strategies, their perceptions of self-efficacy, and their metacognitive strategies. This mixed-method study used a Likert scale questionnaire and interview to collect the data. From the quantitative data analysis, the results show that there is a positive correlation between students' self-efficacy and metacognitive reading strategies of the Indonesian graduate students, which was significant at the 0.01 level ( $r = .970$ ,  $n = 33$ ). The students used the most metacognitive strategies in every stage of reading to a high degree. They also shared different strategies used when students encountered difficulties (St. 5,  $M=4.12$ ). From the qualitative data analysis, the students applied four different strategies for each reading stage. They also shared the different reasons concerning the use of metacognitive reading strategies. This current study offers one major implication. Since the students' levels of self-efficacy are affected by extrinsic aspects, teachers need to develop a professional identity that enables them to support students in developing self-beliefs and metacognitive reading strategies.

**Keywords:** academic reading comprehension; graduate students; metacognitive strategies; mixed-method study; self-efficacy

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## Introduction

Several studies have recently shown surprising results in students' reading difficulties. Some of these studies have reported issues regarding reading difficulties encountered by students worldwide, such as poor comprehension, lack of world knowledge, and less use of metacognitive skills (Bakkaloglu, 2020; Zarei, 2018). Elgendi et al. (2021) reveal that students' reading difficulties may constrain students to experience problems associated with psychological functions, including reading anxiety, procrastination, and self-efficacy. Bandura (1997) argues that reading difficulty is a major factor affecting students' reading achievements, self-efficacy levels, and reading motivation. Carroll and Fox (2017) show that the degree of self-efficacy helps students to improve reading motivation and performance. Higher self-efficacy levels have significant impacts on performance and strategies that are executed by students in academic reading (Aisyi et al., 2021). In developing a higher level of self-efficacy, a higher level of metacognitive awareness is important for students to build the quality of learning nature (Bakkaloglu, 2020).

According to Bandura (1997), self-efficacy levels prompt students to develop critical thinking skills and carry out particular tasks successfully. Several studies indicated that self-efficacy levels affect students' efforts and persistence in completing academic tasks and dealing with challenges, which, in turn, influence students' achievements (Bandura 1997; Pressley, 2002). In reading, self-efficacy plays an important role in developing students' reading skills by focusing on the incorporation of the self-learning system (Carroll & Fox, 2017). They also indicate that the successful teaching-learning process may help students to develop their knowledge of words automatically. In the reading process, teachers may help students to overcome their reading difficulties which might influence students' disengagement, apathy, and

reading passiveness (Bandura, 1997). Farizka and Cahyono (2021) find that teachers' social learning strategies can prompt students' engagement in learning. Furthermore, Galla et al. (2014) argue that academic reading self-efficacy and teachers' comprehensive engagement in reading develop over time. In addition to teaching reading, Lee and Jonson-Reid (2016) emphasize that the essence of teaching reading is to promote students' metacognitive and motivational involvement. Both metacognitive and motivational involvement will guide students to focus on academic reading processes as well. Therefore, teachers are required to build an enjoyable reading environment so that students feel more encouraged to enhance their reading performances as a result of reading engagement (Meniado, 2016).

Another challenge of implementing learning strategies in the classroom is maintaining students' learning engagement (Simbolon, 2021). Thus, students require appropriate strategies as the following action to accomplish tasks and deal with challenging situations in reading (Eagleton et al., 2006). Good readers mostly understand the appropriate strategies used to get better comprehension from the text but the poor one's experience lots of reading difficulties (Eagleton et al., 2006). It indicates that suitable strategies can help students to cope up with their reading difficulties (Pressley, 2002). In addition, Meniado (2016) emphasized that metacognitive strategies are significant for students to enhance reading comprehension and deal with difficulties. In reading, metacognitive strategies are the most effective strategies for students to perceive the complex reading process of understanding (Girli & Öztürk, 2017). Bakhtiari (2020) argues that higher self-efficacy students tend to apply metacognitive strategies successfully to achieve completion of reading tasks.

It is significant to note that over the last five years, there have been some studies conducted around the globe as tangible evidence of academic reading, self-efficacy, and achievement. Fitri et al. (2019) investigated a relationship between self-efficacy and reading comprehension. The result showed that there was a correlation between self-efficacy and reading comprehension. The score was significant at the level  $< 0.05$ , which means that the higher self-efficacy, the higher students' reading comprehension skills. The following study was conducted by Hager (2017). She investigated the relationship between students' self-efficacy and second grade reading achievements. The results showed that there is no correlation between self-efficacy and reading achievement. The research provides inconclusive evidence of students' abilities in the particular age group to assess their self-efficacy and reading achievement. Both studies

shared different results concerning students' self-efficacy and academic reading.

Furthermore, Peura et al. (2019) emphasized the concepts of self-efficacy concerning students' efforts and tenacity to achieve reading fluency. This study examined that students' self-efficacy was associated with reading comprehension and improvement. Another interesting study was conducted by Sembiring et al. (2018). They investigated the impact of reading instruction to develop students' self-efficacy levels. The results showed that grouping ability and self-efficacy influence students' reading comprehension and achievement. Based on the review of some studies, self-efficacy is a crucial element that promotes students' reading comprehension, fluency, and achievement (Peura et al., 2019; Sembiring et al., 2018).

Some studies in Indonesia acknowledged the importance of metacognitive strategies to improve reading comprehension (Hamiddin & Saukah, 2020) and listening performances (Khosroshahi & Merç, 2020). Those findings were supported by Flavell's (1979) theory that metacognitive strategies promote individuals to develop self-efficacy levels, overcome learning issues, and achieve future goals. In addition, Teng (2020) reveals that implementing metacognitive strategies during reading guides students to plan, monitor, evaluate whether or not the strategies are suitable for them. Therefore, implementing reading strategies metacognitively give a significant contribution to students' academic reading success.

This current study aims to examine students' self-efficacy levels and the strategies to accomplish academic reading comprehension. Even though existing studies have provided significant results regarding students' self-efficacy and metacognitive reading strategies, the correlation of both aspects is still inadequately represented. To date, few studies have extensively calculated the correlation between self-efficacy and metacognitive strategies of graduate students in Indonesia to develop reading skills and pursue future careers. This current study aims to bridge in the gap by examining the correlation between self-efficacy and metacognitive strategies. In addition, it provides strategy variations executed by students to overcome difficulties and develop comprehension skills.

In order to provide clear evidence on the self-efficacy concept, academic reading, and metacognitive strategies, the researchers conducted a correlational study. To guide this research, three research questions were formulated in this study:



- (1) Is there any relationship between self-efficacy levels and metacognitive reading strategies of the Indonesian graduate students?
- (2) How does self-efficacy affect graduate students in achieving reading comprehension?
- (3) What metacognitive strategies are used by graduate students to enhance self-efficacy and cope with reading difficulties?

## **Method**

### ***Research design***

This study employed a convergent mixed-method study (Ary et al., 2009; Creswell, 2014) since the study aimed to connect the first and second data set to find out whether the databases are understandable in the forms of numerical and descriptive data (Creswell, 2014). This mixed-method study is more than a combination of quantitative and qualitative methods that can help researchers to elaborate research findings, develop interpretations, and investigate issues (Ary et al., 2009).

In this study, to examine the correlation between self-efficacy and metacognitive reading strategies, it used the Pearson product-moment correlation coefficient ( $r$ ) by using SPSS. It was also supported by students' close-ended questionnaire responses regarding self-efficacy and metacognitive strategies. The data gained from those calculations were categorized as the quantitative data. The correlational study provides the opportunity to demonstrate the relationship between two or more variables (Creswell, 2014) and indicates whether the relationship between paired scores is positive or negative as well as the strength of each relationship (Ary et al., 2009).

In addition, the qualitative data focused on students' experiences and reflections during the academic writing process. This study, therefore, combined the crucial process of research including methodology, research design, data collection, and data analysis. Thus, through the implementation of this approach, the researchers gained detailed information from the participants to verify the reliability and trustworthiness of the research data.

### **Participants**

This study involved 33 graduate students of Master's Program in English Education at the two outstanding private universities in Yogyakarta, Indonesia. All participants came from batch 2019 and 2020 who had experienced the academic writing process during this COVID-19 pandemic. The participants' age ranged from 22 to 26 years. The participants were selected purposively to obtain information about their efficacy levels and metacognitive strategies used to overcome academic reading difficulties. Due to the COVID-19 pandemic situation, research participants were difficult to collect, so the researchers decided to select two university samples for this study.

Creswell (2014) claims that purposive sampling is a typical qualitative inquiry that can be implemented to help the researchers conducted a study with small samples. The purposive sampling is also employed by the researchers to select the participants based on the particular phenomenon and the research problem being studied (Creswell, 2014). They were selected as the source of data to understand their self-efficacy while achieving academic reading comprehension as the required tasks for the graduate program. In this study, participants had to fill out all questionnaires and follow the interview session. Eight men and twenty-five women agreed to participate in this current study. Six of them also agreed to be interviewed. The demographics information of the research participants is shown in Table 1.

Table 1. Demographics information of the participants

Socio demographic items	Details	Frequency	Percentage (%)
Gender	Male	8	24.2
	Female	25	75.7
Age	22-24	23	69.6
	24-26	10	30.3
Religion	Catholic	17	51.5
	Protestant	4	12.1
	Moslem	12	36.3
Academic Year	2019	10	30.3
	2020	23	69.6

### **Data collection**

The researchers employed mixed-method research to collect both quantitative and qualitative data. Quantitative data were collected through the use of

correlational study and questionnaires. A correlational study between students' self-efficacy and metacognitive reading strategies was conducted to calculate the relationship between the two different samples. If the research findings show a significance level  $> 0.05$ , the null hypothesis is accepted and there is no correlation between the two samples. However, if the significance level is  $< 0.05$ , the null hypothesis is rejected and a correlation between the two samples is shown.

The questionnaires aimed to help the researchers in gathering students' responses and measuring their perceptions (Ary et al., 2009). A close-ended questionnaire aims to select the most appropriate answer based on the students' beliefs, while open-ended questions allow them to express more detailed responses. The close-ended questionnaires consisted of 20 statements and used a five-point Likert scale. The degree of agreement was "Strongly Disagree (1)", "Disagree (2)", "Neutral (3)", "Agree (4)", and "Strongly Agree (5)". The open-ended questionnaire comprised two main questions which aimed to gain the supporting data. The open-ended questions were designed to ask the participants about their self-efficacy and metacognitive strategies use in academic reading.

The close-ended questionnaire covered three major elements. First, the correlation of self-efficacy and the Metacognitive Reading Strategies Questionnaire was adapted from Bagci and Unveren (2020) comprising six main questions. Second, the self-efficacy questionnaire was adopted from Wijaya and Mbato (2020), but it was modified from writing to reading, including four items for intrinsic aspects and three items for extrinsic aspects which sustained self-efficacy levels. Third, a metacognitive reading strategies questionnaire was adopted from Mbato (2013), including two items for planning, three items for monitoring, and two items for evaluating strategies.

To collect the qualitative data, the researchers conducted open-ended interviews that required students to share their responses without any limitation. The interview questions were simplified into six items to find out the students' metacognitive strategies in academic reading. Thus, the researchers selected 6 participants from all graduate students representing higher and lower self-efficacy levels.

### **Data analysis**

In this study, the researchers conducted descriptive and inferential statistics to analyze students' responses. To analyze the quantitative data, the researchers employed correlation analysis with the aid of SPSS to measure the correlation between both different variables using the two-tailed significance. To analyze quantitative data, the researchers used correlation analysis with SPSS to measure the correlation between two different variables based on two-tailed significance. After obtaining quantitative data from closed questionnaires, the researchers also used SPSS software to calculate percentages of the data. The results of the closed questionnaire were categorized into high (3.68) and low (12.33) and confirmed by Mbato (2013). This particular classification was used to select the participants to be interviewed. Therefore, the participants were coded into STU A, B, and C (representing higher self-efficacy levels) and STU D, E, and F (representing lower self-efficacy levels).

Whereas, to analyze the qualitative data gained from interviews, the results of interview were transcribed. Since this particular research employed a mixed-method study, it also provided side-by-side comparison by connecting and building the data set (Creswell, 2014). Furthermore, the results from interviews as qualitative data were analyzed descriptively to sustain the previous findings.

### **Findings**

This study examined the level of students' self-efficacy in the academic reading process, particularly for achieving students' goals in reading. The results are divided into three parts: the correlation between self-efficacy and metacognitive strategies in academic reading, students' perceptions of self-efficacy, and metacognitive reading strategies implemented by graduate students.

#### ***The correlation between self-efficacy and metacognitive reading strategies***

To answer the first research question, "Is there any relationship between self-efficacy levels and metacognitive reading strategies of the Indonesian graduate students?", the researchers employed a close-ended questionnaire and Pearson correlation to support the data. Based on the results, students acknowledged that a higher level of self-efficacy could lead to the implementation of metacognitive strategies for reading comprehension. Therefore, the researchers

tried to figure out if there was a correlation between reading self-efficacy and metacognitive strategies. The five statements in Table 2 focused on the relationship between self-efficacy and metacognitive strategies implemented by students in reading activities.

Table 2. Students' responses to the relationship between self-efficacy and metacognitive reading strategies

No	Statements	Mean	SD*	1 SD (%) F1	2 D (%) F2	3 N (%) F3	4 A (%) F4	5 SA (%) F5
1	When I establish a higher reading self-efficacy, I will unfold new reading strategies to accomplish academic reading assignments.	3.72	0.67	-	-	39.4	48.5	12.1
2	If I construct higher awareness on metacognitive reading strategies, I will develop comprehension skills.	4.00	0.75	-	3	18.2	54.5	24.2
3	I believe the improvement of reading self-efficacy perceptions encourages me to develop metacognitive strategies.	4.24	0.66	-	-	15.2	51.5	33.3
4	The implementation of metacognitive reading strategies helps me in the pre-reading, while-reading, and post-reading.	4.15	0.79	-	3	21.2	45.5	30.3
5	When I build a reading self-efficacy perception, I will notably improve reading habits.	3.81	0.68	-	6.1	30.3	51.5	12.1
6	I can comprehend the readings by predicting what the text will be about.	4.15	0.90	3	6.1	18.2	42.4	30.3

SD\*=Standard Deviation; SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree; F=Frequency

Most of the students agreed that the higher self-efficacy levels allowed them to find out various effective strategies to accomplish reading comprehension (St. 1, M=3.72, see Table 2). As shown in Table 2, the majority of students acknowledged that there was a positive relationship between self-efficacy and metacognitive strategies. Particularly, most of them expressed their high

agreement with statement 3 ( $M=4.24$ ) "the improvement of reading self-efficacy perceptions encourages me to develop metacognitive strategies". As seen from statements 1 to 7, students strongly agreed that higher reading self-efficacy stimulated them to apply metacognitive reading strategies to improve reading abilities ( $M=3.72- 4.15$ ).

In this section, the Pearson correlation coefficient ( $r$ ) was used to examine the relationship between students' self-efficacy and metacognitive reading strategies using SPSS and to test the validity of these particular questionnaires. The results are shown in Table 3.

Table 3. Correlation between self-efficacy and metacognitive reading strategies

		Self-efficacy	Metacognitive reading strategies
Self-efficacy	Pearson correlation	1	.970
	Sig. (2-tailed)		.000
	N	33	33
Metacognitive Reading Strategies	Pearson correlation	.097	1
	Sig. (2-tailed)	.000	
	N	33	33

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

The Pearson Correlation Coefficient ( $r$ ) results showed a positive correlation between the student's self-efficacy and metacognitive reading strategies of Indonesian graduate students, which was significant at the 0.01 level ( $r = .970$ ,  $n = 33$ ,  $p = .000$ ). This result showed that students' self-efficacy levels and metacognitive reading strategies had a positively strong correlation since over 80% of the students (St.3,  $M= 4.24$ ) believed that the implementation of metacognitive strategies in each reading activity was affected by the improvement of self-efficacy levels. From the questionnaire and correlational test results, many students were metacognitively active in reading activities and believed that maintaining self-efficacy levels and metacognitive strategies would encourage them in acquiring reading comprehension. Thus, the results conclude that the alternative hypothesis ( $H_A$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

***Students' perception of self-efficacy in academic reading comprehension***

The analysis below aimed to answer the second research question, "How does self-efficacy affect graduate students in achieving reading comprehension?" There are seven statements in Table 4 focusing on students' reading self-efficacy levels. To obtain the data, students needed to fill out the questionnaires by choosing the option that represented their reading efficacy levels.

Table 4. Students' responses to their self-efficacy levels in academic reading

No	Statements	Mean	SD*	1	2	3	4	5
				SD	D	N	A	SA
				(%)	(%)	(%)	(%)	(%)
				F1	F2	F3	F4	F5
1	I believe that academic reading abilities are crucial to be mastered to make me look more scholarly.	4.33	0.69	-	-	15.2	42.4	42.4
2	I can overcome challenges since I believe that I have sufficient capabilities in reading.	3.57	0.86	-	12.1	30.3	45.5	12.1
3	I feel more confident if lecturers and colleagues motivate me.	4.45	0.79	-	3	9.1	27.3	60.6
4	I feel confident to achieve academic reading comprehension if I am persisting in obtaining reading outcomes.	4.15	0.50	-	-	6.1	72.7	21.2
5	I can stay calm even though there are several reading setbacks since I have dedicated efforts and perseverance in reading.	3.30	0.84	-	15.2	45.5	33.3	6.1
6	Academic reading is enjoyable if lecturers are also dedicated, persevering, and committed.	4.18	0.63	-	-	9.1	60.6	30.3
7	I believe that I will be more proficient in academic reading after taking this class.	3.72	0.94	3	6.1	24.2	48.5	18.2

SD\*=Standard Deviation; SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree; F=Frequency

Statements (abbreviated to St.) 1-7 indicated that most students showed a level of self-efficacy when reading. They positively expressed that their levels of self-efficacy might be affected by the intrinsic aspects (St. 5, M=3.30) and

extrinsic aspects (St. 3, M=4.45). The intrinsic and extrinsic aspects could sustain graduate students' self-efficacy while achieving academic reading comprehension. In connection with this result, essential intrinsic aspects including students' efforts, perseverance, and commitment could influence them in obtaining reading comprehension successfully if they dedicated the aspects to academic reading (St. 5, M=3.30). Furthermore, it can also be argued that most of the students showed higher self-beliefs, greater motivation, and confidence when accomplishing academic reading comprehension and overcoming barriers since the continuous external supports were addressed by their lecturers along with colleagues (St. 3, M=4.45). Meanwhile, most of the graduate students perceived the academic reading process as an enjoyable activity since the lecturers dedicated themselves to guiding students to accomplish reading comprehension and show attentiveness during the reading process (St. 6, M=4.18). From this particular finding, it can be highlighted that the roles of lecturers as educators and instructors facilitated students in the learning process to achieve higher self-efficacy levels and the enhancement of the future learning process. Some of the students expressed that they could overcome reading challenges by themselves because of their reading capabilities (St. 2, M=3.57). Based on the findings above, most of the students demonstrated that after taking academic reading classes, they would be more proficient (St. 7, M=3.72). The results showed that the SD was in the range of 0.50-0.94. It means that the distribution of students' responses on the questionnaires was homogeneous. Thus, the findings of the particular questionnaire were in line with the interview results. In the interview, student (abbreviated to STU) F stated that he had high self-efficacy level in reading:

I keep developing my comprehension skills by asking friends for help. I love to hear from them and I can do more to improve my skills. (STU F)

This interview excerpt showed that STU F was quite confident to achieve academic reading comprehension (St. 4, M=4.15). Even though STU F encountered reading problems, he was still struggling to obtain reading comprehension by seeking help from other friends.

In summary, those students' answers validated the particular questionnaires through their reading experiences. Most of the students claimed that they experienced reading problems but they had great efforts and perseverance to achieve reading comprehension skills.



***Students' metacognitive strategies in the academic reading process***

The results of analysis below aimed to provide the answers to the third research question, "What metacognitive strategies are used by graduate students to enhance self-efficacy and cope with reading difficulties?" Based on the results of the second questionnaire, researchers discovered how students implemented metacognitive strategies to plan, monitor, and evaluate the reading process. The seven statements in Table 5 focused on students' perceptions of metacognitive strategies for overcoming reading difficulties.

Table 5. Students' responses to their metacognitive reading strategies

No	Statements	Mean	SD*	1 SD (%) F1	2 D (%) F2	3 N (%) F3	4 A (%) F4	5 SA (%) F5
1	I decide in advance what my reading purpose is, and I read with that goal in mind.	3.87	0.78	-	6.1	21.2	57.6	15.2
2	Before reading, I think of what I already know about the topic.	3.84	1.03	-	15.2	12.1	45.5	27.3
3	While reading, I periodically check if the material is making sense to me.	3.78	0.96	-	15.2	18.2	42.4	24.2
4	I encourage myself as I read by saying positive statements such as "You can do it."	4.03	0.95	-	6.1	18.2	39.4	36.4
5	When I encounter a difficult word, I try to work out its meaning from the context surrounding it.	4.12	0.78	-	3	15.2	48.5	33.3
6	After reading, I check to see if my prediction is correct.	3.84	1.06	-	12.1	27.3	24.2	36.4
7	After reading, I decide whether the strategies I used helped me understand, and think of other strategies that could have helped.	3.81	0.84	-	9.1	18.2	54.5	18.2

SD\*=Standard Deviation; SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree; F=Frequency

As shown in Table 5, the findings showed that the majority of students expressed high agreement with the implementation of metacognitive strategies in pre, while, and post-reading (St. 2, 3, 7). Students' positive perceptions

indicated the beneficial experiences during the academic reading course. Students also expressed positive responses to the use of prediction as an effective strategy in reading (St. 6,  $M=3.84$ ). During reading activities, students stated that they always encouraged themselves by saying "You can do it" (St. 4,  $M=4.03$ ). Besides, when students encountered difficulties, they attempted to find suitable strategies to solve them (St. 5,  $M=4.12$ ). Based on the results, the low SD values of these seven statements suggested that there is a slight gap in student response. This means that these students are using a similar strategy.

Moreover, the descriptive analysis of the questionnaire data was corroborated with one excerpt of the interviews, in which the student delivered his perception of predicting strategies.

In the pre-reading process, I attempt to predict the reading content by reading the topic first and connecting it to my existing knowledge. (STU A)

Based on the interview, participants shared their reading setbacks and reflected on reading performances. Many students mentioned that in each stage of reading, they provided distinctive strategies to make them easier in gaining deep information from readings. As the metacognitive strategies were categorized into planning monitoring, and evaluation (Chamot et al., 1999). They also said that they tended to evaluate and reflect on what they read and the content of the information. In order to gain more insights about the participants' responses, the researchers discussed students' metacognitive reading strategies by classifying reading stages into three.

### *Pre-reading activities*

According to Pasternak and Wrangell (2007), pre-reading reading activities may activate students' prior knowledge of the topics and brief information related to the particular readings. In pre-reading, students need to implement planning strategies to assist them in building their current knowledge (Chamot, 1999). During data collection, students were asked about their perceptions of metacognitive strategies in reading activities, as shown in Figure 1.

