

The Correlational Study between Students' Motivation and Students' Volition in Taking TKBI

Gendon Barus¹, Paulus Yanuar Kharismawan², Dirtya Sunyi Paradewari³

¹ Lecturer, Guidance and Counselling Study Program, Sanata Dharma University

² Student, Program Profesi Guru Prajabatan, Sanata Dharma University

³ Teacher, English Teacher, SMP Stella Duce 2 Yogyakarta

Abstract

This study is an attempt to find out the correlation between students' motivation and students' volition in taking TKBI. The participants of this study are 41 students who have taken TKBI. The data for measuring students' motivation is collected by using the Motivational Strategies for Learning Questionnaire (MSLQ), based on (Pintrich, Smith, Garcia & McKeachie, 1991; Pintrich, Smith, Garcia & McKeachie, 1993), while the students' volition is measured by collecting data using the Academic Volitional Strategy Inventory (AVSI) based on MacCann and Garcia (2004). For the data analysis, Pearson's Product-Moment Correlation coefficient is used by using SPSS version 15.0 for Windows. The significance of the test is calculated using critical value table for Pearson's Product-Moment Correlation for the level of significance α at 0.01. The finding of the study reveals that there is a positive and significant correlation between students' motivation and students' volition in taking TKBI. This study is suggested to raise the students' awareness of motivation and volition in taking TKBI.

Keywords: Correlational study, students' motivation, MSLQ, students' volition, AVSI, TKBI

1. Introduction

One of the important factors which influence the language learning is motivation. Williams and Burden (1995) argue that learning a foreign language requires the learner to learn the rule and adapt to the culture of the language itself. Before the students want to learn a language, they should set their motivation to do that. Motivation refers to a reason or intention which stimulates the students to act in achieving their goals and keep the desire for reaching their goals. According to Gilakjani, Leong, and Sabouri (2012), motivation leads to the initial stages of an action (p. 9). On the other hand, motivation also does not change anything when the students have set their goals, but they do not have the desire to do that. In this case, the students need to have volition as implementing aspects in learning language. Volition plays an important role in which it has to maintain the goal to learn a language.

In Indonesia, English is usually used as the standardized test in completing bachelor degree. Some universities use Test of English as Foreign Language (TOEFL) as a requirement to finish the undergraduate program, while Sanata Dharma University uses *Tes Kemampuan Bahasa Inggris* (TKBI) as a requirement to finish the undergraduate program. TKBI is a test to measure English skill especially in speaking for non-English department students (Program Tes, n.d.).

By observing most of my friends, the students have already planned and set their goal to graduate on time, but they find an obstacle because of TKBI as the requirement to complete undergraduate program. Sometimes, they must take TKBI more than once because they fail in passing TKBI. It reflects that, they have motivation to graduate on time but they also face an obstacle to pass TKBI, especially for them who have difficulty in English.

In this study, motivation plays as the reasons or intentions which stimulate the students to be achieved and volition plays as the efforts to convert the intentions into action. James (1890) argues that motivation is necessary to have a conscious effort supported by determination to convert intentions into action. Therefore, this study would like to find out whether there is a positive and significant correlation between the students' motivation and students' volition in taking TKBI or not. There are two research questions which appear in this study: 1) is there a positive and significant correlation between the students' motivation and the students' volition in taking TKBI? 2) how do the six motivational components related to the components of volition in taking TKBI?

2. Literature Review

In order to answer those two research questions, the researcher uses three main theories. The first is a motivation adapted from the conceptual of the Motivation Strategies for Learning Questionnaire (MSLQ). The second is a volition adapted from the conceptual of the Academic Volitional Strategy Inventory (AVSI). The third is TKBI. Those theories are discussed, as follows:

2.1. Motivation

In this study, the researcher uses the concept of motivation on the Motivation Strategies for Learning Questionnaire (MSLQ) based on (Pintrich, Smith, Garcia & McKeachie, 1991; Pintrich, Smith, Garcia & McKeachie, 1993). The MSLQ is a self-report instrument designed to assess students' motivation and learning strategies. In addition, the MSLQ is also created as a result of a number of correlational studies on the students' motivation and self-regulated learning at the National Centre for Research for improving Postsecondary Teaching and Learning (NCRIPAL), (Duncan & McKeachie, 2005; Pintrich, Smith, Garcia, & McKeachie, 1993). Since the researcher just wants to find out the relation of motivation toward volition, the researcher only adapts the concept of motivation.

