

## ABSTRACT

Diasti, Krismalita Sekar. (2021). *English Language Education Students' Motivation-regulation in Academic Writing and Reading*. Yogyakarta: English Education Master's Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Motivation is believed to be one of the essential non-cognitive factors determining students' achievement. In the process of accomplishing a task, students often encounter interferences which might degrade their motivation. This thesis by publication comprises two research papers published in two accredited national journals. The studies are linked by their objectives to better understand higher education students' motivation-regulation in completing academic tasks.

The empirical studies employed mixed-method to investigate students' motivation-regulation in academic writing and reading. The first study aims to discover how students regulate their motivation in academic writing, specifically thesis writing course. Undergraduate students (n=9) responded to an online questionnaire pertaining to motivation-regulation strategies used in academic writing completion. The findings showed that by regulating their motivation, students could enhance their efforts in the task accomplishment.

Further, the second study focuses on examining how motivation-regulation assists students in completing the academic reading tasks. In the second study, an adapted questionnaire was distributed to graduate students (n=14). The findings highlighted the significant roles of motivation-regulation, particularly in maintaining students' self-efficacy, arousing students' intrinsic interest, and sustaining students' positive emotions during the completion of academic reading tasks.

The combined studies elaborated in this thesis emphasize the importance of motivation-regulation in the learning process. Amid the hardships, motivation-regulation promotes students to devote greater endeavor and perseverance to goal-attainment process. Lecturers hold important roles as well to provide students a supportive learning environment to become self-directed learners. This thesis also provides recommendations addressed to students, lecturers, and future researchers.

**Keywords:** *motivation, motivation-regulation, academic writing, acadmic reading*

### **ABSTRAK**

Diasti, Krismalita Sekar. (2021). *English Language Education Students' Motivation-regulation in Academic Writing and Reading*. Yogyakarta: English Education Master's Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Motivasi dipercaya sebagai salah satu non-kognitif faktor yang menentukan pencapaian siswa. Dalam proses pengerjaan tugas, siswa sering kali menghadapi kesulitan-kesulitan yang mungkin bisa menurunkan motivasi mereka. Tesis dengan publikasi ini meliputi dua penelitian yang dipublikasikan ke dalam Jurnal Ilmiah Nasional Terakreditasi. Penelitian-penelitian tersebut terhubung oleh tujuan memahami regulasi motivasi siswa perguruan tinggi dalam menyelesaikan tugas akademik.

Penelitian-penelitian empiris tersebut menggunakan metode campuran untuk menyelidiki regulasi motivasi pada menulis dan membaca akademik. Penelitian pertama bertujuan untuk menemukan bagaimana siswa meregulasi motivasi mereka pada menulis akademik, khususnya penulisan skripsi. Mahasiswa tingkat sarjana (n=9) mengisi kuesioner *online* berkaitan dengan strategi regulasi motivasi yang digunakan dalam tugas menulis akademik. Penemuan dalam studi ini menekankan bahwa dengan meregulasi motivasi mereka, siswa dapat meningkatkan usaha mereka dalam proses penyelesaian tugas.

Kemudian, penelitian kedua berfokus pada menguji bagaimana regulasi motivasi membantu siswa dalam proses penyelesaian tugas membaca akademik. Dalam penelitian ini, peneliti menggunakan kuesioner dari peneliti sebelumnya yang didistribusikan pada mahasiswa pascasarjana (n=14). Penemuan dalam studi ini mengindikasikan peran penting regulasi motivasi terutama dalam mempertahankan efikasi diri, membangkitkan minat intrinsik siswa, dan mempertahankan emosi positif siswa selama penyelesaian tugas membaca akademik.

Penelitian gabungan dalam tesis ini menekankan pada pentingnya meregulasi motivasi dalam proses pembelajaran. Di tengah-tengah kesulitan, regulasi motivasi mendorong siswa untuk memberikan usaha maksimal dan kegigihan dalam mencapai tujuan mereka. Dosen juga memegang peran penting dalam menyediakan lingkungan belajar yang suportif untuk membantu siswa menjadi pembelajar mandiri.

**Keywords:** *motivation, motivation-regulation, academic writing, academic reading*