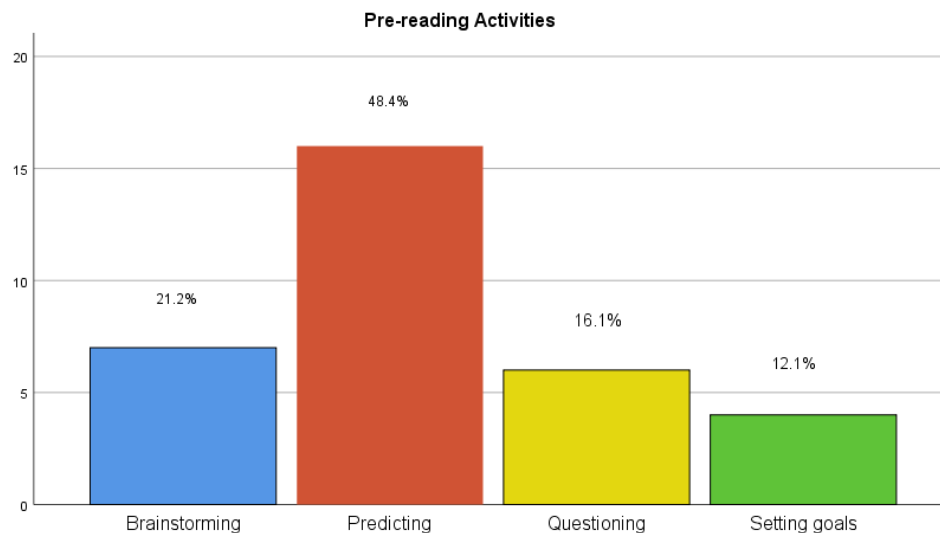


Figure 1. The number of students implementing various strategies in the pre-reading activities (in percentage)

Figure 1 indicated the students' positive perceptions towards the implementation of pre-reading strategies. Figure 1 also showed that 21.2% of students promoted brainstorming as one of the metacognitive strategies applied in the pre-reading stage. Brainstorming enables students to create a connection between their existing knowledge and current knowledge from readings. As many as 28.2% of the students tended to question and set goals before going to read the materials. Setting a goal before reading may assist the students to focus on the reading tasks and requirements. While questioning can help students to make sure whether their understanding is correct. Based on the findings, most of the students preferred to use Predicting as a pre-reading strategy. As shown in Figure 2, approximately 48% of the students indicated a high agreement that predicting may be the effective pre-reading strategy to improve their reading abilities. Furthermore, students' positive perceptions of the use of predicting strategy were supported by one of the responses to the open-ended questionnaire.

Through predicting, I can grasp a better understanding about the reading, connect the topics to my existing experience and knowledge, and interact with the particular text." (STU B)

The open-ended questionnaire results showed that STU B also shared other planning strategies she used. STU B explained that she used predicting as a planning strategy to guide her understanding deep information from readings.

### *While-reading activities*

During reading, students need to understand that being highly skilled in monitoring reading comprehension is important (Pasternak & Wrangell, 2007). Besides, monitoring strategies in while reading could help students to keep engaged in reading to portray what they do and do not understand during the reading process (Chamot, 1999). In this study, metacognitive strategies adopted by students during reading activities are shown in Figure 2.

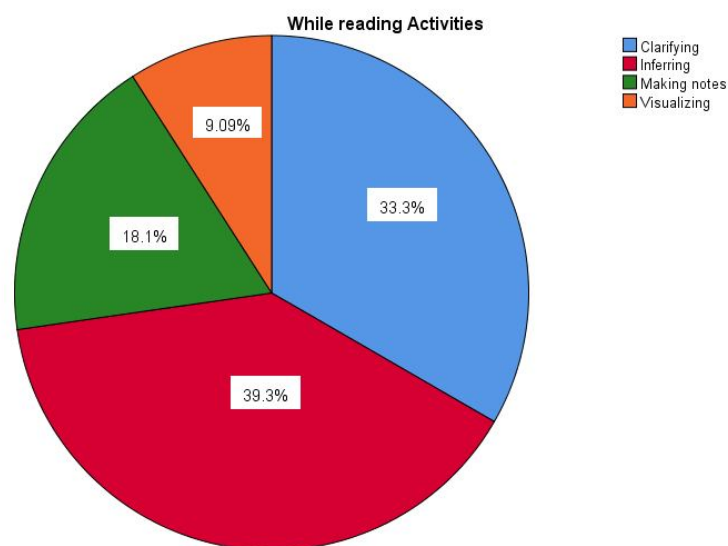


Figure 2. The number of students implementing metacognitive strategies in while-reading activities.

Figure 2 indicated the students' positive perceptions towards the implementation of while reading strategies. The various strategies implemented while conducting reading activity appear to be caused by students' different reading capabilities, flexibilities, and pace. Figure 2 showed that 18.1% of the students selected making notes and 9.09% of the students chose to visualize as their suitable reading strategies. Visualizing is a reading strategy, which assist students to use the mental images from the readings. Meanwhile, making notes

guided students to avoid missing crucial key points from readings and engage them to memorize what they have read. It was good for students to simply write the crucial information to develop reading comprehension.

Apart from the two strategies, students perceived that the other two strategies were more appropriate for improving reading comprehension and outcomes. The majority of the students (72.6%) confirmed that clarifying and inferring were effective strategies during reading. The majority of students demonstrated that clarifying and inferring encouraged them to question, reread, and restate the readings to be more understandable. These findings were in line with the results of students' interviews. This particular student shared her experience in implementing the clarifying strategy during the reading process.

I attempt to find out the meaning of difficult words in the dictionary. Then, I look for similar journal articles to support me in gaining better comprehension and understanding. (STU B)

Both reasons, finding out the meaning and looking for similar journal, were mentioned by STU B to clarify the difficult word she encountered. STU B shared that the use of clarifying as monitoring strategy could help her to develop comprehension and understanding better.

### *Post-reading activities*

Chamot (1999) demonstrates that evaluation strategies is commonly done in the post-reading activities. In the post-reading activities, students share what they have learned from the readings, analyze the previous questions, and evaluate answers. Metacognitive reading strategies allow students to compare and contrast reading comprehension in pre-reading and post-reading (Pasternak & Wrangell, 2007). Generally, the strategies used by the students to evaluate their post-reading activities are as depicted in Figure 3.

Figure 3 indicated the students' metacognitive strategies used in the post-reading activities. Figure 3 showed that students implemented all the four metacognitive strategies in reading with discussing being the most used strategy (30.3%) followed respectively by drawing a conclusion, evaluating, and re-reading. Most of the students chose discussion as a suitable strategy after reading because they claimed that it was an effective strategy to analyze the

reading content and pattern along with others and to seek help from friends and lecturers.

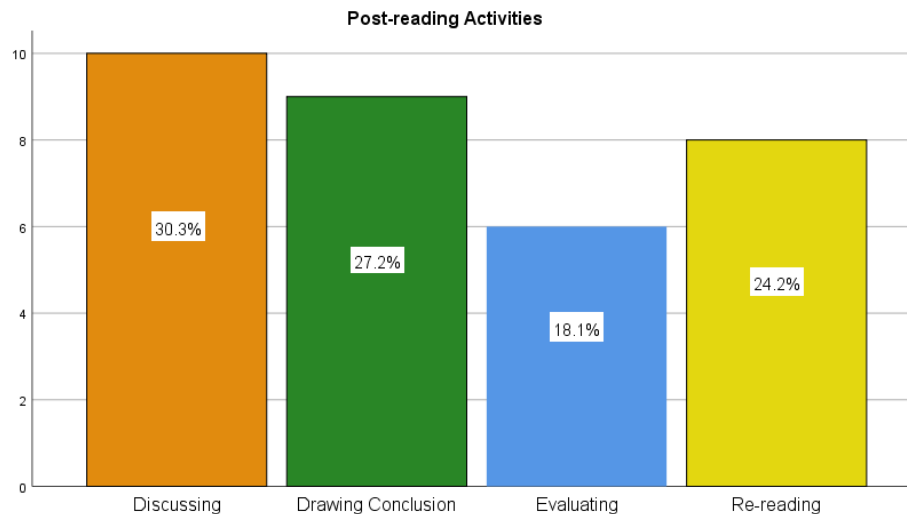


Figure 3. The number of students implementing various metacognitive strategies in the post-reading activities

Students realized that acquiring information from others guided them to develop reading comprehension. This result was in line with a student's response to an open-ended question:

We discuss some ideas and points in reading and try to build the current knowledge by combining and carefully selecting them. (STU C)

Based on the open-ended questionnaire response, STU C mentioned that discussion is the most effective evaluating strategy since he can share different ideas with other friends and build the new knowledge concerning the particular reading.

## Discussion

Analysis of this study revealed three important findings. The first important finding showed that there was a positive correlation between reading self-efficacy and metacognitive strategies used by the majority of students. Students with a high level of self-efficacy tend to use metacognitive strategies

in pre-reading, during-reading, and post-reading activities. As seen in the questionnaire results, the students demonstrated their agreement with the implementation of metacognitive strategies to assist them in each stage of reading (St. 4, M=4.15, see Table 2). Those findings were underpinned by the results of students' interviews. For instance, STU E agreed that self-efficacy levels may encourage individuals to apply metacognitive strategies to improve reading abilities. These findings were in line with the study from Flavell (1979), which declared that individuals who carried out the metacognitive knowledge development in learning tended to have higher self-efficacy and strategies to overcome learning issues than those who did not. Fitri et al. (2019) confirmed that higher self-efficacy levels have a strong impact on students' effort and sustainability in applying metacognitive strategies. Thus, Fitri et al. (2019) shared the agreement that there was a important relationship between self-efficacy and metacognitive reading strategies. Higher self-efficacy students were found to have great encouragement to understand challenges of academic reading. The findings showed that students attempted to grow their efficacy in academic reading and implement metacognitive strategies to deal with reading difficulties.

Second, students' self-efficacy levels can influence their reading comprehension, as evidenced in the study by Fitri et al. (2019) and Peura et al. (2019). Students' perceptions of their self-efficacy levels are categorized into two, namely, positive and negative. Some of the students expressed that they had low self-efficacy levels. In this study, students' self-efficacy was affected by intrinsic and extrinsic aspects in an academic reading course. The extrinsic aspect appeared to be the supreme factor encouraging students to develop self-efficacy. Students argued that the teachers' dedication in academic reading courses motivated them to improve their level of self-efficacy. It is worth noting that the majority of students recognized the self-efficacy of reading as positive. STU A stated that, "I am confident enough with my reading abilities" (St. 4, M=4.15, see Table 4). The result is strengthened by the previous study (Bandura, 1997), which reveals that higher self-efficacy helps students in working on learning tasks, responding to feedback, and regulating emotion. Students also highly agreed that the social supports from lectures and colleagues are commonly associated with their self-efficacy levels (St.3, M=4.45, see Table 4).

The third finding suggests that many students implemented metacognitive reading strategies in every stage of reading. Metacognitive strategies are divided into planning, monitoring, and evaluating. The research results

showed that the students should share their metacognitive strategies used in each stage of academic reading to guide them in building comprehension. Based on the results of the questionnaire results, most students frequently implemented them by setting goals before reading (St. 1, M=3.87, see Table 2). This is indicated by the mean score of pre-reading metacognitive strategies (St.2, M=3.84, see Table 5) and is strengthened by the statement from STU in the interview: "Before going to read, I need to prepare myself by setting the initial goals, so that I understand my reading track". This finding was supported by Mbato (2013) who highlighted that students need to set their goals before reading so that they can adjust their goals in the process of reading. However, one student confirmed that he only implemented reading strategy at the end of reading. This case was in line with the finding from Teng (2020), in that most of the students experienced reading difficulties at the end of reading because they did not integrate pre-reading strategy to connect their current knowledge and experiences. It was corroborated by the statement from STU in the interview: "I often did not apply strategies in every stage of reading because it consumed my time. Thus, I implement strategy only if I encounter reading difficulties". This student was regarded as a low self-efficacy learner who brings an unhealthy attitude to complete any task (cf. Mbato, 2013). Mbato (2013) also found that the low self-efficacy levels may hold up students' metacognitive strategies development.

In the while-reading activity, students applied monitoring strategies to keep them engaged during the reading process (Chamot, 1999). The majority of students shared positive responses regarding the implementation of monitoring strategies to guide them in periodically checking the material (St. 3, M=3.78). Based on the open-ended interview, the students shared four different monitoring strategies while reading activities. Most of the students mentioned that inferring and clarifying were the effective monitoring strategies in academic reading which could guide them in gaining task comprehension and optimal performance (Teng, 2020). The rest of the students demonstrated that making notes and visualizing might guide them to develop reading comprehension (Pasternak & Wrangell, 2007). It can be inferred that those different monitoring strategies are positively used by the students while reading the academic texts. The positive response can be attributed to the familiarity of the students with the significance of metacognitive strategies which could guide them to achieve reading comprehension (Meniado, 2016).

In the post-reading activity, the majority of students utilized metacognitive strategies by applying evaluation strategies to the moderate level (St. 6-7,



M=3.81-3.84). This questionnaire result indicated that the evaluation strategy in academic reading is moderately used by the students. The moderate use might indicate the unfamiliarity of the students with the existence of the particular metacognitive strategies which could help them in comprehending readings (Meniado, 2016).

The students also mentioned different evaluation strategies including discussing, drawing a conclusion, evaluating, re-reading. Discussing with their peers was the most selected strategy to evaluate as they read (30.3%). Discussing activity was considered as the follow-up activity requiring students to understand the authentic goals after the reading process (Teng, 2020). The evaluation was the crucial strategy to regulate students' reading process, critically review what has been understood, and solve the reading problem so that students will obtain the desired results (Meniado, 2016).

Based on the results of the interview, the majority of students implemented metacognitive strategies (planning, monitoring, and evaluating) in every stage of the academic reading process. However, there was one student considered as a low self-efficacy learner. In addition to the low self-efficacy, it can also be pointed out that one of the students indicated learned helplessness. The particular student claimed that he would merely apply strategies if were only some difficulties. This particular finding was supported by Mbato (2013) that low self-efficacy and helpless students function inadequately when they come to the implementation of metacognitive strategies in academic reading. Bakkaloglu (2020) also found that some students might be unaware of their metacognition and thinking processes. Therefore, they could not implement effective strategies during the problem-solving action, in the particular reading process. It can be concluded that the particular data from the interview results supported the null hypothesis (H0) i.e., there was no significant correlation between self-efficacy and metacognitive strategies in reading. Therefore, it is important to develop students' metacognitive awareness before understanding the concepts of metacognitive strategies used in the academic reading process.

## Conclusion

This current study contributes to the study of self-efficacy and awareness of metacognitive strategies among Indonesian graduate students. This study revealed the findings in three important ways. First, the Pearson Moment Correlation results show that there was a strong correlation between self-

efficacy and metacognitive reading strategies. The correlation coefficient ( $r$ ) was .970, which was significant at the 0.00 level. This means that the higher the student's self-efficacy, the better the metacognitive strategies for improving reading comprehension and overcoming reading difficulties.

Second, the study concludes that most graduates had a high level of self-efficacy in the academic reading process. High self-efficacy encourages the implementation of metacognitive strategies to overcome reading comprehension problems such as low motivation, lack of vocabulary, and poor comprehension. At the end of reading activities, students confirmed that finding the particular meaning and understanding of unfamiliar words were difficult. Furthermore, to overcome those problems, they tried to implement metacognitive strategies. Based on the questionnaire results, students implemented planning, monitoring, and evaluating in every stage of reading activity to maintain their self-efficacy levels and develop comprehension skills.

This particular study offered an implication for lecturers and teachers concerning self-efficacy levels and various metacognitive reading strategies based on students' learning paths. Supports from lectures and teachers will promote students to implement metacognitive reading strategies to confront challenges and build a reading nature. Despite the positive findings, this study also has a limitation. It involved a small number of graduate students of English Education. Future researchers will be able to conduct research on similar topics involving more participants from different universities and regions in Indonesia. Further research may investigate self-efficacy and metacognitive strategies in learning other subjects and how they correlate to each other. In addition, students' reading strategies in dealing with COVID-19 pandemic situations will be another engrossing topic to discuss.

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**Skema Penelitian: Magister-Doktor**

**LAPORAN AKHIR PENELITIAN**

**Exploring EFL Students' Motivation in Essay Writing through  
Writing Beliefs, Self-Efficacy, and Attitudes: A Case from Papua,  
Indonesia**

Diajukan Kepada  
Lembaga Penelitian dan Pengabdian  
Kepada Masyarakat Universitas Sanata  
Dharma



**Diajukan oleh:**

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**Fakultas Keguruan dan Ilmu Pendidikan**

**Universitas Sanata Dharma**

**Yogyakarta**

**2022**

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### LEMBAR IDENTITAS DAN PENGESAHAN PROPOSAL PENELITIAN

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	b	Bidang Ilmu
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	e	Jabatan Fungsional
	f	Program Studi/Fakultas
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## **1. Research Title (Judul Penelitian)**

### **Exploring EFL Students' Motivation in Essay Writing through Writing Beliefs, Self-Efficacy, and Attitudes: A Case from Papua, Indonesia**

## **2. Abstract (Abstrak)**

Although writing motivation has been widely investigated, limited research has focused on the three elements of internal motivation: writing beliefs, self-efficacy, and attitudes, let alone in the Papuan context. This study explored 32 Papuan EFL undergraduate students' internal motivation in essay writing using a purposive sampling technique. This research adopted a mixed method of quantitative and qualitative data. In collecting the quantitative data, a questionnaire was distributed through the google form platform and analyzed using SPSS 26.0. Meanwhile, semi-structured interviews were conducted to gain qualitative data and analyzed by reading the data transcription and listening to the data recording three times to gain more valid information about the students' internal motivation in writing. The findings revealed that most EFL students had realized the importance of writing (WB1; M=3.63). Some students also demonstrated self-efficacy as writers (SE1; M=3.67), while others still felt anxious during writing (SE4; 3.60). Furthermore, some participants had created a positive attitude toward writing, whereas others did not. This research offers pedagogical implications for the lecturers and educators to promote the importance of writing to their students, encourage them to increase their self-efficacy as writers, and create positive attitudes toward writing.

**Keywords:** motivation in essay writing; Papuan EFL students; self-efficacy; writing attitudes; writing beliefs



### **3. Background of the study (Latar Belakang Masalah)**

In the academic context, motivation has been considered one crucial element in determining the success of achievement in writing within English as a second language (ESL) or English as a foreign language (EFL) context (Baaijen et al., 2014; Bruning & Horn, 2000; Pajares, 2003). In other words, writing proficiency correlates significantly with motivation (Diasti & Mbato, 2020; Gazioğlu, 2019; Van Blankenstein et al., 2019). According to Dörnyei and Csizér (2002), motivation is one of the crucial elements in determining students' learning outcomes. It indicates that if students are highly motivated in writing, they can produce good pieces of writing (Goldburg, 2013; Mbato & Cendra, 2019; Siska et al., 2021). In this sense, motivation can lead and guide them to acquire writing proficiency (Ling et al., 2021; Wright et al., 2019). In other words, motivation is not only for encouraging students to learn but also for guiding them to achieve their goals (Salikin et al., 2017). Thus, it can be inferred that students should acquire the motivation to help them achieve their learning goals, especially in writing.

Several current studies tried to investigate students' motivation in writing by measuring three motivational elements: writing beliefs, self-efficacy, and attitudes. For example, White and Bruning (2005) conducted a study entitled the correlation between writing beliefs and motivation. They found that the students who perceived writing as an appropriate way to enhance their language skills would be more motivated in writing. Moreover, Bruning and Horn's (2000) findings revealed that many students who created and developed a negative attitude toward writing felt unmotivated in the process of writing. Meanwhile, Wright et al. (2020) emphasized that students often neglect writing activities because they are not confident in their writing abilities, especially in a second language context. In line with this, Fareed et al. (2016) also found that many EFL students in Pakistan felt anxiety during writing, making them unable to pour down their ideas in the written language.

Furthermore, Shen et al. (2020) conducted a study regarding Hongkong EFL students' motivation in writing. The results suggested that many students

were anxious and not interested in writing because they lacked practice and knowledge about grammar and vocabulary. Similarly, Toba et al. (2019) investigated Indonesian EFL students' motivation in writing and found that many students had a low level of writing motivation. In this sense, Indonesian EFL students tended to develop a negative attitude toward writing.

Other studies showed different results. For example, Yu et al. (2019) tried to explore Chinese EFL students' motivation in writing. This study collected data from 1190 EFL students at 35 Chinese universities. The results showed that the majority of the participants were motivated to write in English. It occurred because most of the students created positive attitudes toward writing. In this sense, they had a low level of anxiety and uncertain control in writing. In addition, another study by Aktaş and Akyol (2020) reported that Turkey students' motivation had a significant relationship with their self-efficacy as writers. They also found that many students in Turkey perceived writing as an important skill in achieving their language proficiency.

In such conditions, the current researchers were interested in investigating Papuan EFL students' internal motivation in essay writing by measuring these three motivational elements: writing beliefs, self-efficacy, and attitudes toward writing. The main reason the researchers used these components was that most existing studies did not cover these elements comprehensively in investigating EFL students' motivation in writing. For example, some studies only focused on students' writing beliefs (Baaijen et al., 2014; White & Bruning, 2005), writing beliefs and self-efficacy (Aktaş & Akyol, 2020; Shen et al., 2020; Pajares, 2003), self-efficacy and attitude toward writing (Van Blankenstein et al., 2019; Yu et al., 2019), attitude toward writing (Bruning & Horn, 2000; Gazioğlu, 2019; Göçen, 2019; Toba et al., 2019). On the other hand, only one study has investigated students' motivation in essay writing (Wilson & Czik, 2016). However, this study did not concern the EFL context. It focused on the role of teachers' feedback in enhancing students' motivation in essay writing in the USA context. Therefore, it was imperative to explore students' motivation in essay writing by measuring these three motivational elements in the EFL context.

Pertaining to these three internal motivational elements in writing,

Baaijen et al. (2014) asserted that writing belief refers to the students' awareness of the importance of writing. In this case, students must believe that writing has good value that can contribute to the development of their capability. If the students realize that writing activity can develop their ability to be better, they will keep engaging in that activity. Thus, they will be more motivated in writing (Eccles & Wigfield, 2002). Therefore, it can be deduced that students who want to produce a piece of writing should believe that writing will enable them to achieve English proficiency.

Meanwhile, self-belief generally refers to self-efficacy, as proposed by Bandura (1986). Shen et al. (2020) defined it as an individual's belief about him/herself as a writer. In this sense, if the students believe they have the ability to write, they will be able to accomplish a writing task (Van Blankenstein et al., 2019). According to Pajares (2003), self-efficacy is needed by students to keep their motivation on the right track. In line with this, Shah et al. (2011) asserted that students with high self-efficacy levels could successfully perform writing tasks. In other words, students with self-efficacy can motivate themselves to put more effort into writing (Wright et al., 2019). Therefore, Papuan EFL students should boost their self-confidence in order to succeed in the writing process.

Furthermore, attitude refers to students' opinions and perceptions about writing. According to Fishbein and Ajzen (1975), students develop their attitudes toward writing based on their experiences and interpretation of those experiences. In line with this, Wright et al. (2019) emphasized that the students who are motivated in writing can be identified by looking at their attitudes toward writing. It indicates that motivated students develop positive attitudes toward writing (Setyowati & Sukmawan, 2016). In this case, a writing activity must be seen as useful, enjoyable, and essential for the students to enhance their writing skills (Conradi et al., 2014). Similarly, Göçen (2019) asserted that students who develop a negative attitude toward writing might be demotivated during writing. In other words, they cannot enjoy writing an essay or even escape from a writing activity (Graham et al., 1993). Thus, students who want to perform better in writing should develop positive attitudes.

