EFFORT ATTRIBUTIONS IN INDONESIAN EFL CLASSROOMS

Yustinus Calvin Gai Mali

Universitas Kristen Satya Wacana (Salatiga, Indonesia)
Email: calvin.yustinus@yahoo.com

Abstract: **Effort Attributions in Indonesian EFL Classrooms.** This study researches the use of attribution training, namely promoting students' effort attributions (Dornyei, 2001) and specifically explores attributions of twenty-nine Indonesian students from an English as a Foreign Language (EFL) speaking and writing class at English Language Education Program of Dunia University Indonesia (ED-DU), before and after they complete the training. The study also details efforts they made in their classes as a part of the training. To achieve these objectives, I distributed a questionnaire at the beginning, and at the end of the semester and asked the students to write 150-200 word weekly reflective journals explicating challenges about their language tasks, strategies to deal with the challenges, and things they can learn from the experience. The data analysis seem to indicate a success of the attribution training only to the students in the writing class, but affirm the essence of the training to students' academic achievements.

Keywords: attribution training, effort attributions, speaking, writing

Abstrak: **Atribusi Usaha dalam Kelas Bahasa Inggris sebagai Bahasa Asing di Indonesia.** Kajian ini meneliti penggunaan pelatihan atribusi bernama *promoting students' effort attributions* (Dornyei, 2001) dan secara khusus menyelidiki atribusi dari dua puluh sembilan mahasiswa Indonesia dari kelas berbicara dan menulis Bahasa Inggris sebagai Bahasa Asing di Program Studi Pendidikan Bahasa Inggris, Universitas Dunia Indonesia (ED-DU), sebelum dan sesudah mereka menyelesaikan pelatihan tersebut. Kajian ini juga memperinci usaha yang mahasiswa lakukan di kelas sebagai bagian dari pelatihan tersebut. Untuk mencapai tujuan ini, saya membagikan angket pada awal dan akhir semester dan meminta para mahasiwa untuk menulis jurnal refleksi mingguan sepanjang 150-200 kata yang menjelaskan secara lengkap tantangan berkaitan dengan tugas Bahasa mereka, strategi untuk menghadapi tantangan tersebut, dan hal yang mereka dapat pelajari dari pengalaman tersebut. Analisa data nampak mengindikasikan bahwa keberhasilan pelatihan atribusi hanya terjadi pada mahasiswa di kelas menulis, namun kajian ini tetap menegaskan pentingnya pelatihan tersebut pada pencapaian akademik para mahasiswa.

Kata kunci: pelatihan atribusi, attribusi usaha berbicara, menulis

As factors explicating why students decide to do an activity, how hard they are going to achieve it and how long they are willing to sustain it (Dornyei, 2001), motivation has been widely acknowledged as an essential determinant of students' language learning achievement (McDonough, 1983; Ellis, 1994; Kimura, Nakata, & Okumura, 2000; Gass & Selinker, 2001; Alsayed, 2003; Lifrieri, 2005; Khamkhien, 2010). With the importance of motivation in mind, it is necessary, therefore, to find out ideas into what motivates students particularly in their English as Foreign Language (EFL) learning, a situation in which people learn English in a formal classroom with limited opportunities to use the language outside their classroom (Richards & Schmidt, 2010).

Studies exploring motivational factors to students' EFL learning have been pervasively done in different settings. Earlier studies regard instrumental reasons, such as obtaining a job and achieving a successful career (Kimura, et al., 2000; Rahman, 2005) as possible factors contributing to students' learning motivation have been conducted. Another factor can be ascribed to a classroom teacher who promotes motivational attributions (Dornyei, 2001), provides feedback that helps students to monitor their learning progress (Tran, 2007), enhances students' self-confi-

dence (Alsayed, 2003; Cheng & Dörnyei, 2007), cares for them, and teaches them enthusiastically (Mali, 2015). Religiosity (Sutantoputri & Watt, 2012; 2013) and a relaxing classroom atmosphere (Astuti, 2013) are other possible factors enhancing students' motivation.