The concept of motivation in the MSLQ is based on a broad social-cognitive model of motivation that proposes three general motivational aspects: value, expectancy, and affect (Pintrich, 1988a, 1988b, 1989). The first is a value aspect which focuses on the reasons why students engage in an academic task. In addition, there are three components to measure the value aspect, such as an intrinsic goal orientation which focuses on the learning and mastery; an extrinsic goal orientation which focuses on the grades and approval from others; and a task value belief which focuses on the judgments of how interesting, useful, and important the course content is to the student. The second is an expectancy aspect which refers to students' beliefs that they can accomplish a task. Furthermore, the expectancy aspect divided into two components directed towards assessing perceptions of self-efficacy and control beliefs for learning. Self-efficacy is an expectancy of success and self-judgments of one's ability to accomplish a task and confidence in one's skills to perform a task. On the other hand, control belief for learning refers to students' beliefs which outcomes are contingent depend on own effort, rather than external factors such as the test or luck. The third is an affect aspect which consists of an anxiety. The anxiety refers to students' worry and concern over taking exams.

2.1.1. Intrinsic Goal Orientation

The goal orientation refers to why a learner engages in an academic task. According to the MSLQ, Pintrich, et al. (1991) describe, “goal orientation refers to student's general goals or orientation to the course as a whole” (p. 10). The students with intrinsic goals perceive learning tasks as an opportunity to increase their knowledge of the subject matter (Dweck & Leggett, 1988) and possess real interest and desire to master understanding. These students tend to have a higher degree of interest for academic tasks, higher perception of task importance and utility, increased cognitive engagement, positive perceptions of academic efficacy, stronger focus for developing new skills, expend more effort when encountering challenges, and utilize successful learning strategies (Elliot & Church, 1997; Elliot & Harackiewicz, 1996; Wigfield & Eccles, 2000; Wolters, 2004; Pintrich, 2000).

2.1.2. Extrinsic Goal Orientation

Pintrich, et al. (1991), argue, “Extrinsic goal orientation complements intrinsic goal orientation, and concerns the degree to which the student perceives herself to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition” (p. 11). The students with extrinsic goal orientations focus on demonstrating their ability, outperforming others, getting good grades or other external benefits such as praise, proving their self-worth to others, and/or to avoid negative consequences. The students with higher degrees of performance goal orientations are perceived to prefer fewer challenging tasks, utilize surface-level learning strategies more frequently, are less willing to seek help, lack strong efficacy beliefs, and give up when faced with adversity (Ames, 1992; Elliot & Church, 1997; Elliot & Harackiewicz, 1996; Pintrich, 2000).

2.1.3. Task Value

The task value relates to the degree of personal interest which a learner is had in doing a given task and includes beliefs about utility, relevance, and importance (Raynor, 1981; Schunk, 1991). Moreover, Pintrich, et al. (1991) define the task value as “the student’s evaluation of how interesting, how important, and how useful the task is. It relates to asking oneself “What do I think of this task?”” (p. 12). In addition, Eccles (1983) adds that the specific task value is a function of the attainment (the importance for doing well on a task), intrinsic interest (the interest for engaging in the task), and utility (the importance of the task for some future goal) values of the task. In this study, the task value refers to students' perceptions of taking TKBI interns of interest, importance, and utility.

2.1.4. Control of Learning Beliefs

Pintrich, et al. (1991), argue, “Control of learning refers to students' beliefs that their efforts to learn will result in positive outcomes. It concerns on the belief that outcomes are contingent on one's own effort, in contrast to external factors such as the teacher” (p. 13). When the students feel that their efforts are success, they will study more strategically and effectively. McKeachie, et al. (1986) present Weiner’s (1986) attribution theory model which consists of three dimensions for students’ control of learning beliefs: locus, stability, and controllability. The locus dimension refers to the locus of causality for a student’s success or failure. The stability dimension refers to the persistence of such locus of causality beliefs over time, and the controllability dimension refers to the learner’s ability to control causes of successes or failures.