In the context of ESL/EFL, writing is categorized as one of the crucial

skills students must acquire. Rao and Durga (2018) emphasized that writing is an essential skill EFL students should obtain to support their academic lives and prepare them for a better future. It indicates that students will be enabled to improve their language proficiency through writing. In other words, writing can be an appropriate strategy to enlarge students' second language proficiency (Hyland, 2001; Tridinanti et al., 2020). Meanwhile, Gazioğlu (2019) asserted that writing is an essential skill that enables students to express themselves easily in another language. It also can enhance students' ability to communicate across time and place and broadens their horizons (Brown, 2007; Fareed et al., 2016; Wright et al., 2019; 2020). Therefore, EFL students need to make some breakthroughs in developing their writing skills to acquire English proficiency quickly.

However, writing has been considered a difficult skill to be acquired (Göçen, 2019; Lahuerta, 2018; Mbato & Cendra, 2019; Miftah, 2015). According to Albertson and Billingsley (2001), writing is a skill developed slower and harder than other skills such as listening, reading, and speaking. It occurs because, in the writing process, a writer needs time, practice, experience, and strategy to pour down their ideas into a written language (Wijekumar et al., 2019). In line with this, Prastikawati et al. (2020) also claimed that writing is a complex skill that combines physical, cognitive, and affective competencies. It indicates that the students must be able to create an appropriate situation where they can freely transfer their ideas in writing (Baroudy, 2008). Moreover, they should regulate their emotion, build their imagination, and pour their knowledge into the written language during writing.

Furthermore, Tridinanti et al. (2020) asserted that writing contains psychological, linguistic, and cognitive problems that can make the students feel difficult to write. Psychological problems in writing refer to students' attitudes toward writing, such as anxiety, low confidence, nervousness, and negative expectation during writing (Driscoll & Powell, 2016). Meanwhile, Linguistic problems are linked to linguistic features, such as structure, grammar, vocabulary, and spelling (Prastikawati et al., 2020; Wijekumar et al., 2019). Furthermore, cognitive problems are related to students' ability to write down their feelings, experiences, perceptions, and knowledge in written

language (Fareed et al., 2016; Miftah, 2015).

In addition, Pranowo (2018) argues that there is no writing tradition in some areas, specifically in the Indonesian context. In this case, Indonesian people historically communicate with others by speaking (oral tradition). Thus, Indonesian EFL students tend to avoid writing activities. In other words, Indonesian students do not develop a habit of writing (Syafii & Miftah, 2020). It is one of the reasons why Indonesian students have a low level of literacy skills compared with other countries (Yantoro, 2021). Consequently, many EFL students find difficulty pouring down their ideas into written language or even escaping from writing activities.

In the Papuan context, some evidence shows that Papuan students have low literacy skills. It is proven based on the results of the Human Development Index (HDI) in 2017, which stated that literacy in Papua was the lowest ranking compared to other provinces in Indonesia (Indramawan, 2018). Similarly, in 2017 the United Nations Development Program (UNDP) found that Papuan students still had the lowest literacy skills (Triyanto, 2019). It indicates that Papuan students have not effectively improved their literacy skills yet. Therefore, Papuan EFL students should build up their motivation to enhance their literacy skills, specifically writing proficiency, in this context.

As indicated above that the literacy skills of Papuan students were the lowest compared to other provinces in Indonesia. So far, none of the studies has investigated these three motivational elements in the Papuan context. Therefore, the current researchers needed to fill the gap by studying Papuan EFL students' motivation in essay writing by measuring students' writing beliefs, self-efficacy, and attitudes holistically.

#### **4. Problem Formulation (Perumusan Masalah)**

To guide this current research, three research questions were formulated:

- 1) To what extent do Papuan EFL students have writing beliefs?
- 2) To what extent do Papuan EFL students have self-efficacy in writing?
- 3) To what extent do Papuan EFL students create a positive attitude towards writing?

## **5. Objective of the Study (Tujuan Penelitian)**

This current study aims to seek findings and insights about:

1) To what extent do Papuan EFL students have writing motivation by measuring several internal motivations, namely, writing beliefs, self-efficacy and attitudes?

## **6. Benefits of the Study (Manfaat Penelitian)**

This research is expected to provide benefits to:

### **1. English Language Education Students**

Through this current study, EFL students will be enlightened about the issue which is related to their writing experiences, specifically in the process of essay writing. The results of this study are expected to provide valuable contributions for EFL students who want to enhance their motivation and enjoy the writing process. In this case, students will be encouraged to perceive writing as an important activity that can contribute to enhancing their writing, and critical thinking skills and achieving language proficiency effectively. Moreover, through this study, students will be motivated in developing their self-efficacy as writers and creating positive attitudes toward writing. This research is also expected to give some written information to all undergraduate students, post-graduate students, and general readers as their reference related to the importance of essay writing, self-efficacy, and attitudes toward writing in the academic context.

### **2. The Lecturers in the English Language Teacher Education Department**

This study is expected to provide several beneficial information to lecturers and educators in the academic context. Firstly, they need to promote the importance of writing to their students. In this way, EFL students' interest in writing will grow and their skills will improve. Besides that, increased interest and skills will enable them to create positive attitudes toward writing. Moreover, the lecturers and educators should be able to find and use the appropriate strategies to encourage students to increase their self-efficacy as

writers. Accordingly, EFL students will become more motivated in writing.

### **3. Future Researchers**

This current research provided several recommendations for future researchers. In this case, through the findings of this research, future researchers can conduct the same topic in another context to examine EFL students' motivation in essay writing by comparing both results. They might also measure the correlation among writing beliefs, self-efficacy and attitudes toward writing, since they were not measured in this current study. Besides that, future researchers can conduct a study in other topics such as listening, speaking and reading by measuring these three internal motivations. Thus, they will gain more valid data regarding students' motivation that can contribute to the language learning context.

## **7. Literature Review (Tinjauan Pustaka dan Landasan Teori)**

### **Essay Writing**

An essay is one type of written language consisting of several paragraphs discussing a topic or issue (Oshima & Hogue, 2007; Toba et al., 2019). According to Conellly (2013), there are two types of essays i.e., formal and informal. In a formal context, an essay usually provides the ideas or point of view of the writer that aims to persuade and hypnotize the readers to accept the writers' idea. Meanwhile, in the informal context, an essay usually contains personal views such as writers' feelings, thoughts, or experiences (Toba et al., 2019).

In an academic context, it is undeniable that in writing an essay, EFL students should consider several aspects in creating a good piece of writing. According to Starkey (2004) in arranging sentences, the writers must pay attention to several aspects such as organization, clarity, word choices, and mechanics. Organization refers to the correlation between one sentence and others, between the first paragraph and the next paragraph. In this context, the sentences in a paragraph should be clear and organized logically. It means that the topic sentence should relate to supporting and concluding sentences

(Boardman & Frydenberg, 2002; Conelly, 2013; Wirantaka, 2016; Toba et al., 2019). If the writers can organize the sequences of sentences well, the readers will easily follow and capture the meaning of the writers' ideas (Hamadouche, 2010).

Meanwhile, clarity means that the sentences must be readable and understandable by the readers (Lahuerta, 2018; Wirantaka, 2016). Besides that, the writers must be able to choose the appropriate words to explain the writers' intentions. According to Alqahtani (2015), in writing down the writers' ideas, choosing the right words is one of the crucial ways to explore the ideas with the readers. The readers can easily understand the ideas by choosing the right words in an appropriate context. Furthermore, the writers must consider and pay attention to the writing mechanics. In this case, mechanics can be seen as the rules of language use such as structure, grammar, vocabulary, spelling, and punctuation (Hamadouche, 2010).

### **Writing Motivation (Writing Beliefs, Self-Efficacy and Attitudes)**

In general, motivation can be defined as the main reason why someone decides to do something, how long he/she is willing to maintain and support the activity keeps running well, and how hard he/she will pursue it (Dörnyei & Csizér, 2002). In other words, motivation is an internal state that can make us take action, pushes us in a particular direction, and keeps us engaged in certain activities (Elliot et al., 2000). Thus, motivation can be assumed as a trigger that can enable students to take a certain activity and maintain their engagement. In other words, motivation is a driver of action.

Motivation has been considered one crucial element in determining the success of achievement in writing (Bruning & Horn, 2000; Pajares, 2003; Baaijen et al., 2014). As a crucial element in writing, many studies have investigated students' motivation in writing by measuring several motivational elements such as interests, goals, values, motives, beliefs, and self-efficacy. According to Wright et al. (2019), there are three components in measuring students' internal motivation: writing belief, self-belief, and attitude toward writing.

Writing belief refers to the need to perceive writing having a good value that can contribute to the development of capability. In other words, writing



activity must be seen as a useful, enjoyable, and important activity for the students to develop their writing skills (Conradi, Jang & McKenna, 2014). If the students realize that writing activity can develop their ability to be better, they will keep engaging in that activity. Thus, they will be more motivated in writing (Eccles & Wigfield, 2002). Therefore, it can be seen that the students who want to produce a piece of writing should believe that writing can enable them to achieve English proficiency.

It is undeniable that, in the writing process, the students should believe that they have the capability and ability to produce and finish a good piece of writing. In this case, they should have self-belief as writers. According to Wright et al. (2019) self-belief is individual's belief about him/herself as a writer. When the students believe in him/herself, it can enable him/her to produce a good piece of writing. In general, self-belief refers to self-efficacy as proposed by Bandura, (1986). Pajares (2003) stated that self-efficacy is needed by the students in keeping their motivation on the right track. Therefore, EFL students should boost their self-confidence in order to be successful in the process of writing. It indicates that those with self-belief or self-efficacy will be able to finish their writing tasks. For example, as a student, Nick is asked by his teacher to write an essay about academic writing. Because of his self-efficacy, he can finish it even though he has never written an essay on this topic before. He will try to put more effort to read some sources related to the topic to make his essay more powerful. Although it will spend a lot of time to finish it, he keeps enjoying the process because he believes that he has the capability and ability to write a well-written essay.

According to Wright et al., (2019), the students who are motivated in writing can be identified by looking at their attitudes toward writing. In this case, motivated students develop positive attitudes toward writing. Students develop their attitudes toward writing based on their experiences and interpretation of those experiences (Fishbein & Ajzen, 1975). For example, if a student assumes that writing is a fun activity because he/she got a good score in writing, then he/she will enjoy and keep trying to do the writing activity, even though he/she might face difficulties during writing. Meanwhile, if he/she develops a negative attitude toward writing based on his/her bad experiences in writing, or he might tend to escape from writing activity, or even it can be assumed as a burden

because he/she is not confident in writing.

## **8. Research Methods (Metode Penelitian)**

### **Research design**

This research adopted a mixed method of quantitative and qualitative data. According to Creswell (2014), a mixed method is a combination of quantitative and qualitative data, which are collected, analyzed, and identified discretely, whose results will be compared to one another to determine whether they are related or unrelated. It indicated that the researchers used this method because they wanted to combine, analyze and compare the situations from the quantitative and qualitative data. Thus, the data would be richer to be analyzed and reported.

In this study, a questionnaire was employed to collect the quantitative data. It was used to gain empirical information through the numerical data from the participants regarding their experiences in essay writing. In this case, the quantitative data from the questionnaire enabled the researchers to get basic knowledge or general information from the participants' experiences in essay writing.

Meanwhile, semi-structured interviews were conducted to obtain specific information by focusing more on exploring participants' experiences. In other words, the qualitative data from the interviews enabled the researchers to put themselves in another person's shoes to understand the participants' subjective experiences. Thus, the researchers could envisage the actual situations the participants encountered.

### **Participants**

The participants of this research were 32 undergraduate students majoring in English education from a university in Timika, Papua, Indonesia. They consisted of 15 students who were taking an Academic Essay Writing class in the fourth semester, and 17 who finished that class participated in this study. These participants were selected through the purposive sampling technique. According to Creswell (2014), the purposive sampling technique is used to choose the participants based on their experiences and knowledge in a certain context. In

selecting the participants, the researchers used two types of criteria. Firstly, the participants had to have experience in writing an essay. Secondly, the participants were still taking an Academic Essay Writing class or had finished that class. Therefore, they could give valid responses based on their writing experiences.

Furthermore, in conducting semi-structured interviews, the researchers distributed a consent form to determine the participants' willingness to contribute to the interview section. 6 participants agreed to be interviewed by the researchers in this study. In order to conceal the participants' identities, the researchers employed abbreviations in the interview section. In this case, student 1 was abbreviated to st.1, student 2 was abbreviated to st.2, and so on. The demographic data of the participants can be seen in table 1.

Table 1. Demographic data of the participants

Socio demographics items	Details	Frequency	Percentage (%)
Gender	Male	9	28.1
	Female	23	71.9
Semester	Four	15	46.9
	Six	8	25
	Eight	6	18.8
	Ten	2	6.3
	Twelve	1	3.1

## Research Instruments

In this study, the researchers employed two instruments in collecting the data: a questionnaire and semi-structured interviews. There were 15 questions in the questionnaire that consisted of three components of motivation in writing, namely, writing belief (WB), self-efficacy (SE), and attitude toward writing (SA). The questionnaire on writing beliefs contained 5 statements: (1) “writing is very important for me”, (2) “I am aware of the importance of writing in enhancing my English skills”, (3) “I can improve my English skills by writing”, (4) “writing an essay can make me think critically”, and (5) “I must develop my writing skills”.

Moreover, the questionnaire on self-efficacy comprised 5 statements: (1) “I believe that I have the ability to produce a good piece of essay writing”, (2) “when writing an essay, it is easy for me to get started”, (3) “it is easy for me to write my ideas into good sentences”, (4) I tend to feel anxious while writing an essay”, and (5) “it is hard for me to correct my mistake in essay writing”. Similarly, the

questionnaire on students' attitudes toward writing consisted of 5 statements: (1) "I like writing the most", (2) "I usually write whenever I want", (3) "writing is an enjoyable activity for me", (4) "writing is not a waste of time", and (5) "writing is a stressful activity for me".

In providing all the statements in the questionnaire, the researchers used abbreviations to categorize them. In this case, statement 1 for writing beliefs was abbreviated to WB1, statement 2 for self-efficacy was abbreviated to SE2, statement 3 for writing attitudes was abbreviated to SA3, and so on. The questionnaire on writing beliefs was adopted from Eccles et al. (2006). Meanwhile, the questionnaire on self-efficacy and self-attitude was adapted and adopted from Graham et al. (1993). This questionnaire had been measured by them to find out the validity and reliability. The results indicated that this questionnaire was reliable (Cronbach's  $\alpha = .84$ ) and valid to be used.

However, the researchers did not use all the questionnaire items in this study but adapted some of them to suit the EFL context. In this sense, the questionnaire on self-efficacy from Graham et al. (1993) consisted of seven items. Yet, two items were eliminated because they were irrelevant to the EFL context. These statements were: (1) it is for me to pour down my ideas in the first language, and (2) it is easy for me to criticize my ideas in the first language. On the other hand, the questionnaire on self-attitudes was adopted without modification. Therefore, the researchers needed to re-measure the validity and reliability of the questionnaire in this study.

According to Cresswell (2014) the questionnaire is valid if the score of the R Table is less than the score of the R Count. In this case, 32 participants contributed to this study, so R Table was .374. After calculating the data in SPSS, the score of the R Count was higher than R Table, which was around .451 up to .732. Thus, it could be inferred that all the questions were valid and could be employed in this study.

Furthermore, According to Zohrabi (2013) the reliability of the questionnaire must be measured to determine how far the measurement results are still consistent if measurements are taken twice or more against the same symptoms. In this sense, the questionnaire is reliable if the score of Cronbach's Alpha is bigger than Cronbach's Alpha standardization (0.6). After measuring the

questionnaire's reliability, the result indicated that the total score of all statements was bigger than Cronbach's Alpha standardization. Consequently, each statement in the questionnaire was reliable and could be used in this study. It can be seen in table 2.

Table 2. Reliability Statistic

Cronbach's Alpha Standardization	Cronbach's Alpha	N of Items
0.6	0.830	15

In addition, the researchers employed a Likert-scale questionnaire from 1 to 5 degrees to measure Papuan EFL students' motivation in essay writing. It consisted of "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1).

Before conducting semi-structured interviews, the researchers analyzed the quantitative data from the questionnaire to obtain the results on participants' writing beliefs, self-efficacy, and attitudes toward writing. The interview questions were then formulated based on these results. Thus, six questions were employed by the researchers in the interview section. These questions comprised two questions about writing beliefs, two questions about self-efficacy, and two questions about students' attitudes.

### Data Collection

After getting the permission letter from the principal, one of the researchers used mobile WhatsApp to contact the head of the English study program to ask about his willingness to allow us to conduct this study. Before gathering data from the participants, the researchers distributed a consent form to determine whether they agreed to participate in this study. Moreover, the researchers used google Forms to share the questionnaire with the participants through the head of the English study program. Participants were given two weeks to fill out the questionnaire, starting from April 16th to 30th, 2022. After obtaining the quantitative data from the questionnaire, the researchers tabulated it in descriptive statistics and provided it as a percentage. The researchers then used these results to formulate questions for the interviews.

Before conducting semi-structured interviews, one of the researchers

contacted each candidate personally to allocate interview time. After setting the time, each participant was then interviewed through WhatsApp voice call. During the interviews, the researcher recorded them and used the Indonesian language, so the participants could understand the questions and give their responses freely. Before interviewing each participant, the researcher briefly explained this study's purpose and the mechanism in the interviews section. Furthermore, the researcher asked general questions (e.g., participant's willingness to be interviewed, name, semester, and age) to specific questions (their writing beliefs, self-efficacy, and attitudes toward writing). During the interviews, the researcher took notes to highlight the important points based on their answers and re-questioned them to gain more information regarding their experiences in writing an essay. Each interview section lasted 25 to 45 minutes and it took around one week to finish interviewing six participants. The results of the interviews were then transcribed into structured paragraphs for the researchers to analyze.

### **Data analysis**

In analyzing quantitative data from the questionnaire, the researchers gathered and put the data into an excel file. The data were then analyzed using Statistical Package for the Social Science (SPSS26.0) to gauge all statements' mean score and standard deviation. The method that was used to measure the mean score was descriptive analysis. After that, the researchers categorized the mean score of all statements based on five groups, starting from very low to very high. Thus, the range of mean scores were "1.00 to 1.80" (very low), "1.81ward to 2.60" (low), "2.61 to 3.40" (moderate), "3.41 to 4.20" (high) and "4.21 to 5.00" (very high) as suggested by Creswell (2014).

Meanwhile, in analyzing the qualitative data from the interview, the researchers read the data transcription that was made previously and listened to the data recording three times to become familiar with the data and enable them to capture the whole meaning so that the results could be reported correctly. In reporting the results of qualitative data, the researchers established the trustworthiness of the data by employing three main criteria: credibility, transferability, and confirmability (Zohrabi, 2013). In this case, the researchers triangulated the qualitative data by comparing a participant's answers to another

regarding their experience in the writing process. Thus, the findings were credible.

In addition, the researchers also compared the participants' responses to other contexts with similar situations or phenomena. It indicated that the findings were applicable or transferable to other contexts. Finally, the results from the interview were reported based on the participants' responses to the questions without adding further interpretation from the researchers. Consequently, the findings were confirmable.

## 9. Results (Hasil Penelitian)

In this part, the researchers provided the results of quantitative and qualitative data regarding the aim of this study. This study aimed to explore Papuan EFL students' motivation in essay writing that was measured based on the three internal motivational elements: writing beliefs, self-beliefs, and writing attitudes. Therefore, the researchers divided it into three subtopics consisting of Papuan EFL students' writing beliefs, Papuan EFL students' self-efficacy, and Papuan EFL students' attitudes toward writing.

### Papuan EFL Students' Writing Beliefs

Five statements have been employed to measure students' awareness of the importance of writing. Table 3 displays the results of students' awareness of the importance of writing.

Table 3: Participants' responses to their writing beliefs

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD	D	N	A	SA
					(%)	(%)	(%)	(%)	(%)
					F1	F2	F3	F4	F5
WB1	Writing is very important for me.	3.63	1.217	H*	6.3	12.5	18.8	37.5	25
WB2	I am aware of the importance of essay writing in enhancing my English skills.	3.30	1.393	M*	18.8	9.4	25	25	21.9
WB3	I can improve my English skill by writing.	3.10	1.125	M*	9.4	28.1	25	28.1	9.4

WB4	Writing an Essay can make me think critically.	3.87	1.252	H*	12.5	9.4	12.5	28.1	37.5
WB5	I must develop my writing skills.	2.97	1.098	M*	6.3	3.1	12.5	46.9	31.3
Total		3.37	1.217	M*	10.6	12.5	18.76	33.12	25.2

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SD\*=Standard Deviation; LI\*=Level Interpretation; H\*=High; M\*=Moderate  
SD= Strongly Disagree; D=Disagree; N=Neutral; A=Agree;  
SA=Strongly Agree F=Frequency

Table 3 shows that all the statements had good results. In this case, the mean score of each statement was at a moderate and high level. Three statements were at a moderate level such as WB2 (M=3.30), WB3 (M=3.10), and WB5 (M=2.97), while two statements had high results. The first one was from statement WB4, in which they believed writing an essay could make them think critically (37.5%, M=3.87). Secondly, the participants also perceived that writing was very important (WB1, 25%, M=3.63). This finding gained support in the interview section. One student claimed that:

*Writing an essay is very important because, in the process of writing, we usually try to compare and contrast theory and reality. This is very useful for us in enhancing our critical thinking skills. (St.1)*

Another student also gave his opinion:

*In my opinion, writing is very important in academic life. As students, we are demanded to produce a good piece of writing, especially essay writing, to support our future carrier. By writing, we can think critically to pour down our ideas and thoughts in the form of written language. (St.3)*

Based on those arguments, it could be viewed that the participants' awareness of the importance of writing had been appropriately created. In other words, they realized that writing had a good value for developing their language proficiency. Thus, they became motivated to improve their writing skill. One participant clarified that:



*I believe that writing an essay can be useful for me in achieving English proficiency. Therefore, I always try to encourage and motivate myself to create writing habits in order to be able to produce a good piece of writing. (St. 6)*

It could be concluded that students who were aware of the importance of writing could be motivated in essay writing. The more they were aware, the more motivated they became.

### Papuan EFL Students' Self-Efficacy

The researchers employed five statements to measure students' essay writing self-efficacy. The results can be viewed in table 4.