Among the motivational factors mentioned above, the current study reinforces that a teacher can motivate his/her students to learn (Mali, 2015a) and endorses an underlying assumption that s/he uses strategies to motivate them (Astuti, 2013). In contrast to the previous studies that generally explore sets of motivational teaching strategies (Dornyei & Csizer, 1998; Alsayed, 2003; Cheng & Dörnyei, 2007; Al-Mahrooqi, Abrar-ul-Hassan, & Asante, 2012; Astuti, 2013), this study specifically focuses on promoting motivational attributions to students' learning as a strategy to enhance their motivation (Dornyei, 2001).

In educational contexts, as reasons that students attribute to their success or failure in a learning process of a target language (Gonzales, 2011), attribution has been acknowledged as a key factor that influences learning motivation and academic achievement. The attribution process roles as an important determinant of learning and performance in a classroom (Weiner, 1972) and can affect students' motivation (Ellis, 2008). Moreover, attribution made toward the success or failure in studying will affect motivation that individuals have for their learning academic achievement (Lei, 2009) and can significantly have an impact on their future performance of academic tasks (Banks & Woolfson, 2008).

In the field of psychology, attribution is defined as explanation people have on why they succeeded or failed in the past (Dornyei, 2001), which are related to four types of causal explanations: (a) ability, (b) effort, (c) luck, (d) task difficulty (Weiner, 1976 as cited in Farid & Iqbal, 2012; Weiner, 1985; 1986 as mentioned in Rasekh, Zabihi, & Rezazadeh, 2012). Further, Weiner (1979) mentions that in the theory of motivation, attributions can be described as a causal structure covering three main dimensions: (e) locus,(f) stability, and (g) control (as cited in Mori, et al, 2010), "along which particular attributions can be measured" (Banks &Woolfson, 2008, p.1).

Concerning Weiner's attribution theories (Weiner, 1979 in Mori, et al, 2010; Weiner, 1986 in Banks & Woolfson, 2008; Weiner, 1980), the locus of causality explains whether people perceive a particular cause as being internal (such as abilities) or external (not having enough preparation for a test) to them. The stability dimension shows whether a particular cause is something fixed and stable, or variable and unstable over time. Meanwhile, controllability con-

cerns how much control a person has over a particular cause. Mori, et al. notes that these three main dimensions (e-g) can form a basis for taxonomies to classify specific causes of any success or failure. Vispoel and Austin (1995) in their classification scheme for causal attributions (see Table 1) successfully integrated the main dimensions (e-g) with Weiner's causal attributions (a-d). This comprehensive scheme appears to be adapted pervasively by a bulk of international attribution studies (see among others: Mori, et al 2010, Thang, Gobel, Mohd. Nor, & Suppiah, 2011; Farid & Iqbal, 2012; Gobel, Thang, Sidhu, Oon, Chan, 2013, Phothongsunan, 2014).

Table 1. Dimensional Classification Scheme for Causal Attributions (as cited in Vispoel & Austin, 1995, p.382)

	Dimensions		
Attributions	**Locus**	**Stability**	**Controllability**
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Strategy	Internal	Unstable	Controllable
Interest	Internal	Unstable	Controllable
Task difficulty	External	Stable	Uncontrollable
Luck	External	Unstable	Uncontrollable
Family influence	External	Stable	Uncontrollable
Teacher influence	External	Stable	Uncontrollable

To enhance students' learning motivation, Dornyei (2001), in his motivational teaching framework, suggests teachers to encourage their students to explain any failure to facts they did not make any sufficient effort and employ appropriate strategies. These changeable and controllable causes can help the students to build a logical conclusion that they will work harder and facilitate their future achievement. On the other hand, attributing the failures due to a stable and uncontrollable cause, "students' ability," (thinking that I do not have a talent for learning English) is dangerous. This attribution appears to reduce self-confidence in their potential (termed as learned helplessness), make the students not try to be successful anymore, and not believe that they can do better.