2.1.5. Self-Efficacy for Learning and Performance

In general, self-efficacy defines as “people’s judgments of their capabilities to organize and execute courses of action required attaining designated types of performances,” (Bandura, 1986, p. 391). The strength of one’s self-efficacy is determined by previous performance or accomplishments (successes and failures), attributions of prior accomplishments (ability, effort, difficulty, and luck), vicarious experiences or model similarity (observations and comparisons of others performance), forms of persuasion (praise and/or criticisms), and physiological indexes (anxiety, fatigue, illness, etc.) (Bandura, 1986; Pajares & Miller, 1994; Schunk, 1991). Moreover, Pintrich and Schunk (2002) argue that the students who have high self-efficacy beliefs show confidence in their skills and abilities to do well and have been shown to participate more in learning activities, while the students who have low self-efficacy have little confidence in their skills and abilities and are less likely to persist when faced with challenges.

In this study, the self-efficacy for learning and performance assesses two aspects of expectancy: expectancy for success and self-efficacy. Expectancy for success relates to performance expectations and specifically to task performance. On the other hand, self-efficacy is a self-appraisal of one's ability to master a task.

2.1.6. Test Anxiety

The test anxiety is defined as an unpleasant feeling or emotional state manifested in a learner’s performance on tests or other cognitive measures (Pintrich, et al., 1991; Zeidner, 1998). According to Pintrich, et al. (1991), the test anxiety consists of two components: a worry, or a cognitive component, and an emotionality component (p. 16). The worry or negative component refers to students' negative thoughts that disrupt performance, while the emotionality component refers to affective and physiological arousal aspects of anxiety.

2.2. Volition

Volition is the ability to prevent disturbing behaviours in order to reach a goal (Duckworth & Seligman, 2006). The volition is also defined by Corno (1993) as a “dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning and performance” (p. 16). Therefore, the volition can be characterized as the processes which protect concentration and directed effort in the face of personal and environmental distraction.

According to Elstad (2012), “the etymological origin of volition is from Latin: vol- (derived from “velle”, to want) + -ition” (p. 3427). On the other hand, in German, the tradition of volition was formulated by Narziß Kaspar Ach (1871–1946). He was among the first scholars who made a substantial contribution to the study of volition (Ach, 1935). His experiments showed that the difference between motivation (the circumstances of desire) and volition (the circumstances where motivation was converted to persistent and strong commitment). Ach’s ideas about volition are still vital as an important strand in current psychological research. In addition, James (1890) argues that motivation is necessary to have a conscious effort supported by determination to convert intentions into action. In summary, the motivation initiates and directs action in constructing the goal and the volition is the translation of existing goals into an action. In the other words, the motivation is setting the goal and the volition is protecting the goal.

In this study, the researcher uses the concept of volition on the Academic Volitional Strategy Inventory (AVSI) developed by MecCann and Turner in 2004. The AVSI is a self-report instrument designed to assess the management of emotion and motivation during the goal-striving process. In addition, the AVSI is developed to capture strategic methods used by students to regulate their emotion and motivation if they faced with threatening distractions ongoing goal activity.

The AVSI instrument used in this study consists of three components based on MecCann and Turner (2004). The first is a self-efficacy enhancement which refers to positive thoughts as to one's competence. For example, in order to enhance or maintain a motivation, the students may think about their goals, past successes, and ability to succeed. The second is a negative based incentive which refers to thoughts which make one aware of the intrapersonal and interpersonal consequences of failure, while the third is a stress reduction which refers to actions which reduce an anxiety.

2.3. TKBI

A language test is a way to gather information about people's language ability (Hughes, 1989 p. 4). The result of the test reflects what the students are able and unable to do with the language. The test can be defined as an instrument to measure language ability (Bachman, 1990, p. 20; Davidson, 2007, p. 7). This definition describes the test as a medium to measure the language performance of the students. The test result is in the form of measurable and numerical score. Therefore, it will be easier to determine the passing grade and criteria of success.

TKBI is conducted differently as an end-program test. Different from an entry test or in-program test, TKBI is conducted at the end of learning program in the Sanata Dharma University as a requirement to earn degree. Instead of paper-based test, TKBI is designed as speaking test. The students' abilities to participate in active communication are assessed during the interview process. The result of the test is used for consideration whether the students have achieved the expected language proficiency level to compete the graduation requirement or not.

TKBI is described as a spoken proficiency test. The contents of the test are not related to what are learned in the courses, but based on the language competence that the students should have. The contents of the test are used to measure whether the students can perform in certain communicative tasks or not. Since it is communicative test, the assessment standards should focus on the use of the language as the tool for communication. Therefore, the Common European Framework of Reference (CEFR) is used to set the standards of success because it describes the qualities of proficient language users. The descriptors of CEFR level are adapted to develop the assessment rubric for the test (Program Tes, n.d.). In CEFR level, the highest grade for intermediate level is C1, while the grading system in the Sanata Dharma University considers A as the highest grade. Based on the policy, the students should earn B- to pass the test.