Table 4. Participants' responses to their self-efficacy

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD	D	N	A	SA
					(%)	(%)	(%)	(%)	(%)
					F1	F2	F3	F4	F5
SE1	I believe that I have the ability to produce a good piece of essay writing.	3.67	1.155	H*	6.3	12.5	28.1	25	28.1
SE2	When writing an essay, it is easy for me to get started.	2.80	1.218	M*	21.9	21.9	31.3	15.6	9.4
SE3	It is easy for me to write my ideas into good sentences.	3.37	1.426	M*	18.8	9.4	21.9	25	25
SE4	I tend to feel anxious while writing an essay.	3.60	1.329	H*	12.5	12.5	12.5	34.4	28.1
SE5	It is hard for me to correct my mistakes in essay writing.	3.37	1.189	M*	12.5	15.6	28.1	25	18.8
Total		3.36	1.254	M*	13.5	16.5	23.5	25	21.5
SD*=Standard Deviation;		LI*=Level Interpretation; H*=High; M*=Moderate							
SD= Strongly Disagree;		D=Disagree; N=Neutral; A=Agree;							
SA=Strongly Agree;		F=Frequency							

Table 4 shows that not all the participants had good self-efficacy as writers. It can be proven based on the mean score of three statements which were at a moderate level (SE2, SE3, and SE5). It indicated that some participants felt easy to write an essay (SE2 and SE3), while others did not (SE5). Moreover, the findings also suggested that most participants strongly agreed with two statements (SE1 and SE4). From statement SE1, it can be seen that some participants believed that they had the ability to produce a good piece of writing (28.1%, M=3.67). This result was also supported by one of them in the interview section. He admitted that:

*Writing an essay is not a piece of cake to be produced, but it does not mean that I cannot produce a good piece of writing. As a writer, I believe in my writing skills. when I believe that I have the ability and capability to pour down my ideas in terms of written language, I can do it, even though it is difficult. (St. 4)*

On the other hand, the result from statement SE4 also suggested that some participants tended to feel anxious while writing an essay (28.1%, M=3.60). It indicated that they did not believe in their writing ability as writers. One participant shared that:

*For me, writing an essay in English is very difficult. I am not confident in writing because I do not have much vocabulary that can be used in essay writing, and I do not get used to writing an essay, that's why I tend to ignore it. (St.3)*

It can be viewed from the results that some participants believed that they had the ability to write and others did not. Thus, it could be concluded that some students already had self-efficacy as writers, and others did not believe in themselves as writers.

### **Papuan EFL Students' Attitudes Toward Writing**

Five statements were employed to measure students' attitudes toward writing. The results can be seen in table 5.

Table 5: Participants' responses to their attitudes toward writing

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD	D	N	A	SA
					(%)	(%)	(%)	(%)	(%)
					F1	F2	F3	F4	F5
SA1	I like writing the most.	3.60	1.189	H*	6,3	15.6	15.6	37.5	25
SA2	I usually write whenever I want.	3.40	1.248	M*	12.5	9.4	18.8	46.9	12.5
SA3	Writing is an enjoyable activity for me.	2.77	1.205	M*	21.9	25	18.8	21.9	12.5
SA4	Writing is not a waste of time.	3.97	1.273	H*	12.5	9.4	9.4	21.9	46.9
SA5	Writing is a stressful activity for me.	3.83	.913	H*	6.3	3.1	18.8	53.1	18.8
Total		3.51	1.185	H*	11.6	12.5	16.2	36.2	23.5
SD*=Standard Deviation; LI*=Level Interpretation; H*=High; M*=Moderate									
SD= Strongly Disagree; D=Disagree; N=Neutral; A=Agree;									
SA=Strongly Agree; F=Frequency									

As shown in Table 5, three statements had a high mean score level, namely statements SA4, SA5, and SA1. This finding was similar to the percentage of all statements. The data in the table above showed that 46.9% of the participants strongly agreed with statement SA4, i.e., writing was not a waste of time (M=3.97). Another statement with a high percentage level was statement SA1, where the participants strongly agreed that they liked writing so much (25%, M=3.60). It indicated that the participants had created a positive attitude toward writing. When they were interviewed, one participant asserted that:

*Writing is very important for me. When I was in Senior High School, I have been taught by my English teachers to pour down my thoughts or ideas in the notes. So, I usually write down my feelings, emotions, or the phenomena that I face. It becomes a habit that cannot be separated from my life. This is the same way that I usually do when I become an EFL student. I realize that it is very beneficial for me in helping me to write an essay. (St.6)*

However, another result also revealed that writing was a stressful activity

for them (SM5). This statement's percentage and mean score were high enough (18.8%. M=3.83). It implied that some participants still showed a negative attitude toward essay writing. One participant in the interview section supported this finding. He emphasized that:

*When I want to write an essay, I do not know how to start it. There is a lot of ideas in my mind but I cannot pour it down in term of written language. You know, it is hard for me to figure it out. (St.3)*

Based on the results, it could be concluded that not all the participants possessed a good attitude toward writing. Some had it, but some did not.

## **10. Discussion**

This part discusses the findings to determine the relationship between previous studies and Papuan EFL students' motivation in essay writing in the current study. The findings of Papuan EFL students' writing beliefs revealed that two statements had a high mean score level: statements WB4 and WB1 (see table 3). Statement WB4 suggested that most participants in this study believed in the contribution of essay writing to their critical thinking (65.6%; M=3.87). This finding differed from Amrous and Nejmaoui's (2016) study, which found that most Moroccan EFL students were still unaware of the importance of writing for enhancing their critical thinking. Similarly, the study from Pei et al. (2017) showed that some Chinese EFL students have not perceived writing activity as a strategy to enlarge their critical thinking skills. It indicated that EFL students who have not realized that writing is beneficial to maximize their critical thinking skills, would not put more effort into their work. This statement was supported by Moon (2008), who claimed that motivated students would be able to evaluate their works critically. In line with this, Albertson and Billingsley (2001) asserted that writing an essay could trigger students to think more comprehensively in pouring down their ideas. In this sense, when students pour down their ideas in the written language, they should analyze, criticize and judge their writing products (Ariyanti & Fitriana, 2017; Miftah, 2015). Thus, it could activate their critical thinking skills.

Meanwhile, the finding from statement WB1 showed that most participants

believed that writing was very important for them (62.5%; M=3.63). Their statements in the interview section underpinned this finding. They shared that writing was beneficial for developing their English skills. It indicated that they were aware of the importance of essay writing in enhancing their English proficiency (WB2; M=3.30) and their writing skills in English (WB4; M=3.10). However, it was undeniable that some participants were still unaware of the importance of writing. It could be viewed from the total percentage score of strongly disagree responses (10.6%; see table 3). Therefore, it can be inferred that not all the participants realized that writing an essay could be beneficial for them in achieving English proficiency. These findings were similar to Akyol and Aktaş (2018) and Wright et al.'s. (2020) studies which found that students who perceived writing as having a good value in achieving language proficiency became more engaged in the writing activity, while others who did not perceive writing as having good value would be demotivated in the writing process. This statement was also underpinned by Eccles and Wigfield (2002) who emphasized that students' awareness of the importance of writing could trigger them to be motivated and successful in writing. In this case, when the students were aware of the importance of writing, they would put more effort into producing a good piece of writing (Conradi et al., 2014; Driscoll & Powell, 2016). Thus, their writing skills and language proficiency could be enhanced automatically.

In the process of writing an essay, EFL students also needed self-efficacy to boost their confidence in producing their products of writing. Based on the findings, two statements had a high mean score level: statements SE1 and SE4 (see table 4). As indicated in statement SE1, the participants believed that they could produce a good piece of writing (M=3.67). It indicated that they were confident in writing an essay, even though writing was often assumed to be a difficult activity. This finding was similar to Aktaş and Akyol's (2020) study, which found that writing motivation significantly correlates with EFL students' self-efficacy. On the hand, Diasti and Mbato, (2020) found that EFL students with a high level of motivation would be more confident in writing. This statement was underpinned by Bandura (1986), who stated that the more students had a high self-efficacy level, the more motivated they were. In this sense, EFL students with a high self-efficacy level would be able to keep their motivation on the right track

(Pajares, 2003). Consequently, they would put more effort into the writing process and produce a good piece of writing.

However, the findings also showed that some participants felt anxious while writing an essay (SE4;  $M=3.60$ ). In the interview section, the participants also confirmed that they were not confident in writing an essay because of a lack of vocabulary and practice. This finding was similar to Fareed et al. (2016) and Shen et al.'s. (2020) studies. These studies showed that students' lack of vocabulary and practice made them unconfident in the writing process and could also decrease their writing motivation. In other words, anxiety makes the students feel unconfident and demotivated in producing a piece of writing (Siska et al., 2021). According to Nugroho et al. (2020), anxiety derives from the fear of making a mistake or one's inability to trust himself as a writer. Therefore, Papuan EFL students who were still anxious while writing should build their self-confidence to be more motivated and successful in writing.

Pertaining to Papuan EFL students' attitudes toward writing, the results revealed that not all the participants demonstrated a positive attitude toward writing. Some participants perceived writing was worth the time (SA4;  $M=3.97$ ) because they liked writing the most (SA1;  $M=3.60$ ). Therefore, they usually wrote whenever they wanted (SA2;  $M=3.40$ ). Furthermore, they also perceived writing was an enjoyable activity (SA3;  $M=2.77$ ). This finding was similar to Yu et al. (2019) and Setyowati & Sukmawan's (2016) studies which found that many EFL students had created a positive attitude toward writing because they assumed writing as an enjoyable activity. This finding was supported by Graham et al. (1993), who claimed that if students assume that writing is a fun activity because of a good score in writing, then they will enjoy and keep trying to do the writing activity, even though they might face difficulties during writing. Thus, Papuan EFL students who perceived writing as enjoyable would be able to produce a powerful piece of writing.

On the contrary, the results also suggested that some tended to create a negative attitude toward writing. Those students claimed that writing was a stressful activity (SA5;  $M=3.83$ ). This finding was similar to Toba et al.'s. (2019) study, found that many EFL students in Indonesia tended to develop a negative attitude toward writing. Therefore, they were unmotivated in writing an essay.

According to Gazioğlu (2019), EFL students who had created a positive attitude toward writing could display better writing performance than those who had created a negative attitude. In line with this, Göçen (2019) emphasized that EFL students who develop a negative attitude toward writing might be demotivated during writing. It indicates that they cannot enjoy writing essays (Bruning & Horn, 2000; Graham et al., 1993; Toba et al., 2019). In other words, EFL students who develop a negative attitude toward writing based on bad experiences might assume writing activity as a burden and tend to escape from it (Miftah, 2015). Consequently, they might be demotivated during the writing process and could not produce a good piece of writing.

## **11. Conclusion and Implications (Kesimpulan dan Penutup)**

This study aimed to explore Indonesian EFL students' motivation in essay writing, particularly in the Papuan context by measuring three internal motivational elements: writing beliefs, self-efficacy, and writing attitudes. Concerning writing beliefs, the results revealed that not all the participants had realized the importance of writing for enhancing their writing skills and language proficiency. Moreover, the findings also revealed that some students had a good level of self-efficacy as writers, but others did not. In other words, some students believed that they had the ability to produce a good piece of essay, while others still felt anxious and doubted their ability in the writing process. Similarly, the results from students' attitudes toward writing also showed a balance between positive and negative. In this case, some students showed positive attitudes toward writing, while others developed negative ones.

Consequently, this study offers pedagogical implications and suggestions for lecturers and educators to promote the importance of writing to their students in order to be more aware of the benefits of writing. Moreover, they should be able to find and use appropriate strategies to encourage students to increase their self-efficacy as writers in order to reduce their level of anxiety in the writing process. Furthermore, lecturers and educators need to motivate their students to create a positive attitude toward writing by not perceiving writing activity as a burden. Accordingly, EFL students will become more motivated in writing.

However, this study has several limitations. Firstly, it was limited to a small number of participants. In this sense, the participants consisted of one program study and did not cover all students. Secondly, the researchers did not observe EFL students' situations directly and relied on reported data. Thirdly, the researchers did not investigate the students' external motivation in essay writing. Therefore, future researchers should employ more participants and observe them directly as they engage in writing to gain more valid data that can contribute to the larger population of Indonesian EFL students at the university level.



## 12. Research Plan (Jadwal Penelitian)

[illegible]

**13. Research Personel (Tenaga Peneliti dan Jangka waktu penelitian)**

**1. Ketua Peneliti**

- a. Nama lengkap dengan gelar : Drs. Concilianus Laos Mbato, M.A., Ed.D.
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/ : Pembina/IV a
- d. NIP/NP : P.1948
- e. Jabatan Fungsional : Lektor Kepala
- f. Jabatan Sekarang : Dosen MPBI
- g. Fakultas/Pusat : FKIP
- h. Universitas : Sanata Dharma
- i. Bidang Ilmu : Bahasa dan Seni
- j. Jangka waktu : 6,5 Jam/Minggu 10 bulan (230 Jam)

**2. Anggota Peneliti**

- a. Nama Lengkap : Abel Yohanis Romrome, S.S
- b. Program Studi/Fakultas : Magister Pendidikan Bahasa Inggris/FKIP
- c. NIM : 211242012

**14. Research Budget (Biaya Penelitian)**

No.	Uraian	Jumlah
1.	Honorarium Ketua Peneliti & Anggota	5.000.000,00
2.	Peralatan dan ATK	1.505.000
3.	Pulsa Respondent	1.312.000,00
4.	Buku Referensi	1.414.500,00
5.	Bahan habis pakai konsumsi	1.880.847
6.	Belanja Lain-lain	1.000.000,00
	<b>Total Biaya</b>	<b>Rp 12.112.347</b>

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## LUARAN PENELITIAN



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6 October 2022

### *Letter of Acceptance*

Dear Sir/Madam,

We are pleased to inform you that your article has been accepted for publication in *Journal on English as a Foreign Language (JEFL)* published by the Department of English Language Education, Faculty of Teacher Training and Education, Institut Agama Islam Negeri (State Islamic Institute) Palangka Raya Indonesia. JEFL is a peer-reviewed and open-access journal that aims to publish research-based articles having a depth discussion of the theories and practices of teaching and learning English as a foreign and second language. The Journal is indexed in international academic publication databases, e.g., DOAJ, Crossref, Google Scholar, EBSCO, Microsoft Academic, Index Copernicus, SINTA 2, WorldCat, BASE, etc. The following is the article status:

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Status	:	Accepted
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Thanks for the contribution to the Journal.

Yours sincerely,



**M. Zaini Miftah**  
*Editor-in-Chief*

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# Exploring EFL Students' Motivation in Essay Writing through Writing Beliefs, Self-Efficacy, and Attitudes: A Case from Papua, Indonesia

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## Abstract

Although writing motivation has been widely investigated, limited research has focused on the three elements of internal motivation: writing beliefs, self-efficacy, and attitudes, let alone in the Papuan context. This study explored 32 Papuan EFL undergraduate students' internal motivation in essay writing using a purposive sampling technique. This research adopted a mixed method of quantitative and qualitative data. In collecting the quantitative data, a questionnaire was distributed through the google form platform and analyzed using SPSS 26.0. Meanwhile, semi-structured interviews were conducted to gain qualitative data and analyzed by reading the data transcription and listening to the data recording three times to gain more valid information about the students' internal motivation in writing. The findings revealed that most EFL students had realized the importance of writing (WB1; M=3.63). Some students also demonstrated self-efficacy as writers (SE1; M=3.67), while others still felt anxious during writing (SE4; 3.60). Furthermore, some participants had created a positive attitude toward writing, whereas others did not. This research offers pedagogical implications for the lecturers and educators to promote the importance of writing to their students, encourage them to increase their self-efficacy as writers, and create positive attitudes toward writing.

**Keywords:** motivation in essay writing; Papuan EFL students; self-efficacy; writing attitudes; writing beliefs

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## Introduction

In the academic context, motivation has been considered one crucial element in determining the success of achievement in writing within English as a second language (ESL) or English as a foreign language (EFL) context (Baaijen et al., 2014; Bruning & Horn, 2000; Pajares, 2003). In other words, writing proficiency correlates significantly with motivation (Diasti & Mbato, 2020; Gazioğlu, 2019; Van Blankenstein et al., 2019). According to Dörnyei and Csizér (2002), motivation is one of the crucial elements in determining students' learning outcomes. It indicates that if students are highly motivated in writing, they can produce good pieces of writing (Goldburg, 2013; Mbato & Cendra, 2019; Siska et al., 2021). In this sense, motivation can lead and guide them to acquire writing proficiency (Ling et al., 2021; Wright et al., 2019). In other words, motivation is not only for encouraging students to learn but also for guiding them to achieve their goals (Salikin et al., 2017). Thus, it can be inferred that students should acquire the motivation to help them achieve their learning goals, especially in writing.

Several current studies tried to investigate students' motivation in writing by measuring three motivational elements: writing beliefs, self-efficacy, and attitudes. For example, White and Bruning (2005) conducted a study entitled the correlation between writing beliefs and motivation. They found that the students who perceived writing as an appropriate way to enhance their language skills would be more motivated in writing. Moreover, Bruning and Horn's (2000) findings revealed that many students who created and developed a negative attitude toward writing felt unmotivated in the process of writing. Meanwhile, Wright et al. (2020) emphasized that students often neglect writing activities because they are not confident in their writing abilities, especially in a second language context. In line with this, Fareed et al. (2016) also found that many EFL students in Pakistan felt anxiety during writing, making them unable to pour down their ideas in the written language.

Furthermore, Shen et al. (2020) conducted a study regarding Hongkong EFL students' motivation in writing. The results suggested that many students were anxious and not interested in writing because they lacked practice and knowledge about grammar and vocabulary. Similarly, Toba et al. (2019) investigated Indonesian EFL students' motivation in writing and found that many students had a low level of writing motivation. In this sense, Indonesian EFL students tended to develop a negative attitude toward writing.

Other studies showed different results. For example, Yu et al. (2019) tried to explore Chinese EFL students' motivation in writing. This study collected data from 1190 EFL students at 35 Chinese universities. The results showed that the majority of the participants were motivated to write in English. It occurred because most of the students created positive attitudes toward writing. In this sense, they had a low level of anxiety and uncertain control in writing. In addition, another study by Aktaş and Akyol (2020) reported that Turkey students' motivation had a significant relationship with their self-efficacy as writers. They also found that many students in Turkey perceived writing as an important skill in achieving their language proficiency.

In such conditions, the current researchers were interested in investigating Papuan EFL students' internal motivation in essay writing by measuring these three motivational elements: writing beliefs, self-efficacy, and attitudes toward writing. The main reason the researchers used these components was that most existing studies did not cover these elements comprehensively in investigating EFL students' motivation in writing. For example, some studies only focused on students' writing beliefs (Baaijen et al., 2014; White & Bruning, 2005), writing beliefs and self-efficacy (Aktaş & Akyol, 2020; Shen et al., 2020; Pajares,

2003), self-efficacy and attitude toward writing (Van Blankenstein et al., 2019; Yu et al., 2019), attitude toward writing (Bruning & Horn, 2000; Gazioğlu, 2019; Göçen, 2019; Toba et al., 2019). On the other hand, only one study has investigated students' motivation in essay writing (Wilson & Czik, 2016). However, this study did not concern the EFL context. It focused on the role of teachers' feedback in enhancing students' motivation in essay writing in the USA context. Therefore, it was imperative to explore students' motivation in essay writing by measuring these three motivational elements in the EFL context.

Pertaining to these three internal motivational elements in writing, Baaijen et al. (2014) asserted that writing belief refers to the students' awareness of the importance of writing. In this case, students must believe that writing has good value that can contribute to the development of their capability. If the students realize that writing activity can develop their ability to be better, they will keep engaging in that activity. Thus, they will be more motivated in writing (Eccles & Wigfield, 2002). Therefore, it can be deduced that students who want to produce a piece of writing should believe that writing will enable them to achieve English proficiency.

Meanwhile, self-belief generally refers to self-efficacy, as proposed by Bandura (1986). Shen et al. (2020) defined it as an individual's belief about him/herself as a writer. In this sense, if the students believe they have the ability to write, they will be able to accomplish a writing task (Van Blankenstein et al., 2019). According to Pajares (2003), self-efficacy is needed by students to keep their motivation on the right track. In line with this, Shah et al. (2011) asserted that students with high self-efficacy levels could successfully perform writing tasks. In other words, students with self-efficacy can motivate themselves to put more effort into writing (Wright et al., 2019). Therefore, Papuan EFL students should boost their self-confidence in order to succeed in the writing process.

Furthermore, attitude refers to students' opinions and perceptions about writing. According to Fishbein and Ajzen (1975), students develop their attitudes toward writing based on their experiences and interpretation of those experiences. In line with this, Wright et al. (2019) emphasized that the students who are motivated in writing can be identified by looking at their attitudes toward writing. It indicates that motivated students develop positive attitudes toward writing (Setyowati & Sukmawan, 2016). In this case, a writing activity must be seen as useful, enjoyable, and essential for the students to enhance their writing skills (Conradi et al., 2014). Similarly, Göçen (2019) asserted that students who develop a negative attitude toward writing might be demotivated during writing. In other words, they cannot enjoy writing an essay or even escape from a writing activity (Graham et al., 1993). Thus, students who want to perform better in writing should develop positive attitudes.

In the context of ESL/EFL, writing is categorized as one of the crucial skills students must acquire. Rao and Durga (2018) emphasized that writing is an essential skill EFL students should obtain to support their academic lives and prepare them for a better future. It indicates that students will be enabled to improve their language proficiency through writing. In other words, writing can be an appropriate strategy to enlarge students' second language proficiency (Hyland, 2001; Tridinanti et al., 2020). Meanwhile, Gazioğlu (2019) asserted that writing is an essential skill that enables students to express themselves easily in another language. It also can enhance students' ability to communicate across time and place and broadens their horizons (Brown, 2007; Fareed et al., 2016; Wright et al., 2019; 2020). Therefore, EFL students need to make some breakthroughs in developing their writing skills to acquire English proficiency quickly.

However, writing has been considered a difficult skill to be acquired (Göçen, 2019; Lahuerta, 2018; Mbato & Cendra, 2019; Miftah, 2015). According to Albertson and

Billingsley (2001), writing is a skill developed slower and harder than other skills such as listening, reading, and speaking. It occurs because, in the writing process, a writer needs time, practice, experience, and strategy to pour down their ideas into a written language (Wijekumar et al., 2019). In line with this, Prastikawati et al. (2020) also claimed that writing is a complex skill that combines physical, cognitive, and affective competencies. It indicates that the students must be able to create an appropriate situation where they can freely transfer their ideas in writing (Baroudy, 2008). Moreover, they should regulate their emotion, build their imagination, and pour their knowledge into the written language during writing.

Furthermore, Tridinanti et al. (2020) asserted that writing contains psychological, linguistic, and cognitive problems that can make the students feel difficult to write. Psychological problems in writing refer to students' attitudes toward writing, such as anxiety, low confidence, nervousness, and negative expectation during writing (Driscoll & Powell, 2016). Meanwhile, Linguistic problems are linked to linguistic features, such as structure, grammar, vocabulary, and spelling (Prastikawati et al., 2020; Wijekumar et al., 2019). Furthermore, cognitive problems are related to students' ability to write down their feelings, experiences, perceptions, and knowledge in written language (Fareed et al., 2016; Miftah, 2015).

In addition, Pranowo (2018) argues that there is no writing tradition in some areas, specifically in the Indonesian context. In this case, Indonesian people historically communicate with others by speaking (oral tradition). Thus, Indonesian EFL students tend to avoid writing activities. In other words, Indonesian students do not develop a habit of writing (Syafii & Miftah, 2020). It is one of the reasons why Indonesian students have a low level of literacy skills compared with other countries (Yantoro, 2021). Consequently, many EFL students find difficulty pouring down their ideas into written language or even escaping from writing activities.

In the Papuan context, some evidence shows that Papuan students have low literacy skills. It is proven based on the results of the Human Development Index (HDI) in 2017, which stated that literacy in Papua was the lowest ranking compared to other provinces in Indonesia (Indramawan, 2018). Similarly, in 2017 the United Nations Development Program (UNDP) found that Papuan students still had the lowest literacy skills (Triyanto, 2019). It indicates that Papuan students have not effectively improved their literacy skills yet. Therefore, Papuan EFL students should build up their motivation to enhance their literacy skills, specifically writing proficiency, in this context.