Dornyei (2001), therefore, calls for an attribution training to prevent students from making any deliberating attributions and to change negative attributional styles. In essence, attribution training is "a process that involves improving a person's beliefs about the causes of his or her failures and successes to promote future motivation for achievement" (Robertson, 2000, p.111). It is also designed to enhance motivation and encourage students' achievement by altering how they perceive their academic successes

and failures so that their beliefs facilitate, rather than discourage, their future chances of academic success (Kallenbach & Zafft, 2016). Weiner (1992 as cited in Williams, Burden, Poulet, & Maun, 2004) also sees the importance of attribution retraining alter negative feelings that can lead to a sense of learned helplessness into positive feelings that students can control. Among types of attribution training, this paper focuses on "promoting students' effort attributions," henceforth called ESEA, as the attribution training based on Dornyei's (2001) motivational teaching framework. Dornyei states that "if we can make students believe that higher level of effort, in general, offers a possibility of success, they will persist in spite of the inevitable failures that accompany learning" (p.120). Exploring the attribution training essentially will make the current study be different from previous attributional studies that mainly focus on investigating students 'causal attributions (Williams, et al., 2004; Yilmaz, 2012, Mali, 2015b;c) and conducting attribution training for students with learning disability or mental retardation (Okalo, 1992; Turner, et al., 1994; Yasutake, et al., 1996; Miranda, et al., 1997 as cited in Robertson, 2000).

One of the practical ways to promote the effort attributions is by asking students to explain their effort to be successful in their class (Dornyei, 2001), considered as a direct approach to promoting the attributions (Robertson, 2000). According to Ushioda (1996), "the motivational belief in the value of individual effort will have a much surer foundation if it is expressed by students themselves in their words" (as cited in Dornyei, 2001, p.122). Therefore, in ESEA, students must provide some details on [1] challenges about their language tasks, [2] strategies to deal with the challenges, and [3] things they can learn from the experience (Dornyei, 2001). In this training, the term strategies refer to particular actions or techniques that students utilize to enhance their learning (Oxford & Ehrman, 1998, p.8 as cited in Brown, 2007) and as behavior and techniques that students adopt in their effort when they learn a second language (Troike, 2006).

With the above theoretical starting points in mind, this study attempts to find out whether ESEA (1-3) can help Indonesian students in EFL speaking and writing classes to possess their effort attribution in their learning, particularly by exploring the students' attributions before and after they completed ESEA. The study also investigates efforts the students made in their classes as a part of the training. Besides its novel exploration to ESEA, the study on attribution training in Indonesian contexts is, to the best of my knowledge, still scarce. Therefore, considering the scarcity, this study hopes to make fruitful contributions to wider discussions of attributional studies.

I understand beliefs that the attribution training is time-consuming, perhaps not the most effectual way to motivate students to learn (Pearl, 1985), and not easily translated to the classroom (Robertson, 2000). Some even criticized the training when it was given for failure and success trials (Kennelly et al., 1985 as cited in Robertson). I also consider attributions of causality may be varied due to individual, tasks, culture, and social group differences (Graham, 1991). However, I still firmly believe that the attribution training deals with applicable practices that can always be modified, so the teachers can make the practices workable in a particular situation that they are dealing with. The discussions of the study will be an interest of EFL teachers in Indonesia looking for practical ways in increasing learning motivation and academic achievements of their students. I now describe the method of my study.

METHOD

This study is to find out whether ESEA (1-3) can help Indonesian students in EFL speaking and writing classes to possess their effort attribution in their learning. It was done particularly by exploring the students' attributions before and after they completed ESEA. To achieve this objective, I approached the study quantitatively by conducting a survey with a questionnaire administered at the beginning (see Appendix 1) and end of the semester (see Appendix 2). Besides, the study was to explicate efforts the students made in their classes as a part of the training, in which I needed to delve detailed personal responses from research participants indicating my limited control over the exploration (Malilang, 2013). Therefore, I also employed a qualitative approach that aims to hear silenced voices about particular issues (Creswell, 2007), so the study could help me to understand social phenomena as perceived by human participants who were involved in the study (Ary, Jacobs, & Sorensen, 2010).

Robertson (2000) mentions that attribution training should be done with the limited number of participants and I consider this issue. Therefore, I selected an EFL speaking and writing held in the academic year 2015/2016, at English Language Education Program of Dunia University Indonesia (ED-DU) comprising a small number of the participants in each class. To keep the confidentiality of the participants, I kept their names in initials.