3. Method

The purpose of this study was to find out the correlation between the students' motivation and the students' volition in taking TKBI. In order to find out that correlation, the researcher implemented quantitative research because this study used numbers to conclude the research result. According to Ary, Jacobs, and Sorensen (2010), argue "Quantitative research uses an objective measurement and statistical analysis of numeric data to understand and explain the phenomena" (p. 22). Since this study was to find out the relationship between two variables, the researcher conducted the correlational research. Dean

(1988) states, “In general, correlational studies are designed to investigate the nature and strength of functional relationships among the variables of interest to the researcher” (p. 126).

In conducting this study, the researcher had two variables. The first was an independent variable (students’ motivation), while the second was a dependent variable (students’ volition). In this study, the researcher also had two type hypotheses which consisted of Null Hypothesis (H_0) and Alt Hypothesis(H_1). Based on these conceptual hypotheses, the researcher formulated operational hypotheses, as follows:

H_0 : There is no significant correlation between students’ motivation and students’ volition in taking TKBI.

H_1 : There is a positive and significant correlation between students’ motivation and students’ volition in taking TKBI.

Afterwards, the researcher formulated those operational hypotheses into statistical hypotheses, as follows:

H_0 : $r = 0$

H_1 : $r \neq 0$

3.1. Participant

This study was undertaken in Sanata Dharma University in Indonesia. In selecting the participants, the researcher used purposive sampling because this study focused on the students who had taken TKBI. As the result, there were 41 students (28 females and 13 males) who had participated in taking TKBI. In this study, the participants were invited to participate voluntarily and the participants were assured that the information collected was confidential.

3.2. Instrument

In this study, the researcher used a questionnaire adapted and modified from the MSLQ (Pintrich, Smith, Garcia & McKeachie, 1991; Pintrich, Smith, Garcia & McKeachie, 1993) and the AVSI (MecCann & Turner, 2004). There were 51 items divided into nine components (6 components on motivation and 3 components on volition). Furthermore, a list of 51 items on these motivation components and volition components were given in Appendix A. Moreover, the researcher used Indonesian language in adapting and modifying the questionnaire because the researcher wanted to avoid the misunderstanding when the participants filled the questionnaire. In order to answer the questionnaire, the participants were instructed to respond to the items on a 7-point Semantic Differential Scale (1 = not at all true of me to 7 = very true of me). See Table 1 which presents the item distributions for the motivation components and Table 2 which presents the item distributions for the volition components.

Table 1: Item Distributions on Motivation Components

Motivation Components	Number of Item	Total
Intrinsic Goal Orientation	1, 16, 22, 24	4
Extrinsic Goal Orientation	7, 11, 13, 30	4
Task Value	4, 10, 17, 23, 26, 27	6
Control of Learning Beliefs	2, 9, 18, 25	4
Self-Efficacy for Learning and Performance	5, 6, 12, 15, 20, 21, 29, 31	8

Test Anxiety	3, 8, 14, 19, 28	5
Total		31

Table 2: Item Distributions on Volition Components

Volition Components	Number of Item	Total
Self-efficacy Enhancement	33, 36, 37, 41, 43, 46, 49, 50, 51	9
Negative-based Incentive	34, 38, 39, 42, 44, 48	6
Stress Reduction	32, 35, 40, 45, 47	5
Total		20

In order to investigate the quality of the questionnaire, the researcher measured the validity and the reliability of the questionnaire. According to Harris (1969), all good tests possess three qualities, namely validity, reliability, and practicality (p. 13). In this study, the researcher also conducted “try out *terpakai*” in measuring the validity and reliability of the questionnaire. *Try out terpakai merupakan istilah yang digunakan untuk proses penelitian yang menggunakan sample yang sama dengan sample dalam uji validitas dan reliabilitasnya* (Setiadi, Matindas, & Chairy, 1998). Therefore, this study also used the results of the questionnaire to measure the validity and the reliability.

The validity indicated how deep the instrument could measure the target of this study. Messick (1989) defines validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment” (p. 13). Moreover, the researcher measured the validity employing Product Moment Formula used SPSS version 15.0 for Windows. As the results, it could be seen in the Table 3 (for further information see Appendix B).