As indicated above that the literacy skills of Papuan students were the lowest compared to other provinces in Indonesia. So far, none of the studies has investigated these three motivational elements in the Papuan context. Therefore, the current researchers needed to fill the gap by studying Papuan EFL students' motivation in essay writing by measuring students' writing beliefs, self-efficacy, and attitudes holistically. One research question was postulated: To what extent do Papuan EFL students have the motivation in essay writing encompassing writing belief, self-efficacy, and writing attitude? It was undeniable that this study would provide more comprehensive data on Papuan EFL students' motivation in essay writing, particularly at the university level.

## **Method**

### ***Research design***

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This research adopted a mixed method of quantitative and qualitative data. According to Creswell (2014), a mixed method is a combination of quantitative and qualitative data, which are collected, analyzed, and identified discretely, whose results will be compared to one

another to determine whether they are related or unrelated. It indicated that the researchers used this method because they wanted to combine, analyze and compare the situations from the quantitative and qualitative data. Thus, the data would be richer to be analyzed and reported.

In this study, a questionnaire was employed to collect the quantitative data. It was used to gain empirical information through the numerical data from the participants regarding their experiences in essay writing. In this case, the quantitative data from the questionnaire enabled the researchers to get basic knowledge or general information from the participants' experiences in essay writing.

Meanwhile, semi-structured interviews were conducted to obtain specific information by focusing more on exploring participants' experiences. In other words, the qualitative data from the interviews enabled the researchers to put themselves in another person's shoes to understand the participants' subjective experiences. Thus, the researchers could envisage the actual situations the participants encountered.

### ***Participants***

The participants of this research were 32 undergraduate students majoring in English education from a university in Timika, Papua, Indonesia. They consisted of 15 students who were taking an Academic Essay Writing class in the fourth semester, and 17 who finished that class participated in this study. These participants were selected through the purposive sampling technique. According to Creswell (2014), the purposive sampling technique is used to choose the participants based on their experiences and knowledge in a certain context. In selecting the participants, the researchers used two types of criteria. Firstly, the participants had to have experience in writing an essay. Secondly, the participants were still taking an Academic Essay Writing class or had finished that class. Therefore, they could give valid responses based on their writing experiences.

Furthermore, in conducting semi-structured interviews, the researchers distributed a consent form to determine the participants' willingness to contribute to the interview section. 6 participants agreed to be interviewed by the researchers in this study. In order to conceal the participants' identities, the researchers employed abbreviations in the interview section. In this case, student 1 was abbreviated to st.1, student 2 was abbreviated to st.2, and so on. The demographic data of the participants can be seen in table 1.

Table 1. Demographic data of the participants

Socio demographics items	Details	Frequency	Percentage (%)
Gender	Male	9	28.1
	Female	23	71.9
Semester	Four	15	46.9
	Six	8	25
	Eight	6	18.8
	Ten	2	6.3
	Twelve	1	3.1

### ***Research Instruments***

In this study, the researchers employed two instruments in collecting the data: a questionnaire and semi-structured interviews. There were 15 questions in the questionnaire that consisted of three components of motivation in writing, namely, writing belief (WB),

self-efficacy (SE), and attitude toward writing (SA). The questionnaire on writing beliefs contained 5 statements: (1) “writing is very important for me”, (2) “I am aware of the importance of writing in enhancing my English skills”, (3) “I can improve my English skills by writing”, (4) “writing an essay can make me think critically”, and (5) “I must develop my writing skills”.

Moreover, the questionnaire on self-efficacy comprised 5 statements: (1) “I believe that I have the ability to produce a good piece of essay writing”, (2) “when writing an essay, it is easy for me to get started”, (3) “it is easy for me to write my ideas into good sentences”, (4) “I tend to feel anxious while writing an essay”, and (5) “it is hard for me to correct my mistake in essay writing”. Similarly, the questionnaire on students’ attitudes toward writing consisted of 5 statements: (1) “I like writing the most”, (2) “I usually write whenever I want”, (3) “writing is an enjoyable activity for me”, (4) “writing is not a waste of time”, and (5) “writing is a stressful activity for me”.

In providing all the statements in the questionnaire, the researchers used abbreviations to categorize them. In this case, statement 1 for writing beliefs was abbreviated to WB1, statement 2 for self-efficacy was abbreviated to SE2, statement 3 for writing attitudes was abbreviated to SA3, and so on. The questionnaire on writing beliefs was adopted from Eccles et al. (2006). Meanwhile, the questionnaire on self-efficacy and self-attitude was adapted and adopted from Graham et al. (1993). This questionnaire had been measured by them to find out the validity and reliability. The results indicated that this questionnaire was reliable (Cronbach’s alpha = .84) and valid to be used.

However, the researchers did not use all the questionnaire items in this study but adapted some of them to suit the EFL context. In this sense, the questionnaire on self-efficacy from Graham et al. (1993) consisted of seven items. Yet, two items were eliminated because they were irrelevant to the EFL context. These statements were: (1) it is for me to pour down my ideas in the first language, and (2) it is easy for me to criticize my ideas in the first language. On the other hand, the questionnaire on self-attitudes was adopted without modification. Therefore, the researchers needed to re-measure the validity and reliability of the questionnaire in this study.

According to Cresswell (2014) the questionnaire is valid if the score of the R Table is less than the score of the R Count. In this case, 32 participants contributed to this study, so R Table was .374. After calculating the data in SPSS, the score of the R Count was higher than R Table, which was around .451 up to .732. Thus, it could be inferred that all the questions were valid and could be employed in this study.

Furthermore, According to Zohrabi (2013) the reliability of the questionnaire must be measured to determine how far the measurement results are still consistent if measurements are taken twice or more against the same symptoms. In this sense, the questionnaire is reliable if the score of Cronbach's Alpha is bigger than Cronbach's Alpha standardization (0.6). After measuring the questionnaire’s reliability, the result indicated that the total score of all statements was bigger than Cronbach’s Alpha standardization. Consequently, each statement in the questionnaire was reliable and could be used in this study. It can be seen in table 2.

Table 2. Reliability Statistic

Cronbach’s Alpha Standardization	Cronbach’s Alpha	N of Items
0.6	0.830	15



In addition, the researchers employed a Likert-scale questionnaire from 1 to 5 degrees to measure Papuan EFL students' motivation in essay writing. It consisted of "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1).

Before conducting semi-structured interviews, the researchers analyzed the quantitative data from the questionnaire to obtain the results on participants' writing beliefs, self-efficacy, and attitudes toward writing. The interview questions were then formulated based on these results. Thus, six questions were employed by the researchers in the interview section. These questions comprised two questions about writing beliefs, two questions about self-efficacy, and two questions about students' attitudes.

### ***Data Collection***

After getting the permission letter from the principal, one of the researchers used mobile WhatsApp to contact the head of the English study program to ask about his willingness to allow us to conduct this study. Before gathering data from the participants, the researchers distributed a consent form to determine whether they agreed to participate in this study. Moreover, the researchers used google Forms to share the questionnaire with the participants through the head of the English study program. Participants were given two weeks to fill out the questionnaire, starting from April 16<sup>th</sup> to 30<sup>th</sup>, 2022. After obtaining the quantitative data from the questionnaire, the researchers tabulated it in descriptive statistics and provided it as a percentage. The researchers then used these results to formulate questions for the interviews.

Before conducting semi-structured interviews, one of the researchers contacted each candidate personally to allocate interview time. After setting the time, each participant was then interviewed through WhatsApp voice call. During the interviews, the researcher recorded them and used the Indonesian language, so the participants could understand the questions and give their responses freely. Before interviewing each participant, the researcher briefly explained this study's purpose and the mechanism in the interviews section. Furthermore, the researcher asked general questions (e.g., participant's willingness to be interviewed, name, semester, and age) to specific questions (their writing beliefs, self-efficacy, and attitudes toward writing). During the interviews, the researcher took notes to highlight the important points based on their answers and re-questioned them to gain more information regarding their experiences in writing an essay. Each interview section lasted 25 to 45 minutes and it took around one week to finish interviewing six participants. The results of the interviews were then transcribed into structured paragraphs for the researchers to analyze.

### ***Data analysis***

In analyzing quantitative data from the questionnaire, the researchers gathered and put the data into an excel file. The data were then analyzed using Statistical Package for the Social Science (SPSS26.0) to gauge all statements' mean score and standard deviation. The method that was used to measure the mean score was descriptive analysis. After that, the researchers categorized the mean score of all statements based on five groups, starting from very low to very high. Thus, the range of mean scores were "1.00 to 1.80" (very low), "1.81ward to 2.60" (low), "2.61 to 3.40" (moderate), "3.41 to 4.20" (high) and "4.21 to 5.00" (very high) as suggested by Creswell (2014).

Meanwhile, in analyzing the qualitative data from the interview, the researchers read the data transcription that was made previously and listened to the data recording three times to become familiar with the data and enable them to capture the whole meaning so that the results could be reported correctly. In reporting the results of qualitative data, the researchers

established the trustworthiness of the data by employing three main criteria: credibility, transferability, and confirmability (Zohrabi, 2013). In this case, the researchers triangulated the qualitative data by comparing a participant's answers to another regarding their experience in the writing process. Thus, the findings were credible.

## Findings

### *Papuan EFL Students' Writing Beliefs*

Table 3: Participants’ responses to their writing beliefs

Table 3 shows that all the statements had good results. In this case, the mean score of each statement was at a moderate and high level. Three statements were at a moderate level such as WB2 (M=3.30), WB3 (M=3.10), and WB5 (M=2.97), while two statements had high results. The first one was from statement WB4, in which they believed writing an essay could make them think critically (37.5%, M=3.87). Secondly, the participants also perceived that writing was very important (WB1, 25%, M=3.63). This finding gained support in the interview section. One student claimed that:

Writing an essay is very important because, in the process of writing, we usually try to compare and contrast theory and reality. This is very useful for us in enhancing our critical thinking skills. (St.1)

Another student also gave his opinion:

In my opinion, writing is very important in academic life. As students, we are demanded to produce a good piece of writing, especially essay writing, to support our future carrier. By writing, we can think critically to pour down our ideas and thoughts in the form of written language. (St.3)

Based on those arguments, it could be viewed that the participants' awareness of the importance of writing had been appropriately created. In other words, they realized that writing had a good value for developing their language proficiency. Thus, they became motivated to improve their writing skill. One participant clarified that:

I believe that writing an essay can be useful for me in achieving English proficiency. Therefore, I always try to encourage and motivate myself to create writing habits in order to be able to produce a good piece of writing. (St. 6)

It could be concluded that students who were aware of the importance of writing could be motivated in essay writing. The more they were aware, the more motivated they became.

### ***Papuan EFL Students' Self-Efficacy***

The researchers employed five statements to measure students' essay writing self-efficacy. The results can be viewed in table 4.

Table 4. Participants' responses to their self-efficacy

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD	D	N	A	SA
					(%)	(%)	(%)	(%)	(%)
					F1	F2	F3	F4	F5
SE1	I believe that I have the ability to produce a good piece of essay writing.	3.67	1.155	H*	6.3	12.5	28.1	25	28.1
SE2	When writing an essay, it is easy for me to	2.80	1.218	M*	21.9	21.9	31.3	15.6	9.4



	get started.								
SE3	It is easy for me to write my ideas into good sentences.	3.37	1.426	M*	18.8	9.4	21.9	25	25
SE4	I tend to feel anxious while writing an essay.	3.60	1.329	H*	12.5	12.5	12.5	34.4	28.1
SE5	It is hard for me to correct my mistakes in essay writing.	3.37	1.189	M*	12.5	15.6	28.1	25	18.8
Total		3.36	1.254	M*	13.5	16.5	23.5	25	21.5
SD*=Standard Deviation; SD= Strongly Disagree; SA=Strongly Agree;		LI*=Level Interpretation; D=Disagree; F=Frequency		H*=High; N=Neutral;		M*=Moderate A=Agree;			

Table 4 shows that not all the participants had good self-efficacy as writers. It can be proven based on the mean score of three statements which were at a moderate level (SE2, SE3, and SE5). It indicated that some participants felt easy to write an essay (SE2 and SE3), while others did not (SE5). Moreover, the findings also suggested that most participants strongly agreed with two statements (SE1 and SE4). From statement SE1, it can be seen that some participants believed that they had the ability to produce a good piece of writing (28.1%, M=3.67). This result was also supported by one of them in the interview section. He admitted that:

Writing an essay is not a piece of cake to be produced, but it does not mean that I cannot produce a good piece of writing. As a writer, I believe in my writing skills. when I believe that I have the ability and capability to pour down my ideas in terms of written language, I can do it, even though it is difficult. (St. 4)

On the other hand, the result from statement SE4 also suggested that some participants tended to feel anxious while writing an essay (28.1%, M=3.60). It indicated that they did not believe in their writing ability as writers. One participant shared that:

For me, writing an essay in English is very difficult. I am not confident in writing because I do not have much vocabulary that can be used in essay writing, and I do not get used to writing an essay, that's why I tend to ignore it. (St.3)

It can be viewed from the results that some participants believed that they had the ability to write and others did not. Thus, it could be concluded that some students already had self-efficacy as writers, and others did not believe in themselves as writers.

### ***Papuan EFL Students' Attitudes Toward Writing***

Five statements were employed to measure students' attitudes toward writing. The results can be seen in table 5.

Table 5: Participants' responses to their attitudes toward writing

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD	D	N	A	SA
					(%)	(%)	(%)	(%)	(%)
					F1	F2	F3	F4	F5
SA1	I like writing the most.	3.60	1.189	H*	6,3	15.6	15.6	37.5	25
SA2	I usually write whenever I want.	3.40	1.248	M*	12.5	9.4	18.8	46.9	12.5
SA3	Writing is an enjoyable activity for me.	2.77	1.205	M*	21.9	25	18.8	21.9	12.5
SA4	Writing is not a waste of time.	3.97	1.273	H*	12.5	9.4	9.4	21.9	46.9
SA5	Writing is a stressful activity for me.	3.83	.913	H*	6.3	3.1	18.8	53.1	18.8
Total		3.51	1.185	H*	11.6	12.5	16.2	36.2	23.5

SD\*=Standard Deviation; LI\*=Level Interpretation; H\*=High; M\*=Moderate  
SD= Strongly Disagree; D=Disagree; N=Neutral; A=Agree;  
SA=Strongly Agree; F=Frequency

As shown in Table 5, three statements had a high mean score level, namely statements SA4, SA5, and SA1. This finding was similar to the percentage of all statements. The data in the table above showed that 46.9% of the participants strongly agreed with statement SA4, i.e., writing was not a waste of time ( $M=3.97$ ). Another statement with a high percentage level was statement SA1, where the participants strongly agreed that they liked writing so much (25%,  $M=3.60$ ). It indicated that the participants had created a positive attitude toward writing. When they were interviewed, one participant asserted that:

Writing is very important for me. When I was in Senior High School, I have been taught by my English teachers to pour down my thoughts or ideas in the notes. So, I usually write down my feelings, emotions, or the phenomena that I face. It becomes a habit that cannot be separated from my life. This is the same way that I usually do when I become an EFL student. I realize that it is very beneficial for me in helping me to write an essay. (St.6)

However, another result also revealed that writing was a stressful activity for them (SM5). This statement's percentage and mean score were high enough (18.8%.  $M=3.83$ ). It implied that some participants still showed a negative attitude toward essay writing. One participant in the interview section supported this finding. He emphasized that:

When I want to write an essay, I do not know how to start it. There is a lot of ideas in my mind but I cannot pour it down in term of written language. You know, it is hard for me to figure it out. (St.3)

Based on the results, it could be concluded that not all the participants possessed a good attitude toward writing. Some had it, but some did not.

## Discussion

This part discusses the findings to determine the relationship between previous studies and Papuan EFL students' motivation in essay writing in the current study. The findings of Papuan EFL students' writing beliefs revealed that two statements had a high mean score level: statements WB4 and WB1 (see table 3). Statement WB4 suggested that most participants in this study believed in the contribution of essay writing to their critical thinking (65.6%;  $M=3.87$ ). This finding differed from Amrous and Nejmaoui's (2016) study, which found that most Moroccan EFL students were still unaware of the importance of writing for enhancing their critical thinking. Similarly, the study from Pei et al. (2017) showed that some Chinese EFL students have not perceived writing activity as a strategy to enlarge their critical thinking skills. It indicated that EFL students who have not realized that writing is beneficial to maximize their critical thinking skills, would not put more effort into their work. This statement was supported by Moon (2008), who claimed that motivated students would be able to evaluate their works critically. In line with this, Albertson and Billingsley (2001) asserted that writing an essay could trigger students to think more comprehensively in pouring down their ideas. In this sense, when students pour down their ideas in the written language, they should analyze, criticize and judge their writing products (Ariyanti & Fitriana, 2017; Miftah, 2015). Thus, it could activate their critical thinking skills.

Meanwhile, the finding from statement WB1 showed that most participants believed that writing was very important for them (62.5%;  $M=3.63$ ). Their statements in the interview section underpinned this finding. They shared that writing was beneficial for developing their English skills. It indicated that they were aware of the importance of essay writing in enhancing their English proficiency (WB2;  $M=3.30$ ) and their writing skills in English (WB4;  $M=3.10$ ). However, it was undeniable that some participants were still unaware of the importance of writing. It could be viewed from the total percentage score of strongly disagree responses (10.6%; see table 3). Therefore, it can be inferred that not all the participants realized that writing an essay could be beneficial for them in achieving English proficiency. These findings were similar to Akyol and Aktaş (2018) and Wright et al.'s. (2020) studies which found that students who perceived writing as having a good value in achieving language proficiency became more engaged in the writing activity, while others who did not perceive writing as having good value would be demotivated in the writing process. This statement was also underpinned by Eccles and Wigfield (2002) who emphasized that students' awareness of the importance of writing could trigger them to be motivated and successful in writing. In this case, when the students were aware of the importance of writing, they would put more effort into producing a good piece of writing (Conradi et al., 2014; Driscoll & Powell, 2016). Thus, their writing skills and language proficiency could be enhanced automatically.

In the process of writing an essay, EFL students also needed self-efficacy to boost their confidence in producing their products of writing. Based on the findings, two statements had a high mean score level: statements SE1 and SE4 (see table 4). As indicated in statement SE1, the participants believed that they could produce a good piece of writing ( $M=3.67$ ). It indicated that they were confident in writing an essay, even though writing was often assumed to be a difficult activity. This finding was similar to Aktaş and Akyol's (2020) study, which found that writing motivation significantly correlates with EFL students' self-efficacy. On the hand, Diasti and Mbato, (2020) found that EFL students with a high level of motivation would be more confident in writing. This statement was underpinned by Bandura (1986), who stated that the more students had a high self-efficacy level, the more motivated they were. In this sense, EFL students with a high self-efficacy level would be able to keep their motivation on

the right track (Pajares, 2003). Consequently, they would put more effort into the writing process and produce a good piece of writing.

However, the findings also showed that some participants felt anxious while writing an essay (SE4; M=3.60). In the interview section, the participants also confirmed that they were not confident in writing an essay because of a lack of vocabulary and practice. This finding was similar to Fareed et al. (2016) and Shen et al.'s. (2020) studies. These studies showed that students' lack of vocabulary and practice made them unconfident in the writing process and could also decrease their writing motivation. In other words, anxiety makes the students feel unconfident and demotivated in producing a piece of writing (Siska et al., 2021). According to Nugroho et al. (2020), anxiety derives from the fear of making a mistake or one's inability to trust himself as a writer. Therefore, Papuan EFL students who were still anxious while writing should build their self-confidence to be more motivated and successful in writing.

Pertaining to Papuan EFL students' attitudes toward writing, the results revealed that not all the participants demonstrated a positive attitude toward writing. Some participants perceived writing was worth the time (SA4; M=3.97) because they liked writing the most (SA1; M=3.60). Therefore, they usually wrote whenever they wanted (SA2; M=3.40). Furthermore, they also perceived writing was an enjoyable activity (SA3; M=2.77). This finding was similar to Yu et al. (2019) and Setyowati & Sukmawan's (2016) studies which found that many EFL students had created a positive attitude toward writing because they assumed writing as an enjoyable activity. This finding was supported by Graham et al. (1993), who claimed that if students assume that writing is a fun activity because of a good score in writing, then they will enjoy and keep trying to do the writing activity, even though they might face difficulties during writing. Thus, Papuan EFL students who perceived writing as enjoyable would be able to produce a powerful piece of writing.

On the contrary, the results also suggested that some tended to create a negative attitude toward writing. Those students claimed that writing was a stressful activity (SA5; M=3.83). This finding was similar to Toba et al.'s. (2019) study, found that many EFL students in Indonesia tended to develop a negative attitude toward writing. Therefore, they were unmotivated in writing an essay. According to Gazioğlu (2019), EFL students who had created a positive attitude toward writing could display better writing performance than those who had created a negative attitude. In line with this, Göçen (2019) emphasized that EFL students who develop a negative attitude toward writing might be demotivated during writing. It indicates that they cannot enjoy writing essays (Bruning & Horn, 2000; Graham et al., 1993; Toba et al., 2019). In other words, EFL students who develop a negative attitude toward writing based on bad experiences might assume writing activity as a burden and tend to escape from it (Miftah, 2015). Consequently, they might be demotivated during the writing process and could not produce a good piece of writing.

## **Conclusion**

This study aimed to explore Indonesian EFL students' motivation in essay writing, particularly in the Papuan context by measuring three internal motivational elements: writing beliefs, self-efficacy, and writing attitudes. Concerning writing beliefs, the results revealed that not all the participants had realized the importance of writing for enhancing their writing skills and language proficiency. Moreover, the findings also revealed that some students had a good level of self-efficacy as writers, but others did not. In other words, some students believed that they had the ability to produce a good piece of essay, while others still felt anxious and doubted their ability in the writing process. Similarly, the results from students' attitudes toward writing also showed a balance between positive and negative. In this case,

some students showed positive attitudes toward writing, while others developed negative ones.

Consequently, this study offers pedagogical implications and suggestions for lecturers and educators to promote the importance of writing to their students in order to be more aware of the benefits of writing. Moreover, they should be able to find and use appropriate strategies to encourage students to increase their self-efficacy as writers in order to reduce their level of anxiety in the writing process. Furthermore, lecturers and educators need to motivate their students to create a positive attitude toward writing by not perceiving writing activity as a burden. Accordingly, EFL students will become more motivated in writing.

However, this study has several limitations. Firstly, it was limited to a small number of participants. In this sense, the participants consisted of one program study and did not cover all students. Secondly, the researchers did not observe EFL students' situations directly and relied on reported data. Thirdly, the researchers did not investigate the students' external motivation in essay writing. Therefore, future researchers should employ more participants and observe them directly as they engage in writing to gain more valid data that can contribute to the larger population of Indonesian EFL students at the university level.

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Dear Sir/Madam,

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Yours sincerely,



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*Editor-in-Chief*

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# Exploring EFL Students' Motivation in Essay Writing through Writing Beliefs, Self-Efficacy, and Attitudes: A Case from Papua, Indonesia

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## Abstract

Although writing motivation has been widely investigated, limited research has focused on the three elements of internal motivation: writing beliefs, self-efficacy, and attitudes, let alone in the Papuan context. This study explored 32 Papuan EFL undergraduate students' internal motivation in essay writing using a purposive sampling technique. This research adopted a mixed method of quantitative and qualitative data. In collecting the quantitative data, a questionnaire was distributed through the google form platform and analyzed using SPSS 26.0. Meanwhile, semi-structured interviews were conducted to gain qualitative data and analyzed by reading the data transcription and listening to the data recording three times to gain more valid information about the students' internal motivation in writing. The findings revealed that most EFL students had realized the importance of writing (WB1; M=3.63). Some students also demonstrated self-efficacy as writers (SE1; M=3.67), while others still felt anxious during writing (SE4; 3.60). Furthermore, some participants had created a positive attitude toward writing, whereas others did not. This research offers pedagogical implications for the lecturers and educators to promote the importance of writing to their students, encourage them to increase their self-efficacy as writers, and create positive attitudes toward writing.

**Keywords:** motivation in essay writing; Papuan EFL students; self-efficacy; writing attitudes; writing beliefs

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## Introduction

In the academic context, motivation has been considered one crucial element in determining the success of achievement in writing within English as a second language (ESL) or English as a foreign language (EFL) context (Baaijen et al., 2014; Bruning & Horn, 2000; Pajares, 2003). In other words, writing proficiency correlates significantly with motivation (Diasti & Mbato, 2020; Gazioğlu, 2019; Van Blankenstein et al., 2019). According to Dörnyei and Csizér (2002), motivation is one of the crucial elements in determining students' learning outcomes. It indicates that if students are highly motivated in writing, they can produce good pieces of writing (Goldburg, 2013; Mbato & Cendra, 2019; Siska et al., 2021). In this sense, motivation can lead and guide them to acquire writing proficiency (Ling et al., 2021; Wright et al., 2019). In other words, motivation is not only for encouraging students to learn but also for guiding them to achieve their goals (Salikin et al., 2017). Thus, it can be inferred that students should acquire the motivation to help them achieve their learning goals, especially in writing.

Several current studies tried to investigate students' motivation in writing by measuring three motivational elements: writing beliefs, self-efficacy, and attitudes. For example, White and Bruning (2005) conducted a study entitled the correlation between writing beliefs and motivation. They found that the students who perceived writing as an appropriate way to enhance their language skills would be more motivated in writing. Moreover, Bruning and Horn's (2000) findings revealed that many students who created and developed a negative attitude toward writing felt unmotivated in the process of writing. Meanwhile, Wright et al. (2020) emphasized that students often neglect writing activities because they are not confident in their writing abilities, especially in a second language context. In line with this, Fareed et al. (2016) also found that many EFL students in Pakistan felt anxiety during writing, making them unable to pour down their ideas in the written language.

Furthermore, Shen et al. (2020) conducted a study regarding Hongkong EFL students' motivation in writing. The results suggested that many students were anxious and not interested in writing because they lacked practice and knowledge about grammar and vocabulary. Similarly, Toba et al. (2019) investigated Indonesian EFL students' motivation in writing and found that many students had a low level of writing motivation. In this sense, Indonesian EFL students tended to develop a negative attitude toward writing.

Other studies showed different results. For example, Yu et al. (2019) tried to explore Chinese EFL students' motivation in writing. This study collected data from 1190 EFL students at 35 Chinese universities. The results showed that the majority of the participants were motivated to write in English. It occurred because most of the students created positive attitudes toward writing. In this sense, they had a low level of anxiety and uncertain control in writing. In addition, another study by Aktaş and Akyol (2020) reported that Turkey students' motivation had a significant relationship with their self-efficacy as writers. They also found that many students in Turkey perceived writing as an important skill in achieving their language proficiency.

In such conditions, the current researchers were interested in investigating Papuan EFL students' internal motivation in essay writing by measuring these three motivational elements: writing beliefs, self-efficacy, and attitudes toward writing. The main reason the researchers used these components was that most existing studies did not cover these elements comprehensively in investigating EFL students' motivation in writing. For example, some studies only focused on students' writing beliefs (Baaijen et al., 2014; White & Bruning, 2005), writing beliefs and self-efficacy (Aktaş & Akyol, 2020; Shen et al., 2020; Pajares, 2003), self-efficacy and attitude toward writing (Van Blankenstein et al., 2019; Yu et al., 2019), attitude toward writing (Bruning & Horn, 2000; Gazioğlu, 2019; Göçen, 2019; Toba et al., 2019). On the other hand, only one

study has investigated students' motivation in essay writing (Wilson & Czikk, 2016). However, this study did not concern the EFL context. It focused on the role of teachers' feedback in enhancing students' motivation in essay writing in the USA context. Therefore, it was imperative to explore students' motivation in essay writing by measuring these three motivational elements in the EFL context.

Pertaining to these three internal motivational elements in writing, Baaijen et al. (2014) asserted that writing belief refers to the students' awareness of the importance of writing. In this case, students must believe that writing has good value that can contribute to the development of their capability. If the students realize that writing activity can develop their ability to be better, they will keep engaging in that activity. Thus, they will be more motivated in writing (Eccles & Wigfield, 2002). Therefore, it can be deduced that students who want to produce a piece of writing should believe that writing will enable them to achieve English proficiency.

Meanwhile, self-belief generally refers to self-efficacy, as proposed by Bandura (1986). Shen et al. (2020) defined it as an individual's belief about him/herself as a writer. In this sense, if the students believe they have the ability to write, they will be able to accomplish a writing task (Van Blankenstein et al., 2019). According to Pajares (2003), self-efficacy is needed by students to keep their motivation on the right track. In line with this, Shah et al. (2011) asserted that students with high self-efficacy levels could successfully perform writing tasks. In other words, students with self-efficacy can motivate themselves to put more effort into writing (Wright et al., 2019). Therefore, Papuan EFL students should boost their self-confidence in order to succeed in the writing process.

Furthermore, attitude refers to students' opinions and perceptions about writing. According to Fishbein and Ajzen (1975), students develop their attitudes toward writing based on their experiences and interpretation of those experiences. In line with this, Wright et al. (2019) emphasized that the students who are motivated in writing can be identified by looking at their attitudes toward writing. It indicates that motivated students develop positive attitudes toward writing (Setyowati & Sukmawan, 2016). In this case, a writing activity must be seen as useful, enjoyable, and essential for the students to enhance their writing skills (Conradi et al., 2014). Similarly, Göçen (2019) asserted that students who develop a negative attitude toward writing might be demotivated during writing. In other words, they cannot enjoy writing an essay or even escape from a writing activity (Graham et al., 1993). Thus, students who want to perform better in writing should develop positive attitudes.

In the context of ESL/EFL, writing is categorized as one of the crucial skills students must acquire. Rao and Durga (2018) emphasized that writing is an essential skill EFL students should obtain to support their academic lives and prepare them for a better future. It indicates that students will be enabled to improve their language proficiency through writing. In other words, writing can be an appropriate strategy to enlarge students' second language proficiency (Hyland, 2001; Tridinanti et al., 2020). Meanwhile, Gazioğlu (2019) asserted that writing is an essential skill that enables students to express themselves easily in another language. It also can enhance students' ability to communicate across time and place and broadens their horizons (Brown, 2007; Fareed et al., 2016; Wright et al., 2019; 2020). Therefore, EFL students need to make some breakthroughs in developing their writing skills to acquire English proficiency quickly.

However, writing has been considered a difficult skill to be acquired (Göçen, 2019; Lahuerta, 2018; Mbato & Cendra, 2019; Miftah, 2015). According to Albertson and Billingsley (2001), writing is a skill developed slower and harder than other skills such as listening, reading, and speaking. It occurs because, in the writing process, a writer needs time, practice, experience, and strategy to pour down their ideas into a written language (Wijekumar et al., 2019). In line

with this, Prastikawati et al. (2020) also claimed that writing is a complex skill that combines physical, cognitive, and affective competencies. It indicates that the students must be able to create an appropriate situation where they can freely transfer their ideas in writing (Baroudy, 2008). Moreover, they should regulate their emotion, build their imagination, and pour their knowledge into the written language during writing.

Furthermore, Tridinanti et al. (2020) asserted that writing contains psychological, linguistic, and cognitive problems that can make the students feel difficult to write. Psychological problems in writing refer to students' attitudes toward writing, such as anxiety, low confidence, nervousness, and negative expectation during writing (Driscoll & Powell, 2016). Meanwhile, Linguistic problems are linked to linguistic features, such as structure, grammar, vocabulary, and spelling (Prastikawati et al., 2020; Wijekumar et al., 2019). Furthermore, cognitive problems are related to students' ability to write down their feelings, experiences, perceptions, and knowledge in written language (Fareed et al., 2016; Miftah, 2015).

In addition, Pranowo (2018) argues that there is no writing tradition in some areas, specifically in the Indonesian context. In this case, Indonesian people historically communicate with others by speaking (oral tradition). Thus, Indonesian EFL students tend to avoid writing activities. In other words, Indonesian students do not develop a habit of writing (Syafii & Miftah, 2020). It is one of the reasons why Indonesian students have a low level of literacy skills compared with other countries (Yantoro, 2021). Consequently, many EFL students find difficulty pouring down their ideas into written language or even escaping from writing activities.

In the Papuan context, some evidence shows that Papuan students have low literacy skills. It is proven based on the results of the Human Development Index (HDI) in 2017, which stated that literacy in Papua was the lowest ranking compared to other provinces in Indonesia (Indramawan, 2018). Similarly, in 2017 the United Nations Development Program (UNDP) found that Papuan students still had the lowest literacy skills (Triyanto, 2019). It indicates that Papuan students have not effectively improved their literacy skills yet. Therefore, Papuan EFL students should build up their motivation to enhance their literacy skills, specifically writing proficiency, in this context.

As indicated above that the literacy skills of Papuan students were the lowest compared to other provinces in Indonesia. So far, none of the studies has investigated these three motivational elements in the Papuan context. Therefore, the current researchers needed to fill the gap by studying Papuan EFL students' motivation in essay writing by measuring students' writing beliefs, self-efficacy, and attitudes holistically. One research question was postulated: To what extent do Papuan EFL students have the motivation in essay writing encompassing writing belief, self-efficacy, and writing attitude? It was undeniable that this study would provide more comprehensive data on Papuan EFL students' motivation in essay writing, particularly at the university level.

## **Method**

### ***Research design***

This research adopted a mixed method of quantitative and qualitative data. According to Creswell (2014), a mixed method is a combination of quantitative and qualitative data, which are collected, analyzed, and identified discretely, whose results will be compared to one another to determine whether they are related or unrelated. It indicated that the researchers used this method because they wanted to combine, analyze and compare the situations from the quantitative and qualitative data. Thus, the data would be richer to be analyzed and reported.



In this study, a questionnaire was employed to collect the quantitative data. It was used to gain empirical information through the numerical data from the participants regarding their experiences in essay writing. In this case, the quantitative data from the questionnaire enabled the researchers to get basic knowledge or general information from the participants' experiences in essay writing.

Meanwhile, semi-structured interviews were conducted to obtain specific information by focusing more on exploring participants' experiences. In other words, the qualitative data from the interviews enabled the researchers to put themselves in another person's shoes to understand the participants' subjective experiences. Thus, the researchers could envisage the actual situations the participants encountered.

### ***Participants***

The participants of this research were 32 undergraduate students majoring in English education from a university in Timika, Papua, Indonesia. They consisted of 15 students who were taking an Academic Essay Writing class in the fourth semester, and 17 who finished that class participated in this study. These participants were selected through the purposive sampling technique. According to Creswell (2014), the purposive sampling technique is used to choose the participants based on their experiences and knowledge in a certain context. In selecting the participants, the researchers used two types of criteria. Firstly, the participants had to have experience in writing an essay. Secondly, the participants were still taking an Academic Essay Writing class or had finished that class. Therefore, they could give valid responses based on their writing experiences.

Furthermore, in conducting semi-structured interviews, the researchers distributed a consent form to determine the participants' willingness to contribute to the interview section. 6 participants agreed to be interviewed by the researchers in this study. In order to conceal the participants' identities, the researchers employed abbreviations in the interview section. In this case, student 1 was abbreviated to st.1, student 2 was abbreviated to st.2, and so on. The demographic data of the participants can be seen in table 1.

Table 1. Demographic data of the participants

Socio demographics items	Details	Frequency	Percentage (%)
Gender	Male	9	28.1
	Female	23	71.9
Semester	Four	15	46.9
	Six	8	25
	Eight	6	18.8
	Ten	2	6.3
	Twelve	1	3.1

### ***Research Instruments***

In this study, the researchers employed two instruments in collecting the data: a questionnaire and semi-structured interviews. There were 15 questions in the questionnaire that consisted of three components of motivation in writing, namely, writing belief (WB), self-efficacy (SE), and attitude toward writing (SA). The questionnaire on writing beliefs contained 5 statements: (1) "writing is very important for me", (2) "I am aware of the importance of writing in enhancing my English skills", (3) "I can improve my English skills by writing", (4) "writing an essay can make me think critically", and (5) "I must develop my writing skills".

Moreover, the questionnaire on self-efficacy comprised 5 statements: (1) “I believe that I have the ability to produce a good piece of essay writing”, (2) “when writing an essay, it is easy for me to get started”, (3) “it is easy for me to write my ideas into good sentences”, (4) I tend to feel anxious while writing an essay”, and (5) “it is hard for me to correct my mistake in essay writing”. Similarly, the questionnaire on students’ attitudes toward writing consisted of 5 statements: (1) “I like writing the most”, (2) “I usually write whenever I want”, (3) “writing is an enjoyable activity for me”, (4) “writing is not a waste of time”, and (5) “writing is a stressful activity for me”.

In providing all the statements in the questionnaire, the researchers used abbreviations to categorize them. In this case, statement 1 for writing beliefs was abbreviated to WB1, statement 2 for self-efficacy was abbreviated to SE2, statement 3 for writing attitudes was abbreviated to SA3, and so on. The questionnaire on writing beliefs was adopted from Eccles et al. (2006). Meanwhile, the questionnaire on self-efficacy and self-attitude was adapted and adopted from Graham et al. (1993). This questionnaire had been measured by them to find out the validity and reliability. The results indicated that this questionnaire was reliable (Cronbach’s alpha = .84) and valid to be used.

However, the researchers did not use all the questionnaire items in this study but adapted some of them to suit the EFL context. In this sense, the questionnaire on self-efficacy from Graham et al. (1993) consisted of seven items. Yet, two items were eliminated because they were irrelevant to the EFL context. These statements were: (1) it is for me to pour down my ideas in the first language, and (2) it is easy for me to criticize my ideas in the first language. On the other hand, the questionnaire on self-attitudes was adopted without modification. Therefore, the researchers needed to re-measure the validity and reliability of the questionnaire in this study.

According to Cresswell (2014) the questionnaire is valid if the score of the R Table is less than the score of the R Count. In this case, 32 participants contributed to this study, so R Table was .374. After calculating the data in SPSS, the score of the R Count was higher than R Table, which was around .451 up to .732. Thus, it could be inferred that all the questions were valid and could be employed in this study.

Furthermore, According to Zohrabi (2013) the reliability of the questionnaire must be measured to determine how far the measurement results are still consistent if measurements are taken twice or more against the same symptoms. In this sense, the questionnaire is reliable if the score of Cronbach’s Alpha is bigger than Cronbach’s Alpha standardization (0.6). After measuring the questionnaire’s reliability, the result indicated that the total score of all statements was bigger than Cronbach’s Alpha standardization. Consequently, each statement in the questionnaire was reliable and could be used in this study. It can be seen in table 2.

Table 2. Reliability Statistic

Cronbach’s Alpha Standardization	Cronbach’s Alpha	N of Items
0.6	0.830	15

In addition, the researchers employed a Likert-scale questionnaire from 1 to 5 degrees to measure Papuan EFL students’ motivation in essay writing. It consisted of “strongly agree” (5), “agree” (4), “neutral” (3), “disagree” (2), and “strongly disagree” (1).

Before conducting semi-structured interviews, the researchers analyzed the quantitative data from the questionnaire to obtain the results on participants’ writing beliefs, self-efficacy,

and attitudes toward writing. The interview questions were then formulated based on these results. Thus, six questions were employed by the researchers in the interview section. These questions comprised two questions about writing beliefs, two questions about self-efficacy, and two questions about students' attitudes.

### ***Data Collection***

After getting the permission letter from the principal, one of the researchers used mobile WhatsApp to contact the head of the English study program to ask about his willingness to allow us to conduct this study. Before gathering data from the participants, the researchers distributed a consent form to determine whether they agreed to participate in this study. Moreover, the researchers used google Forms to share the questionnaire with the participants through the head of the English study program. Participants were given two weeks to fill out the questionnaire, starting from April 16<sup>th</sup> to 30<sup>th</sup>, 2022. After obtaining the quantitative data from the questionnaire, the researchers tabulated it in descriptive statistics and provided it as a percentage. The researchers then used these results to formulate questions for the interviews.

Before conducting semi-structured interviews, one of the researchers contacted each candidate personally to allocate interview time. After setting the time, each participant was then interviewed through WhatsApp voice call. During the interviews, the researcher recorded them and used the Indonesian language, so the participants could understand the questions and give their responses freely. Before interviewing each participant, the researcher briefly explained this study's purpose and the mechanism in the interviews section. Furthermore, the researcher asked general questions (e.g., participant's willingness to be interviewed, name, semester, and age) to specific questions (their writing beliefs, self-efficacy, and attitudes toward writing). During the interviews, the researcher took notes to highlight the important points based on their answers and re-questioned them to gain more information regarding their experiences in writing an essay. Each interview section lasted 25 to 45 minutes and it took around one week to finish interviewing six participants. The results of the interviews were then transcribed into structured paragraphs for the researchers to analyze.

### ***Data analysis***

In analyzing quantitative data from the questionnaire, the researchers gathered and put the data into an excel file. The data were then analyzed using Statistical Package for the Social Science (SPSS26.0) to gauge all statements' mean score and standard deviation. The method that was used to measure the mean score was descriptive analysis. After that, the researchers categorized the mean score of all statements based on five groups, starting from very low to very high. Thus, the range of mean scores were "1.00 to 1.80" (very low), "1.81ward to 2.60" (low), "2.61 to 3.40" (moderate), "3.41 to 4.20" (high) and "4.21 to 5.00" (very high) as suggested by Creswell (2014).

Meanwhile, in analyzing the qualitative data from the interview, the researchers read the data transcription that was made previously and listened to the data recording three times to become familiar with the data and enable them to capture the whole meaning so that the results could be reported correctly. In reporting the results of qualitative data, the researchers established the trustworthiness of the data by employing three main criteria: credibility, transferability, and confirmability (Zohrabi, 2013). In this case, the researchers triangulated the qualitative data by comparing a participant's answers to another regarding their experience in the writing process. Thus, the findings were credible.

In addition, the researchers also compared the participants' responses to other contexts with similar situations or phenomena. It indicated that the findings were applicable or



transferable to other contexts. Finally, the results from the interview were reported based on the participants' responses to the questions without adding further interpretation from the researchers. Consequently, the findings were confirmable.

## Findings

In this part, the researchers provided the results of quantitative and qualitative data regarding the aim of this study. This study aimed to explore Papuan EFL students' motivation in essay writing that was measured based on the three internal motivational elements: writing beliefs, self-beliefs, and writing attitudes. Therefore, the researchers divided it into three subtopics consisting of Papuan EFL students' writing beliefs, Papuan EFL students' self-efficacy, and Papuan EFL students' attitudes toward writing.

### *Papuan EFL Students' Writing Beliefs*

Five statements have been employed to measure students' awareness of the importance of writing. Table 3 displays the results of students' awareness of the importance of writing.

Table 3: Participants' responses to their writing beliefs

Code	Statement	Mean	SD*	LI*	1	2	3	4	5	
					SD	D	N	A	SA	
					(%)	(%)	(%)	(%)	(%)	
					F1	F2	F3	F4	F5	
WB1	Writing is very important for me.	3.63	1.217	H*	6.3	12.5	18.8	37.5	25	
WB2	I am aware of importance of essay writing in enhancing my English skills.	3.30	1.393	M*	18.8	9.4	25	25	21.9	the
WB3	I can improve my English skill by writing.	3.10	1.125	M*	9.4	28.1	25	28.1	9.4	
WB4	Writing an Essay can make me think critically.	3.87	1.252	H*	12.5	9.4	12.5	28.1	37.5	
WB5	I must develop my writing skills.	2.97	1.098	M*	6.3	3.1	12.5	46.9	31.3	
Total		3.37	1.217	M*	10.6	12.5	18.76	33.12	25.2	
SD*=Standard Deviation;		LI*=Level Interpretation;		H*=High;		M*=Moderate				
SD= Strongly Disagree;		D=Disagree;		N=Neutral;		A=Agree;				
SA=Strongly Agree		F=Frequency								

Table 3 shows that all the statements had good results. In this case, the mean score of each statement was at a moderate and high level. Three statements were at a moderate level such as WB2 (M=3.30), WB3 (M=3.10), and WB5 (M=2.97), while two statements had high results. The first one was from statement WB4, in which they believed writing an essay could make them think critically (37.5%, M=3.87). Secondly, the participants also perceived that writing was very important (WB1, 25%, M=3.63). This finding gained support in the interview

section. One student claimed that:

Writing an essay is very important because, in the process of writing, we usually try to compare and contrast theory and reality. This is very useful for us in enhancing our critical thinking skills. (St.1)

Another student also gave his opinion:

In my opinion, writing is very important in academic life. As students, we are demanded to produce a good piece of writing, especially essay writing, to support our future carrier. By writing, we can think critically to pour down our ideas and thoughts in the form of written language. (St.3)

Based on those arguments, it could be viewed that the participants' awareness of the importance of writing had been appropriately created. In other words, they realized that writing had a good value for developing their language proficiency. Thus, they became motivated to improve their writing skill. One participant clarified that:

I believe that writing an essay can be useful for me in achieving English proficiency. Therefore, I always try to encourage and motivate myself to create writing habits in order to be able to produce a good piece of writing. (St. 6)

It could be concluded that students who were aware of the importance of writing could be motivated in essay writing. The more they were aware, the more motivated they became.

### ***Papuan EFL Students' Self-Efficacy***

The researchers employed five statements to measure students' essay writing self-efficacy. The results can be viewed in table 4.

Table 4. Participants' responses to their self-efficacy

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD	D	N	A	SA
					(%)	(%)	(%)	(%)	(%)
					F1	F2	F3	F4	F5
SE1	I believe that I have the ability to produce a good piece of essay writing.	3.67	1.155	H*	6.3	12.5	28.1	25	28.1
SE2	When writing an essay, it is easy for me to get started.	2.80	1.218	M*	21.9	21.9	31.3	15.6	9.4
SE3	It is easy for me to write my ideas into good sentences.	3.37	1.426	M*	18.8	9.4	21.9	25	25
SE4	I tend to feel anxious while writing an essay.	3.60	1.329	H*	12.5	12.5	12.5	34.4	28.1

SE5	It is hard for me to correct my mistakes in essay writing.	3.37	1.189	M*	12.5	15.6	28.1	25	18.8
Total		3.36	1.254	M*	13.5	16.5	23.5	25	21.5

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SD\*=Standard Deviation; SD= Strongly Disagree; SA=Strongly Agree; LI\*=Level Interpretation; D=Disagree; F=Frequency H\*=High; N=Neutral; M\*=Moderate A=Agree;

Table 4 shows that not all the participants had good self-efficacy as writers. It can be proven based on the mean score of three statements which were at a moderate level (SE2, SE3, and SE5). It indicated that some participants felt easy to write an essay (SE2 and SE3), while others did not (SE5). Moreover, the findings also suggested that most participants strongly agreed with two statements (SE1 and SE4). From statement SE1, it can be seen that some participants believed that they had the ability to produce a good piece of writing (28.1%, M=3.67). This result was also supported by one of them in the interview section. He admitted that:

Writing an essay is not a piece of cake to be produced, but it does not mean that I cannot produce a good piece of writing. As a writer, I believe in my writing skills. when I believe that I have the ability and capability to pour down my ideas in terms of written language, I can do it, even though it is difficult. (St. 4)

On the other hand, the result from statement SE4 also suggested that some participants tended to feel anxious while writing an essay (28.1%, M=3.60). It indicated that they did not believe in their writing ability as writers. One participant shared that:

For me, writing an essay in English is very difficult. I am not confident in writing because I do not have much vocabulary that can be used in essay writing, and I do not get used to writing an essay, that's why I tend to ignore it. (St.3)

It can be viewed from the results that some participants believed that they had the ability to write and others did not. Thus, it could be concluded that some students already had self-efficacy as writers, and others did not believe in themselves as writers.