Table 3: Validity Results of the Questionnaire

No	Subscales	No Item	
		Valid	Invalid
1	Intrinsic Goal Orientation	1, 16, 24	22
2	Extrinsic Goal Orientation	7, 11, 13, 30	-
3	Task Value	4, 10, 17, 23, 26, 27	-
4	Control of Learning Beliefs	2, 9, 18, 25	-
5	Self-Efficacy for Learning and Performance	5, 6, 12, 15, 20, 21, 29, 31	-
6	Test Anxiety	3, 8, 14, 19, 28	-
7	Self-efficacy Enhancement	33, 36, 37, 41, 43, 46, 49, 50, 51	-
8	Negative-based Incentive	34, 38, 39, 42, 44, 48	-
9	Stress Reduction	32, 35, 40, 45, 47	-
Total		50	1

In addition, it was also important to know whether the questionnaire as the instrument for collecting data was reliable or not. The reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is (Hatch & Farhady, 1982, p. 244). To measure the

reliability of the questionnaire, the researcher used Alpha Cronbach in SPSS version 15.0 for Windows, and the results could be seen in the Table 4.

Table 4: Reliability Statistics of the Questionnaire

Cronbach's Alpha	N of Items
.891	51

3.3. Procedure

In this study, the researcher conducted several steps in conducting this correlational study. First, the researcher adapted and modified the questionnaire. Second, the researcher distributed the questionnaire through Google Forms (<http://bit.ly/2gi0u5D>) and invited the participants through message, E-mail, and social media. Third, the researcher collected the data and analysed it. Finally, the researcher made the conclusion and the report of this study.

4. Results and Discussion

In order to answer the first research problem, the researcher analyzed the data by using SPSS version 15.0 for Windows. Since one item (q22) was not valid, the researcher just used 50 out of 51 items in calculating the data. In analysing the data, the researcher determined the null hypothesis (H_0) and the alternative hypothesis (H_1). The null hypothesis (H_0) of this study was “there is no significant correlation between students’ motivation and students’ volition in taking TKBI”, while the alternative hypothesis (H_1) of this study was “there is a positive and significant correlation between students’ motivation and students’ volition in taking TKBI.” The result of the calculation was given in the Table 5.

Table 5: Correlations between Students’ Motivation and Students’ Volition

		Motivation	Volition
Motivation	Pearson Correlation	1	.681(**)
	Sig. (2-tailed)		.000
	N	41	41
Volition	Pearson Correlation	.681(**)	1
	Sig. (2-tailed)	.000	
	N	41	41

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

Based on the Table 5, it was found that the correlation (r) between students’ motivation and students’ volition in taking TKBI was .681. It indicated that there was a positive and strong correlation between students’ motivation and students’ volition in taking TKBI. It also meant that the higher students’ motivation could enhance the students’ volition. On the other hand, the level of significance of this

correlation was $.000 < 0.01$ which meant that the correlation between students' motivation and students' volition in taking TKBI was significant. As the result, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Therefore, it could be concluded that there was a positive and significant correlation between the students' motivation and students' volition in taking TKBI.

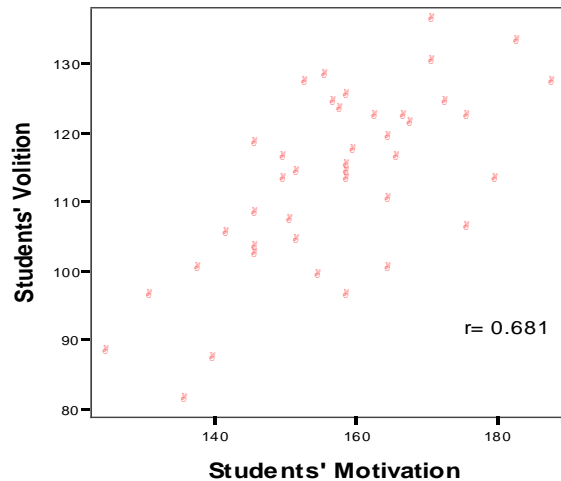


Figure 1: The Scatterplot of the Students' Motivation and Students' Volition in Taking TKBI

The Figure 1 also visualized the correlation between the students' motivation and students' volition in taking TKBI. The dots were plotted from the bottom-left corner to the top-right corner which meant that there was a positive correlation between the students' motivation and students' volition in taking TKBI. Moreover, the adjacent dots meant that the correlation between the students' motivation and students' volition in taking TKBI was significant. Based on the correlation's result, the volition did not appear when there was not a motivation. It is supported by James (1890) who argues that motivation is necessary to have a conscious effort supported by determination to convert intentions into action.

The second research question of this study focused on the relations between the motivational and volitional components. The Table 6 displayed the zero-order correlations for the motivational and volitional components. As the result, the higher levels of extrinsic goal orientation ($r = .74$) and self-efficacy for learning and performance ($r = .65$) were correlated with the higher levels of self-efficacy enhancement. It was also related to the level of task value ($r = .59$) and control of learning beliefs ($r = .31$). Moreover, the intrinsic goal orientation and test anxiety had a negative correlation towards the self-efficacy enhancement. On the other hand, the higher levels of negative-based incentives had a higher levels relation to the control of learning beliefs ($r = .63$) than other components in the motivational variable. For the last component of the volitional variable, the stress reducing actions was negatively correlated with the test anxiety ($r = -.18$), while the self-efficacy for learning and performance had the high positive correlation ($r = .68$).

Table 6: Zero-order Correlation between for the Motivational and Volitional Components

	Intr	Extr	Tskv	Cont	Slfef	Tanx	SlfefEn	Ngbin	Srac
Intr	1								
Extr	-.30	1							
Tskv	-.02	.68	1						

Cont	.43	.21	.42	1					
Slfef	-.01	.75	.77	.26	1				
Tanx	.31	-.36	-.26	.44	-.49	1			
SlfefEn	-.32	.74	.59	.31	.65	-.25	1		
Ngbin	.18	.23	.34	.63	.20	.36	.49	1	
Srac	.09	.55	.56	.35	.68	-.18	.70	.48	1

Note: Intr = Intrinsic goal orientation; Extr = Extrinsic goal orientation; Tskv = Task value; Cont = Control of learning beliefs; Slfef = Self-efficacy for learning and performance; Tanx = Test anxiety; SlfefEn = Self-efficacy enhancement; Ngbin = Negative-based incentives; Srac = Stress reducing actions.

5. Conclusions and Suggestions

The aim of this study is to find out the correlation between the students' motivation and students' volition in taking TKBI. Based on the analysis results, the researcher can draw two conclusions. The first is that there is a positive and significant correlation between the students' motivation and students' volition in taking TKBI ($r = .681$ with $.000$ of probability). It indicates that if the students have high motivation, so their volition can be high also and vice versa. Thereby, the students should always motivate themselves to achieve their goal because it will stimulate their volition. The second is that the most of the motivational components correlate with the volitional components as presented in the Table 6. It strengthens the first conclusion that there are contributions between the students' motivation and students' volition in taking TKBI.

This study is suggested to raise the students' awareness of motivation and volition in taking TKBI. Moreover, protecting and focusing on motivation can help the students to prevent disturbing behaviours or any disruptions. It is also an important thing for us to always motivate our students, friends, or children to achieve their goal, so it can stimulate them to convert their motivation into action.

References

1. Ach, N. (1935). Analyse des Willens [The analysis of volition]. In E. Abderhalden (Eds.), *Handbuch der biologischen Arbeitsmethoden* (Vol. 6). Berlin, Germany: Urban u Schwarzenberg.
2. Ames, C. (1992). Classrooms, goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261-271.
3. Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). Belmont, CA: Wadsworth Cengage Learning.
4. Bachman, L. F. (1990). *Fundamental considerations in language teaching*. New York: Oxford University Press.
5. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
6. Corno, L. (1993). The best laid plans: Modern conceptions of volition and educational research. *Educational Researcher*, 22(2), 14–22.
7. Davidson. (2007). *Language testing and assessment*. New York: Taylor and Francis.
8. Dean, J. (1988). *Understanding research in second language learning*. New York: Cambridge University Press.
9. Duckworth, A. L., & Seligman, M. E. (2006). Self-discipline gives girls the edge: Gender in self-discipline, grades, and achievement test scores. *Journal of Educational Psychology*, 98(1), 198-208. doi:10.1037/0022-0663.98.1.198