### ***Papuan EFL Students' Attitudes Toward Writing***

Five statements were employed to measure students' attitudes toward writing. The results can be seen in table 5.

Table 5: Participants' responses to their attitudes toward writing

Code	Statement	Mean	SD*	LI*	1	2	3	4	5
					SD (%) F1	D (%) F2	N (%) F3	A (%) F4	SA (%) F5
SA1	I like writing the most.	3.60	1.189	H*	6,3	15.6	15.6	37.5	25
SA2	I usually write	3.40	1.248	M*	12.5	9.4	18.8	46.9	12.5

	whenever I want.								
SA3	Writing is an enjoyable activity for me.	2.77	1.205	M*	21.9	25	18.8	21.9	12.5
SA4	Writing is not a waste of time.	3.97	1.273	H*	12.5	9.4	9.4	21.9	46.9
SA5	Writing is a stressful activity for me.	3.83	.913	H*	6.3	3.1	18.8	53.1	18.8
Total		3.51	1.185	H*	11.6	12.5	16.2	36.2	23.5
SD*=Standard Deviation; SD= Strongly Disagree; SA=Strongly Agree;		LI*=Level Interpretation; D=Disagree; F=Frequency		H*=High; N=Neutral;		M*=Moderate A=Agree;			

As shown in Table 5, three statements had a high mean score level, namely statements SA4, SA5, and SA1. This finding was similar to the percentage of all statements. The data in the table above showed that 46.9% of the participants strongly agreed with statement SA4, i.e., writing was not a waste of time (M=3.97). Another statement with a high percentage level was statement SA1, where the participants strongly agreed that they liked writing so much (25%, M=3.60). It indicated that the participants had created a positive attitude toward writing. When they were interviewed, one participant asserted that:

Writing is very important for me. When I was in Senior High School, I have been taught by my English teachers to pour down my thoughts or ideas in the notes. So, I usually write down my feelings, emotions, or the phenomena that I face. It becomes a habit that cannot be separated from my life. This is the same way that I usually do when I become an EFL student. I realize that it is very beneficial for me in helping me to write an essay. (St.6)

However, another result also revealed that writing was a stressful activity for them (SM5). This statement's percentage and mean score were high enough (18.8%. M=3.83). It implied that some participants still showed a negative attitude toward essay writing. One participant in the interview section supported this finding. He emphasized that:

When I want to write an essay, I do not know how to start it. There is a lot of ideas in my mind but I cannot pour it down in term of written language. You know, it is hard for me to figure it out. (St.3)

Based on the results, it could be concluded that not all the participants possessed a good attitude toward writing. Some had it, but some did not.

## Discussion

This part discusses the findings to determine the relationship between previous studies and Papuan EFL students' motivation in essay writing in the current study. The findings of Papuan EFL students' writing beliefs revealed that two statements had a high mean score level: statements WB4 and WB1 (see table 3). Statement WB4 suggested that most participants in this study believed in the contribution of essay writing to their critical thinking (65.6%; M=3.87). This finding differed from Amrous and Nejmaoui's (2016) study, which found that most Moroccan EFL students were still unaware of the importance of writing for enhancing their critical thinking. Similarly, the study from Pei et al. (2017) showed that some Chinese EFL

students have not perceived writing activity as a strategy to enlarge their critical thinking skills. It indicated that EFL students who have not realized that writing is beneficial to maximize their critical thinking skills, would not put more effort into their work. This statement was supported by Moon (2008), who claimed that motivated students would be able to evaluate their works critically. In line with this, Albertson and Billingsley (2001) asserted that writing an essay could trigger students to think more comprehensively in pouring down their ideas. In this sense, when students pour down their ideas in the written language, they should analyze, criticize and judge their writing products (Ariyanti & Fitriana, 2017; Miftah, 2015). Thus, it could activate their critical thinking skills.

Meanwhile, the finding from statement WB1 showed that most participants believed that writing was very important for them (62.5%;  $M=3.63$ ). Their statements in the interview section underpinned this finding. They shared that writing was beneficial for developing their English skills. It indicated that they were aware of the importance of essay writing in enhancing their English proficiency (WB2;  $M=3.30$ ) and their writing skills in English (WB4;  $M=3.10$ ). However, it was undeniable that some participants were still unaware of the importance of writing. It could be viewed from the total percentage score of strongly disagree responses (10.6%; see table 3). Therefore, it can be inferred that not all the participants realized that writing an essay could be beneficial for them in achieving English proficiency. These findings were similar to Akyol and Aktaş (2018) and Wright et al.'s. (2020) studies which found that students who perceived writing as having a good value in achieving language proficiency became more engaged in the writing activity, while others who did not perceive writing as having good value would be demotivated in the writing process. This statement was also underpinned by Eccles and Wigfield (2002) who emphasized that students' awareness of the importance of writing could trigger them to be motivated and successful in writing. In this case, when the students were aware of the importance of writing, they would put more effort into producing a good piece of writing (Conradi et al., 2014; Driscoll & Powell, 2016). Thus, their writing skills and language proficiency could be enhanced automatically.

In the process of writing an essay, EFL students also needed self-efficacy to boost their confidence in producing their products of writing. Based on the findings, two statements had a high mean score level: statements SE1 and SE4 (see table 4). As indicated in statement SE1, the participants believed that they could produce a good piece of writing ( $M=3.67$ ). It indicated that they were confident in writing an essay, even though writing was often assumed to be a difficult activity. This finding was similar to Aktaş and Akyol's (2020) study, which found that writing motivation significantly correlates with EFL students' self-efficacy. On the hand, Diasti and Mbato, (2020) found that EFL students with a high level of motivation would be more confident in writing. This statement was underpinned by Bandura (1986), who stated that the more students had a high self-efficacy level, the more motivated they were. In this sense, EFL students with a high self-efficacy level would be able to keep their motivation on the right track (Pajares, 2003). Consequently, they would put more effort into the writing process and produce a good piece of writing.

However, the findings also showed that some participants felt anxious while writing an essay (SE4;  $M=3.60$ ). In the interview section, the participants also confirmed that they were not confident in writing an essay because of a lack of vocabulary and practice. This finding was similar to Fareed et al. (2016) and Shen et al.'s. (2020) studies. These studies showed that students' lack of vocabulary and practice made them unconfident in the writing process and could also decrease their writing motivation. In other words, anxiety makes the students feel unconfident and demotivated in producing a piece of writing (Siska et al., 2021). According to Nugroho et al. (2020), anxiety derives from the fear of making a mistake or one's inability to

trust himself as a writer. Therefore, Papuan EFL students who were still anxious while writing should build their self-confidence to be more motivated and successful in writing.

Pertaining to Papuan EFL students' attitudes toward writing, the results revealed that not all the participants demonstrated a positive attitude toward writing. Some participants perceived writing was worth the time (SA4; M=3.97) because they liked writing the most (SA1; M=3.60). Therefore, they usually wrote whenever they wanted (SA2; M=3.40). Furthermore, they also perceived writing was an enjoyable activity (SA3; M=2.77). This finding was similar to Yu et al. (2019) and Setyowati & Sukmawan's (2016) studies which found that many EFL students had created a positive attitude toward writing because they assumed writing as an enjoyable activity. This finding was supported by Graham et al. (1993), who claimed that if students assume that writing is a fun activity because of a good score in writing, then they will enjoy and keep trying to do the writing activity, even though they might face difficulties during writing. Thus, Papuan EFL students who perceived writing as enjoyable would be able to produce a powerful piece of writing.

On the contrary, the results also suggested that some tended to create a negative attitude toward writing. Those students claimed that writing was a stressful activity (SA5; M=3.83). This finding was similar to Toba et al.'s. (2019) study, found that many EFL students in Indonesia tended to develop a negative attitude toward writing. Therefore, they were unmotivated in writing an essay. According to Gazioğlu (2019), EFL students who had created a positive attitude toward writing could display better writing performance than those who had created a negative attitude. In line with this, Göçen (2019) emphasized that EFL students who develop a negative attitude toward writing might be demotivated during writing. It indicates that they cannot enjoy writing essays (Bruning & Horn, 2000; Graham et al., 1993; Toba et al., 2019). In other words, EFL students who develop a negative attitude toward writing based on bad experiences might assume writing activity as a burden and tend to escape from it (Miftah, 2015). Consequently, they might be demotivated during the writing process and could not produce a good piece of writing.

## **Conclusion**

This study aimed to explore Indonesian EFL students' motivation in essay writing, particularly in the Papuan context by measuring three internal motivational elements: writing beliefs, self-efficacy, and writing attitudes. Concerning writing beliefs, the results revealed that not all the participants had realized the importance of writing for enhancing their writing skills and language proficiency. Moreover, the findings also revealed that some students had a good level of self-efficacy as writers, but others did not. In other words, some students believed that they had the ability to produce a good piece of essay, while others still felt anxious and doubted their ability in the writing process. Similarly, the results from students' attitudes toward writing also showed a balance between positive and negative. In this case, some students showed positive attitudes toward writing, while others developed negative ones.

Consequently, this study offers pedagogical implications and suggestions for lecturers and educators to promote the importance of writing to their students in order to be more aware of the benefits of writing. Moreover, they should be able to find and use appropriate strategies to encourage students to increase their self-efficacy as writers in order to reduce their level of anxiety in the writing process. Furthermore, lecturers and educators need to motivate their students to create a positive attitude toward writing by not perceiving writing activity as a burden. Accordingly, EFL students will become more motivated in writing.

However, this study has several limitations. Firstly, it was limited to a small number of participants. In this sense, the participants consisted of one program study and did not cover all



students. Secondly, the researchers did not observe EFL students' situations directly and relied on reported data. Thirdly, the researchers did not investigate the students' external motivation in essay writing. Therefore, future researchers should employ more participants and observe them directly as they engage in writing to gain more valid data that can contribute to the larger population of Indonesian EFL students at the university level.

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**FORM MONEV HIBAH PENELITIAN DANA INTERNAL PELAKSANAAN  
TAHUN 2023  
UNIVERSITAS SANATA DHARMA**

Judul : Motivation-Regulation Strategies of Female and Male Indonesian  
EFL Undergraduate Students in Thesis Writing, and Master  
Students' Motivation and Metacognitive Strategies in Academic  
Writing

Skema : Magister Doktor

Waktu Pelaksanaan : Februari – November 2023

Nama Ketua : Concilianus Laos Mbato M.A., Ed.D.

Nama Anggota : Yonas Yona Anselma, S.Pd. (NIM: 221242109)  
: Gloria, S.Pd. (NIM: 221242110)

Dana yang di setujui : Rp 20.000.000,-

Dana tahap I (70%) : Rp 14.000.000,-

**Kemajuan Penelitian:**

1. Target dan progress luaran :

Luaran penelitian ini adalah artikel jurnal nasional terakreditasi Sinta-2, Eralingua. Pada saat ini, artikel masih dalam status **Submitted**.

2. Penggunaan Dana tahap I :

Dana sudah terpakai semua, tetapi belum disusun laporan keuangan. Pada akhir tahun penelitian laporan keuangan akan disusun, berikut dengan laporan pelaksanaan penelitiannya.

3. Catatan/saran/rekomendasi :

Peneliti disarankan untuk segera melakukan langkah-langkah penyelesaian laporan akhir dan laporan keuangan, dan memastikan artikel jurnalnya sebagai luaran wajib bisa segera terbit pada akhir tahun 2023.

Yogyakarta, 12 Juli 2023

Penilai,



Dr. R. Kunjana Rahardi, M.Hum.

**Skema Penelitian: Magister-Doktor**

**USULAN PENELITIAN**

Motivation-Regulation Strategies of Female and Male  
Indonesian EFL Undergraduate Students in Thesis Writing,  
and Master Students' Motivation and Metacognitive Strategies  
in Academic Writing

**Diajukan Kepada**

**Lembaga Penelitian dan Pengabdian Kepada Masyarakat**

**Universitas Sanata Dharma**



**Oleh:**

Drs. Concilianus Laos Mbato, M.A., Ed.D

NIDN: 0509076701

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**FAKULTAS KEGURUAN DAN ILMU PENGETAHUAN**

**UNIVERSITAS SANATA DHARMA**

**YOGYAKARTA**

**2023**

**LEMBAR IDENTITAS DAN PENGESAHAN  
PROPOSAL PENELITIAN**

<b>1 Penelitian</b>		
a.	Judul Penelitian	Motivation-Regulation Strategies of Female and Male Indonesian EFL Undergraduate Students in Thesis Writing, and Master Students' Motivation and Metacognitive Strategies in Academic Writing
b.	Bidang Ilmu	Pendidikan Bahasa Inggris
c.	Kategori Penelitian	Skema Penelitian Magister Doktor
<b>2 Ketua Peneliti</b>		
a.	Nama Lengkap	Drs. Concilianus Laos Mbato, M.A., Ed.D.
b.	Jenis Kelamin	Laki-laki
c.	NPP/NIDN	P. 1948/0509076701
d.	Pangkat/Golongan	Penata/IIId
e.	Jabatan Fungsional	Lektor Kepala
f.	Program Studi/Fakultas	Magister Pendidikan Bahasa Inggris/FKIP
<b>3 Anggota Peneliti I</b>		
a.	Nama Lengkap	Yonas Yona Anselma
b.	Program Studi/Fakultas	Magister Pendidikan Bahasa Inggris/FKIP
<b>Anggota Peneliti II</b>		
a.	Nama Lengkap	Gloria
b.	Program Studi/Fakultas	Magister Pendidikan Bahasa Inggris/FKIP
<b>4 Lokasi Penelitian</b>		
PBI & MPBI Universitas Sanata Dharma		
<b>5 Institusi Mitra</b>		
<b>6 Jangka Waktu Penelitian</b>		
Februari 2023– November 2023		
<b>7 Biaya yang diusulkan</b>		
a.	Sumber dari USD	Rp. 20.000.000
b.	Sumber lain	
c.	Jumlah	Rp. 20.000.000

Yogyakarta, 30 Januari, 2023

Ketua Peneliti



Drs. Concilianus Laos Mbato, M.A., Ed.D.  
P. 1948

Mengetahui

Ketua Program Studi Magister Pendidikan Bahasa Inggris



Drs. Concilianus Laos Mbato, M.A., Ed.D.



Dekan FKIP Universitas Sanata Dharma

Drs. Concilianus Sarkim, M.Ed., Ph.D.



### **1. Research Title (Judul Penelitian)**

**Motivation Regulation Strategies of female and male Indonesian EFL Undergraduate Students in Thesis Writing, and Master Students' Motivation and Metacognitive Strategies in Academic Writing**

### **2. Abstract (Abstrak)**

Academic writing is a challenging process that requires suitable learning strategies. Skilled writers often use metacognitive strategies and self-regulation strategies while writing to improve their writing performance. Thesis writing is one of the academic writings that is required for graduating from a university in Indonesia and around the globe. Motivation regulation strategies will help students to write their thesis successfully. However, female and male undergraduate students might use different motivation regulation strategies, a topic that is underrepresented in the literature. This research covers two major topics in the field of learning strategies with the following research questions: 1. How do female and male EFL undergraduate students implement motivation-regulation strategies in thesis writing to complete their undergraduate thesis? 2. How do master students use metacognitive strategies in their writing? The first topic bridges the gap in literature by conducting a study on implementing motivation-regulation strategies by male and female undergraduate students in completing their theses at Sanata Dharma University, Yogyakarta. This research will be conducted by using a mixed method approach. Close-ended and open-ended questionnaires, and in-depth interviews will be used as the instruments. The participants are undergraduate students of the English Education Study Program, batch 2019 of Sanata Dharma University, Yogyakarta, who are still writing their theses. The results are expected to show how females and males use five specific motivation-regulation strategies: self-consequence, avoidance goals, approach goals, situational interest, and environmental structuring. The second topic aims to discover how master students use metacognitive strategies and their impacts on their motivation in academic writing. The second research will be conducted by using a mixed-method sequential explanatory design to reach the goal. The researcher will gather the data using a close-ended questionnaire and semi-structured interview. The participants will be 40 students of the English Education Master Program at Sanata Dharma University. The results are expected to show how master students use metacognitive strategy in academic writing.

*Keywords: academic writing, female and male, Metacognitive strategies, Motivation-regulation strategies, thesis writing*

### **3. Background of the study (Latar Belakang Masalah)**

Writing can be characterized as a crucial skill that demands the writers to possess certain elements of the writing process to convey their ideas, such as background knowledge, mastering diction, thinking critically, and solving problems (Mbato & Cendra, 2019). Furthermore, the writers must go deeper into the issue to generate a more complex piece of writing. The writers must delve further into the problem to produce a more complex piece of writing. If learners are not trained on how to express their views in writing, they are unlikely to be able to acquire skills in critical thinking. When it comes to academic writing, all these considerations are widespread globally and in the Indonesian setting. Since they lack strong self-belief

in their ability to complete their writing assignments despite unforeseen challenges, most EFL students in Indonesia, especially novice learners, typically find that writing is a challenging subject for them. Some of these challenges comprise a lack of logical organization and theoretical knowledge, a lack of literacy and linguistic background, and issues in selecting the words to be used in their writing.

Despite the obstacles highlighted earlier regarding Indonesia's educational system, writing is now a required course for students to pass to graduate from a university. The forms of writing should be by specific standards and processes based on the requirements of a particular field or study. The issues are compounded for students majoring in English since they must write in academic English, which is frequently not their first language. Moreover, Hallberg & Olsson (2017) also mentioned that another cause of students' tendency to finish their writing is the flexible deadlines for the submissions. This can cause a delay in finishing their thesis or, the worst, fail their study. There are two types of students based on the time of completing their thesis, students who graduate on time and those who do not on time. Students who graduate on time need less or precisely four years to finish their studies and are considered successful in attaining their goals (Diasti & Mbato, 2020). Otherwise, students who graduate not on time need more than four years to finish their studies (Diasti & Mbato, 2020).

Some elements have an impact on how students write their thesis. Motivation is one of the elements. Motivation helps students to keep themselves on the right track and determine their success in attaining their goals. Indeed, the university has determined the goal, but the students still need the motivation to engage them in attaining their goal. Most students who do not graduate on time lack the motivation to complete their thesis. Motivation plays an essential role for students because it can determine whether they will succeed or fail.

Two factors affect students to be unmotivated: Internal and External. Internal factors relate to their motivation to finish their writing quickly. It relates to students' attitudes, desires, pleasures, interests, and internal individual factors such as emotions and feelings. At the same time, the external factor involves grades, prizes, praise, and a fun learning environment. Their surroundings, such as parents, family, friends, and lecturers, are included in external factors. Both factors can support students' motivation to finish writing and graduate on time. Hence, students must

maintain and regulate their motivation (internal and external) to accomplish their goals.

Some other factors affect students' language learning, such as attitudes or styles, including gender. Students' language learning is influenced by gender because they have different linguistic styles. Females and males in their learning use different styles. There are significant gender disparities in the way that they learn. Females are generally better than males in learning (Kearney & Ellis, 1994). For example, females are more social as they can do social interactions and have discussions well. Males perform and learn better when they are enthusiastic, responsible, and insured. Those differences can lead to a different choice of strategies by each gender.

Moreover, in writing their thesis, students must have the capability to work individually. Students must gain self-control in completing their thesis writing on time. Self-regulation defines students' ability to manage their learning behaviors motivationally and metacognitively. It means they desire to monitor, evaluate, and engage in their learning process. Academic self-regulation is self-generated ideas, feelings, and emotions used to achieve targets, such as text analysis, test preparation, and paper writings (Zimmerman et al., 1996). Students are successful in learning when they can monitor and evaluate their learning process by themselves (Oates, 2019).

In this research, the researcher uses motivation-regulation strategies stated by Wolters (2003) as theoretical bases. First, **self-consequences**, the students use the strategy when they appreciate their learning by giving rewards after finishing their work and thinking about the consequences when they do not finish their work. For instance, they will go hang out with friends or look for delicious food after finishing their work. When they have not finished their work, they will not submit it on time or, even worse, fail their study. Second is **avoidance goals**. This strategy involves students' motivation to avoid performing worse than their colleagues and not comprehending the topic they chose. For instance, students actively reflect on doing better than others or getting high grades.

The third is **approach goals**. In this strategy, the students aim to achieve their intention to learn more and perform better than their classmates or others while also improving their understanding of the topic they chose. For instance, when students work to comprehend and increase their knowledge based on the topics, they choose to avoid performing worse than their friends. The fourth strategy is **situational**



**interest.** It is used when students communicate to themselves to focus more on intrinsic motivation in concrete ways. For example, when the students do repetitive activities and get bored, students will modify them to be more exciting or challenging to complete. The fifth strategy is **environmental structuring**, allowing students to construct their surroundings as comfortable workplaces. For instance, they listen to music while working on the thesis, choose a quiet room to study, or avoid distractions from other people.

Some studies have been conducted to explore the motivation-regulation strategies used. Students employ motivation-regulation strategies when writing their thesis (Diasti & Mbato, 2020). Research on undergraduate students in writing their thesis indicates that they do not use all motivation-regulation strategies. There are five most used strategies: goal-oriented self-talk, attribution control, environmental structuring, self-consequating, and interest enhancement. This discussion of this research also shows that procrastinating affects students to regulate their motivation. Some participants still procrastinated on their work in thesis writing. Students become unmotivated to finish their thesis writing because of procrastination even though they have used the motivation-regulation. On the contrary, another research indicates that most participants can organize, track, and evaluate their learning process, especially in thesis writing. Moreover, the students show positive intentions regarding external motivation, such as getting help from friends, lecturers, or thesis advisors (Mbato & Cendra, 2019). Some challenges are still found in this research, such as the students must produce work in another language that is not their first language or mother tongue. In addition, flexible deadlines and students' lack of experience in writing can be other challenges for the students.

Motivation is the focus of this research. Motivation-regulation can be described as how students regulate their motivation to finish their thesis. Motivation-regulation includes students' behavior in maintaining their persistence and efforts to complete the task. Therefore, the researcher aims to see how female and male students use motivation-regulation in writing their thesis. This research focuses on investigating the strategies used through gender perspectives of female and male Indonesian EFL undergraduate students of ELESP at Sanata Dharma University, Yogyakarta.

#### **4. Problem Formation (Rumusan Masalah)**

There are two research questions formulated in this study, namely:

1. How do female and male EFL undergraduate students implement motivation-regulation strategies in thesis writing to complete their undergraduate thesis?
2. How do master students use metacognitive strategies in their writing?