10. Duncan, T., & McKeachie, W. (2005). The making of the Motivated Strategies for Learning Questionnaire. *Educational Psychologist, 40*(2), 117-128.
11. Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256-273.
12. Eccles, J. (1983). Expectancies, values, and academic behaviors. In J. T. Spence (Eds.), *Achievement and achievement motives* (pp. 75-146). San Francisco: W. H. Freeman.
13. Elliot, A., & Church, M. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology, 72*(1), 218-232.
14. Elliot, A., & Harackiewicz, J. (1996). Approach and avoidance achievement goals and intrinsic motivation: A mediational analysis. *Journal of Personality and Social Psychology, 70*(3), 461-475.
15. Elstad, E. (2012). Volition for learning. In N. M. Seel (Eds.), *Encyclopedia of the sciences of learning* (pp. 3433-3437). doi: 10.1007/978-1-4419-1428-6_103
16. Gilakjani, A. P., Leong, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *I. J. Modern Education and Computer Science 7*, 9-16.
17. Harris, D. (1969). *Testing English as a second language*. New Delhi: Tata Mcgraw-Hill Publishing Company, Ltd.
18. Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Tokyo: Newbury House Publisher, Inc.
19. Hughes, A. (1989). *Testing for language teachers*. London: Cambridge University Press.
20. James, W. (1890). *The principles of psychology* (Vol. 2). New York: Henry Holt.
21. Lembaga Bahasa. (n.d.). *Program tes*. Retrieved from https://www.usd.ac.id/lembaga/lb/daftar.php?id=program_tes&noid=34&offset=0
22. McCann, E. J., & Turner, J. E. (2004). Increasing student learning through volitional control. *Teachers College Record, 106*, 1695-1714.
23. McKeachie, W., Pintrich, P., Lin, Y., & Smith, D. (1986). *Teaching and learning in the college classroom: A review of the research literature*. Ann Arbor, MI: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.
24. Messick, S. (1989). Validity. In R. Linn (Eds.), *Educational Measurement* (3rd ed., pp. 13-103). New York: Macmillan.
25. Pajares, F., & Miller, M. (1994). The role of self-efficacy and self-concept beliefs in mathematical problem-solving: A path analysis. *Journal of Educational Psychology, 86*(2), 193-203.
26. Pintrich, P. & Schunk, D. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice-Hall.
27. Pintrich, P. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology, 92*(3), 544-555.
28. Pintrich, P. R. (1988a). A process-oriented view of student motivation and cognition. In J. Stark & L. Mets (Eds.), *Improving teaching and learning through research: New directions for institutional research* (Vol. 57, pp. 65-79). San Francisco: Jossey-Bass.
29. Pintrich, P. R. (1988b). Student learning and college teaching. In R. E. Young & K. E. Eble (Eds.), *College teaching and learning: Preparing for new commitments. New directions for teaching and learning* (Vol 33, pp. 71-86). San Francisco: Jossey-Bass.

30. Pintrich, P. R. (1989). The dynamic interplay of student motivation and cognition in the college classroom. In C. Ames & M. Maehr (Eds.), *Advances in motivation and achievement: Motivation-enhancing environments* (Vol. 6, pp. 117-160). Greenwich, CT: JAI Press.
31. Pintrich, P. R., Smith, D. A., García, T., & McKeachie, W. J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor, MI: NCRIPAL, The University of Michigan.
32. Pintrich, P. R., Smith, D. A., García, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ). *Educational and Psychological Measurement*, 53, 801-803.
33. Raynor, J. (1981). Future orientation and achievement motivation: Toward a theory of personality functioning and change. In G. d'Ydewalle, & M. Lens (Eds.), *Cognition in human motivation and learning* (pp. 199-231). Leuven & Hillsdale, NJ: Leuven University Press & Erlbaum.
34. Schunk, D. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(3&4), 207-231.
35. Setiadi, B., Matindas, R., & Chairy, L. (1998). *Pedoman penulisan skripsi psikologi*. Jakarta: Fakultas Psikologi Universitas Indonesia.
36. Weiner, B. (1986). *An attributional theory of motivation and motion*. New York: Springer-Verlag.
37. Wigfield, A., & Eccles, J. (2000). Expectancy-value theory of motivation. *Contemporary Educational Psychology*, 25, 68-81.
38. Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
39. Wolters, C. (2004). Advancing achievement goal theory: Using goal structures and goal orientations to predict students' motivation, cognition, and achievement. *Journal of Educational Psychology*, 96(2), 236-250.
40. Zeidner, M. (1998). *Test anxiety: The state of the art*. New York: Plenum Press.