#### **5. Objective of the Study (Tujuan Penelitian)**

This study aims to find out about:

1. Motivation-regulation strategies used by undergraduate students in accomplishing academic writing
2. The way students regulate their motivation concerning thesis writing
3. Metacognitive strategies used by master students in academic writing
4. Master students' motivation in academic writing intrinsically and extrinsically

#### **6. Benefits of the Study (Manfaat Penelitian)**

This study is expected to give benefits to:

- a. All undergraduate students on how to stay persistent in the process of academic writing, especially thesis writing and research papers which require a long time to be accomplished. This research is expected to give some information to all undergraduate students and master students, especially those who are in the process of thesis writing, regarding motivation-regulation strategies and how important it is to regulate their volition in accomplishing thesis writing.
- b. Readers on what types of motivation-regulation strategies adopted by the undergraduate students in thesis writing. The readers are expected to understand what kind of problems or struggles experienced by undergraduate students and how they overcome those issues so that they can share the valuable knowledge to others and perhaps implement the same strategies when they experience the same situation.
- c. Lecturers on how to help students garner their volition in accomplishing thesis writing. The knowledge on students' motivation-regulation strategies in thesis writing might be useful for lecturers, especially thesis advisors to help students with low performance.
- d. Future researchers on how to conduct further research on students' motivation-regulation strategies to help students achieve their goals in academic writing projects. Given the scarce research on motivation-regulation strategies in the educational

context, future researchers can use this study as a reference to conduct additional research.

7. Luaran Wajib

In this study, there are two types of outcomes, namely a compulsory outcome and a supplementary outcome. The compulsory outcome will be a journal article about motivation regulation strategies by male and female students in writing their thesis in the national journal, Sinta 2. The supplementary outcome will be a journal article in at least a Sinta 4 journal about metacognitive strategies by master students in academic writing. Both of the articles will have the students as the first authors.

	Jurnal nasional terakreditasi	Jurnal bereputasi internasional
ARTIKEL JURNAL KE-1	Sinta 2	
Nama jurnal yang dituju	Journal on English as Foreign Language (JEFL)	
Judul artikel	Motivation Regulation Strategies of Female and Male Indonesian EFL Undergraduate Students in Thesis Writing	
Status naskah (beri tanda)		
- Draft artikel		
- Sudah dikirim ke jurnal		
- Sedang direvisi		
- Revisi sudah dikirim ulang		
- Sudah diterima		
- Sudah terbit		
ARTIKEL JURNAL KE-2 (fakultatif/bukan)	Master Students' Motivation and	

wajib) Ada kemungkinan luaran minimal di Sinta 4 tetapi dengan mahasiswa ini atau mahasiswa lain yang tidak masuk dalam proposal namun masih tercover dalam penelitian paying ini.	Metacognitive Strategy in Academic Writing (at least in Sinta 4)	
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8. Tinjauan Pustaka

A study by M. A. J. van Tetering, et al., (2020) found that there were significant gender differences in self-regulation (total AEFI score) across the three age groups. Adolescent females assessed their self-regulation higher than adolescent males. An examination of the three age groups revealed that the difference between males and females was limited to middle adolescence. Taking a closer look at this difference on the level of the three AEFI subscales, it was discovered that this difference was due to the subscales’ self-control & self-monitoring and attention, rather than the subscale planning & initiative taking. The gender differences in self-control, self-monitoring, and attention may have far-reaching consequences for both academic achievement and behavior.

A current study by Cer (2019) in a private secondary school found that pupils in the experimental group that used metacognitive strategies were less likely to show significant improvements in their writing skills compared to the control group who were instructed in free writing by using traditional writing practices. This study suggested that using metacognitive strategies in learning and teaching is necessary to improve writing skills. Another study on linguists and scientists in the field of academic writing and learning strategies Ka, (2017) found that students with higher metacognitive strategy knowledge in academic writing showed higher performance in writing than students with lower metacognitive strategy knowledge. In line with that, the study on English Education Master Program (Wijaya & Setiawan, 2021) revealed that the students had successfully completed a wide range of academic writing tasks by applying five major streams of motivation-regulation strategies.

A study on freshmen students at the Faculty of Computer Technologies and Engineering at International Black Sea University (Goctu, 2017) discovered that less than half of the students used and were aware of metacognitive learning strategies. The use of metacognitive strategy is important to enhance students' academic writing skills, to increase their self-awareness in learning, and to train the students to become more self-regulated. The second study (Diasti & Mbato, 2020) involved 9 undergraduate students from the English Education department at Sanata Dharma University. This study revealed that the students used some motivation-regulation strategies, namely self-consequating, environmental structuring, goal-oriented self-talk, interest enhancement, and attribution control.

## **9. Landasan Teori**

### *Gender differences*

Gender affects students' language learning because females and males typically have different linguistic tendencies. In addition, gender also affects how students feel about learning languages. Females and males use different language styles that depend on the situation or condition. In a book entitled 'You Just Don't Understand,' Tannen (1990) examined the linguistic distinctions between females and males. Females establish connection and identity through language, while males preserve their independence and maintain their standing in the group through language.

Females favored intuition and emotion as opposed to males, who used perception and reason. Moreover, those also influence their attitude concerning language learning (Paradewari & Mbato, 2018). Females use more strategies than males in learning the language (Ehrman & Oxford, 1989). When studying a foreign language, females are more motivated than males. Besides learning a language, students must regulate their learning process (Paradewari & Mbato, 2018). Those differences can lead to the different strategies used by females and males.

### *Self-regulation*

Self-control can be called self-regulation, which means trying to overcome a propensity to achieve particular goals (Kosanke, 2011). Self-regulation is the process when students personally engage and maintain perceptions, emotions, and actions that aim to achieve learning outcomes (Schunk & Zimmerman, 2011). Self-regulation enables students to evaluate and enhance their learning process. There are

three self-fulfilling cycle phases: forethought, performance, and self-reflection (Zimmerman B., 1996). The forethought phase is when the steps are taken in advance to create the learning stage, where students' thoughts will affect the learning process. Performance refers to students' efforts to keep their focus throughout the learning process. Self-reflection is the last phase that allows the students to evaluate their performance, including relative to others, and compare the previous performance (Schraw et al., 2006).

Moreover, since self-regulation is related to students' ability to understand and control the learning environments, the students must be able to set goals, apply the strategies and monitor their learning progress in attaining the goals (Schunk, 1996). The concept of self-regulated learning is relatively new in cognitive psychology (Bandura, 1997). *Reciprocal determinism*, the basic tenant of Bandura's theory, asserts that behavioral, environmental, and individual factors contribute to learning. Individual factor refers to a learner's views, and attitudes that can impact their behavior and learn through personal circumstances. Environmental elements include the standard of instruction, teacher evaluations, information accessibility, and support from classmates and parents. The effects of past achievement are among the behavioral influences. According to reciprocal determinism, each of the three variables influences the other two (Schraw et al., 2006). Furthermore, these initiatives gave rise to the self-regulated learning theory, which argues that a few interrelated cognitive, metacognitive, and motivational factors control learning.

Learning self-regulation has a variety of advantages for students. Self-regulation in learning enables students to take responsibility for their learning strategies, which promotes their overall academic progress and feelings of self-efficacy (Zimmerman et al., 1996). Furthermore, knowing their strengths and limitations also assists students in controlling their learning in order to attain their academic goals (Mbato, 2013). Self-regulation improves students' writing performance (Mbato & Cendra, 2019). Self-regulation, for instance, enables students to enjoy writing and do better on writing assignments, including those that require them to review their writing and recall prior knowledge (Mbato & Cendra, 2019).

### *Motivation-regulation Strategies*

Motivation has an essential role in the learning process. It indicates why students finish their tasks, how far they commit to them, and how much work they

put into completing them. These aspects can be called motivation. Motivation affects students' failure or success. Within social cognitive theories of self-regulated learning, motivation has also been characterized as a process in that students actively self-regulate (Zimmerman B. J., 1994). Moreover, motivational regulation is the process by which students choose to begin, continue, or augment their propensity to begin, concentrate on, or complete a specific assignment or goal (Wolters, 2003). It involves the ideas, deeds, or attitudes students exhibit to affect their decisions, effort level, or tenacity in completing academic tasks (Wolters, 2003). Further, Wolters & Benzon (2013) also stated that when students activate involvement in preserving or enhancing their motivation is characterized as motivation-regulation.

Students' attempts to maintain or increase their motivation entails three phases for efficient and long-term self-regulation of motivation: understanding, observing, and managing motivation (Wolters & Benzon, 2013). In the first stage, students are meta-understood, considering their understanding or perspectives on motivation. Monitoring one's level or state of motivation is required in the second step. The third stage entails intervening and managing one's persistence, effort, or motivation through planned activities that are now taking place. In addition, rather than potential consequences, how students experience participating in the activity impacts their motivation. The regulation of motivation is portrayed as a relatively analogous process to the regulation of cognition (Wolters, 2003). In addition, controlling motivation is a factor or one of many procedures supporting students' self-regulated learning.

As Sánchez-Rosas et al. (2019) stated, students who employ motivation control techniques frequently hold more adaptive beliefs (e.g., they procrastinate less, put more effort into their work, have better levels of self-efficacy, and place a greater priority on accomplishment). Students may be aware of and employ various motivational regulation techniques as one essential component of self-regulating learning. Motivation can take many different forms; there are likely many ways that can be utilized to manage motivation for academic work. Female and male might use different strategies in regulating and maintaining their motivation while writing their thesis. This research focuses on five specific modified strategies and sees the strategies used by female and male students. The strategies are self-consequences, avoidance goals, approach goals, situational interest, and environmental structuring (Sánchez-Rosas et al., 2019). These strategies will be used as the theoretical bases

in this research for different strategies used by males and female Indonesian EFL undergraduate students at Sanata Dharma University, Yogyakarta in writing their thesis.

### *Metacognitive Strategy*

Metacognition is simply thinking about thinking and learning (Anderson, N, 2002). The only aspect that could be important for success in learning is good monitoring of one's knowledge. According to Flavell (1979), metacognition refers to the organization of data, experiences, goals, and strategies including critical thinking, problem-solving, and decision-making. In line with that, Wanna (2019) mentioned metacognition as central to learning, the process that supports effective strategies, and the principle of intelligent behavior. Remembering, rehearsing, and problem-solving are just a few examples of the higher-order, executive cognitive processes that are monitored and coordinated by metacognition (Tobias & Everson, 2009).

Brown identified the main regulatory skills: planning-in-action, evaluating, and revising that empowered the writers to generate and select ideas in writing (Wanna, 2019). Planning, monitoring, regulating, and evaluating are essentials applied to a particular task to determine the most effective learning method. To meet the particular needs of many courses and learning processes, students must control and manage their learning to a wider scope of understanding using a learning strategy. Many researchers have presented their findings on learning strategies. Weinstein et al., (2000) stated that understanding new knowledge and abilities is considered a learning strategy. The concepts of language learning strategy have been indicated by some researchers, such as O'Malley and Chamot (1990), Oxford (1990), and Wenden (1991). Language learning strategy reflects the learners' strategic involvement to improve their learning effectively in the second language field. A taxonomy of language learning strategies was created using the results of research on learning strategies from various researchers. Learners can use language learning strategies such as cognitive strategies, metacognitive strategies, social strategies, and affective strategies (Dörnyei, 2005).

In academic writing, students can apply cognitive strategies as well as metacognitive strategies. Cognitive knowledge needs to be emphasized for a metacognitive strategy to be effective. A metacognitive strategy fosters learning awareness as a requirement for planning, monitoring, controlling, evaluating, and



regulating the learning process (Karlen & Compagnoni, 2017). Metacognitive strategies are aimed at assisting students in becoming more conscious of their thought processes when they learn (Rahimi & Katal, 2012). These strategies support students in developing better learning habits. A study was conducted on Almazar schools (Al-Jarrah et al., 2019) involving secondary students. This found that using metacognitive strategy is important to increase their self-awareness in learning both teachers and students, and to train the students to become more self-regulated learners.

### *Motivation in Academic Writing*

Writing proficiency is influenced by the motivation to write (Pajares, 2003). It is widely accepted that motivation engages, guides, and retains the activities that regulate learning. Moreover, motivation can only influence learning by engaging the metacognitive processes in writing. Payne (2012) stated that students who lack writing motivation are less likely to participate in academic writing tasks. These students may struggle with writing because of high levels of anxiety and low levels of self-efficacy. According to Maier & Richter (2014), motivation is the primary requirement for students to stimulate and maintain cognitive and metacognitive skills during the writing process. It is believed that motivation can influence students' success or failure. Mbato (2013) also claims that motivation is one of the aspects of self-regulation. Self-regulation is the process of controlling and evaluating one's learning and behavior (Payne, 2012b). When students apply self-regulation by monitoring and evaluating the results of their learning process independently, they can be successful in the learning process. This is the same as the writing process.

Goal orientation is an important aspect of motivation. There are two types of motivational incentives for writing: intrinsic incentives and extrinsic incentives (Ryan & Deci, 2000). Intrinsic motivation examines the items assessed including curiosity and involvement. Intrinsic factors that influence students come from within students and without any influence from parents, peers, or parents. Students who are engaged primarily for enjoyment and satisfaction from performing the tasks have been seen as intrinsically motivated. Meanwhile, extrinsically motivated behavior is defined as being engaged in achieving a goal (Hayamizu, 1997). Extrinsic motivation is something outside the students that makes them interested in doing the tasks. For example, the social support from their parents, peers, and lecturers related to the

formal learning context given by them (Listyani, 2022). Consequently, extrinsic motivation examines the impact of grades, competition, and social recognition. In the study of English language learners, motivational beliefs (Graham et al., 2021) revealed that students' motivation influences the number of times, effort, actions, writing tools, and the interaction they use to collaborate with other writers.

As previously stated, the researchers assumed that both metacognitive strategy and motivation play important roles in students' academic writing process. Motivation can help students to realize the goal or objective of their writing comprehension. This topic is relevant to the educational context in Indonesia because most master students have to write research papers to graduate, especially in the English Education Master Program at Sanata Dharma University. Therefore, more research needs to be done in the field on the students' motivation and metacognitive strategy in academic writing.

## **10. Research Methods (Metode Penelitian)**

### ***Research design 1***

The researchers will use a mixed-method design to combine quantitative and qualitative methods in response to research questions (Cresswell, 2014). The explanatory method will be used in this study. Quantitative research will be used to determine to what degree female and male students use motivation-regulation strategies. Meanwhile, qualitative research will be used to investigate individuals' motivation-regulation strategies and under what conditions they use them. The instruments of this study are a questionnaire and an in-depth interview. The questionnaire and in-depth interview questions are open-ended question forms.

### ***Participants 1***

The participants are female and male undergraduate students from English Language Education Study Program batch 2019 who are still in the progress of writing their thesis. There are sixty participants of this research that is divided into thirty females and thirty males. The qualitative research samples will be chosen by using purposive sampling (Ary et al., 2014). This method allows the researcher to find participants who are willing to give more profound information about this study. Males and females will be interviewed on their willingness to participate in this study. The interviewed participants will be chosen based on the motivation-regulation level (high, moderate, low). There are three samples for each level.

Table 1. Demographic information of the Participants		
Demographic Items	Details	Frequency
Gender	Female	30
	Male	30
Academic Year	2019	60

**Data collection 1**

The instruments are about motivation-regulation strategies adapted and modified from Sánchez-Rosas et al., (2019) and Wolters & Benzon (2013). This research uses a close-ended questionnaire and an open-ended, in-depth interview. In depth-interviews are used to gather the data based on the sample’s beliefs, opinions, and feelings related to the situation in their own words. The questionnaire has nineteen items and uses a Likert scale from 1 to 5 (*strongly disagree* to *strongly agree*). In other words, the scale was divided into 5 numbers; 1 (*strongly disagree*), 2 (*disagree*), 3 (*unsure*), 4 (*agree*), and 5 (*strongly agree*). The in-depth interview consists of 3 questions related to this study.

The close-ended questionnaire will be conducted by distributing the offline questionnaire to the students. Whereas the interview will be conducted online via WhatsApp call for about 40 minutes due to the situation and condition of the researcher and participants. The interview results are recorded and transcribed into readable form. The interviewed participants are chosen after analyzing the close-ended questionnaire and collecting the results.

**Data analysis 1**

To analyze the quantitative data, regression analysis will be used with SPSS in comparing the mean score of the variables by using an independent sample *t-test*. The close-ended questionnaire results are presented in three categories: high, moderate, and low, as presented in Astriningsih & Mbato (2019). A table will be used as the data presented. The qualitative data from the in-depth interview will be presented descriptively based on the use of motivation-regulation strategies by gender perspectives.

**Research Design 2**

This research aims to investigate the extent of master students' motivation and how they apply metacognitive strategy in academic writing. This research will use a mixed-method design in which the quantitative and qualitative data are connected and the results are integrated (Ivankova et al., 2006). The mixed-methods technique is a combination of quantitative and qualitative (Creswell, 2003). At the beginning of this study, the researchers will use questionnaires with Likert-type statements to assess the three metacognitive strategies in writing: planning, monitoring, and evaluating. The questionnaire in this research is divided into two components: a questionnaire on academic writing motivation and a questionnaire on students' metacognitive strategy. The design consists of (1) distributing an online survey or questionnaire to a group of people or a sample to comprehend patterns throughout the behaviors, attitudes, and perspectives of a wider group of the population (2) semi-structured interviews for the chosen participant to gain more data to support the findings.

### ***Participants 2***

This research will be conducted at Sanata Dharma University. The participants in this research are 40 students of the English Education Master Program. These 40 students are studying the same subject, Educational Psychology. They are also experienced in writing research papers for publication. Purposive sampling will be used to select the participants who are assumed to have the required information and experiences for this research.

### ***Research Instrument 2***

In this research, there are two research instruments, particularly questionnaires and semi-structured interviews. The data on master students' motivation is collected by distributing the Academic Writing Motivation Questionnaire adapted from (Payne, 2021; Graham et al., 2021). This is a five-point Likert scale questionnaire consisting of 15 items indicating intrinsic and extrinsic motivation. Meanwhile, master students' metacognitive strategy is measured by using Metacognitive Strategy Knowledge (MSK) adapted from (Karlen & Compagnoni, 2017). This questionnaire consists of 8 items (planning), 5 items (monitoring), and 6 items (evaluating). A set of interview questions for several volunteers are prepared to find out the students' opinions and explore how their metacognitive writing strategies affect their motivation in writing. There are 10 semi-

structured interview questions involving the process of writing and their motivation in writing adapted from (Goctu, 2017). These two research instruments are used to provide triangulation.

Furthermore, the researcher piloted the questionnaire for participants to improve the research’s validity and reliability. Table 1, it shows that 2 items on the Metacognitive Strategy Questionnaire were invalid. The researcher conducted a validity test three times using SPSS. A questionnaire is considered reliable if it has internal consistency, as measured by the value of correlated item-total correlations. According to Heale & Twycross (2015), a correlation coefficient of less than 0.3 indicates a weak correlation, 0.3-0.5 indicates a moderate correlation, and greater than 0.5 indicates a strong correlation.

**Data Analysis 2**

The researcher will use descriptive statistical analysis to discover the mean. The mean is used to analyze master students’ motivation toward metacognitive strategy level in academic writing. The quantitative data will be collected from the online questionnaire using Google Forms. The results will be presented in a table by calculating the percentage of each item. The researcher will elaborate the data from the questionnaire with qualitative data collected from the interview to support the findings. The researcher selects some participants based on the questionnaire results with low, middle, and high levels of motivation and metacognitive strategy using purposive sampling. After the interview, the researcher connects the quantitative and qualitative results and analyzes the general findings of the study, summarizing their implications. The interview results will be analyzed using (Miles, et al., 2014), including data reduction, data display, and conclusion drawing.

**11. Jadwal Penelitian**

No.	Kegiatan	Waktu			
		Oktober	November	Desember	Januari
1.	Perumusan Topik Penelitian	√			
2.	Perencanaan Penelitian		√		
3.	Pelaksanaan Penelitian			√	

4.	Penulisan Laporan				√
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12. Tenaga Penelitian

1) Ketua Peneliti

- a. Nama lengkap dan gelar : Drs. Concilianus Laos Mbato, M.A., Ed.D.
- b. Jenis Kelamin : Laki-laki
- c. Pangkat/Golongan/NIP/NP : Penata/IIId/P.1948
- d. Jabatan Fungsional : Lektor Kepala
- e. Jabatan Sekarang : Dosen MPBI
- f. Fakultas/Pusat : FKIP
- g. Universitas : Sanata Dharma
- h. Bidang Ilmu : Bahasa dan Seni
- i. Jangka Waktu : 6,5 Jam/Minggu 10 bulan (230 Jam)

2) Anggota Peneliti

1. Anggota Peneliti I

- a. Nama lengkap : Yonas Yona Anselma
- b. Program Studi/Fakultas : Magister Pendidikan Bahasa Inggris/FKIP
- c. NIM : 221242109

2. Anggota Peneliti II

- a. Nama lengkap : Gloria
- b. Program Studi/Fakultas : Magister Pendidikan Bahasa Inggris/FKIP
- c. NIM : 221242110

12. Research Budget

	Komponen	Harga	Volume	Total
1	Honorarium 25%	5000000	1	5000000
2	Alat Tulis Kantor 5%	1000000		
	Cartridge Canon Black Ink	150000	1	150000

	Cartridge Canon Colour Ink	155000	1	155000
	Kertas Quarto 80 Gram Paper One	50000	1	50000
	Kertas Sampul	5000	4	20000
	Staples	20000	1	20000
	Ballpoint Pilot Balliner (warna hitam) (per lusin)	100000	1	100000
	Tinta Printer warna Hitam	120000	1	120000
	Tinta Printer Warna	175000	1	175000
	Materai	12000	5	60000
	Stapler	10000	2	20000
	Fotocopy artikel-artikel jurnal	200	200	40000
	Fotocopy draf penelitian	200	100	20000
	Fotocopy laporan akhir	200	100	20000
	Jilid Laporan akhir	25000	2	50000
	<b>Sub-Total</b>	<b>1000000</b>		
3	Bahan Habis Pakai at cost			
	Souvenir berupa Paket data untuk partisipan	800000	2	1600000
	Paket data dan pulsa Peneliti	200000	3	600000
	<b>Sub-Total</b>	<b>2200000</b>		
4	Sewa Alat			
5	Bahan Penunjang 10%	2000000		
	Pembelian Buku Referensi	200000	10	2000000
	<b>Sub-Total</b>	<b>2000000</b>		
6	Perjalanan			
7	Konsumsi (10%)	2000000		
	<b>Konsumsi instrumen penelitian</b>			
	Makan	20000	15	300000
	Snack	10000	10	100000
	<b>Konsumsi mengolah data</b>			
	Makan	20000	20	400000

	Snack	10000	15	150000
	<b>Konsumsi menulis laporan penelitian</b>			
	Makan	20000	20	400000
	Snack	10000	15	100000
	<b>Konsumsi menulis draft artikel</b>			
	Makan	20000	20	400000
	Snack	10000	15	150000
	<b>Sub-Total</b>	<b>2000000</b>		
8	Lain-lain <i>at cost</i>			
	Biaya Konferensi Internasional	2000000	1	2000000
	Proceeding	800000	1	800000
	Biaya Proofread	500000	2	1000000
	Biaya publikasi	2000000	2	4000000
	<b>Sub-Total</b>	<b>7800000</b>		
9	<b>Total 1-8</b>	<b>20000000</b>		

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