Table 2. The Research Participants

Classes	Number of students	Age	Gender
Speaking	16	17-19 years old	2 males, 14 females
Writing	13	20-22 years old	2 males; 11 females

To situate the current study (Farid & Iqbal, 2012), I used an underlying assumption that the participants were successful learners as they have successfully passed their previous speaking and writing classes with B as their minimum score. Therefore, I specifically focused on finding the attributions to the students' success in their learning.

The current study involved students in an EFL speaking and writing class. The speaking class is one of language skill courses in the second semester at ED-DU and aims to help students be able to [a] express what they want clearly in English, [b] respond to instances in English, [c] exchange information cooperatively in English. Moreover, the speaking class helps them to [d] increase their self-confidence to speak in English, and [e] master the knowledge of constructing elements of language, such as to ask questions, to inform, to express, and to recount. Meanwhile, the writing class is another language skill courses offered in the fifth semester at ED-DU and expects the students to perform five basic competencies at the end of the course. They are [f] identifying key words and issues related to a particular course, [g] positioning an argument in the mid of what others say, [h] integrating what others say with what they say. Other competencies include[i] quoting, paraphrasing, and summarizing sources in an appropriate way and [j] being critical and reflective towards their writing and development for second language writers.

Encouraging students to explain their effort to be successful in their class is a practical way to promote the effort attributions. The main points (1-3) involved in the ESEA training were elicited from students' 150-200 word weekly reflective journals, a part of classroom assessments, which they wrote from January to February 2016 period and submitted in the first week of March 2016. Significantly, asking research participants to make written reflections on their experiences can be a powerful way to get another take on their perspectives" (Hatch, 2002, p.140).Besides the journals, I used a questionnaire (in Mori, et al., 2010; Farid, & Iqbal, 2012) that was based on eight types of beliefs investigating students' attributions. They are ability, effort, task difficulty, luck, strategy, interest, family, and teacher influence (Vispoel & Austin, 1995, p.382). The questionnaire

was administered at the beginning and end of the semester during a class time, and that took approximately about five minutes each. I employed the questionnaire at the beginning of the semester to determine the students' attributions of their previous writing classes, in which they were seemingly not asked to do ESEA. Meanwhile, the questionnaire at the end of the semester was used to discover their attributions in the present classes, after they reflected their efforts in the class on their reflective journals. Finally, the questionnaires could find out if there was (if any) an apparent difference in the students' attributions in the classes before and after they were asked to reflect on their efforts.

The study analyzed two sets of data; from the questionnaire (quantitative) and the students' journals (qualitative). The students' responses to the questionnaire were numbered and summed up individually both for the pre and post administrations of the questionnaire to reveal sets of individual attributions (see Tables 3,5,6,8). Meanwhile, the qualitative data from the students' journals were analyzed using a content analysis that defines a process of summarizing, reporting written data, and examining emergent nature of themes from the data (Cohen, Manion, & Morrison, 2007). I read all the written data, underlined some responses indicating the effort attributions, and coded the answers for their themes specifically based on three main points reflected in the journals. Thus, I presented three sections of qualitative data analysis with categories of themes under each section. Subsequently, I interpreted the qualitative data based on the theme of each section. This interpretation provided supporting information about the students' attributions. In essence, the students' responses to the journals were also summed individually (see Table 4 & 7) to identify effort made by every student in his/her present classes.

FINDINGS

This part consists of two main sub-sections to detail the results of the questionnaire and the students' journals in the present speaking and writing classes. The findings in each sub-section are supported by excerpts from the students' written responses to the questionnaire (QUN) and the journal (JNL) from January (JNL1) to February (JNL2) period as they were without any editing to maintain their truth-value (Sawir, 2005). In essence, I regard strategy attribution operationally as a directed effort as differentiating between effort and strategy is not easy to do (William, et al., 2004).

The attributions in the speaking class

Table 3 shows students' main attributions for success to their previous speaking class, particularly before the ESEA training.

Table 3. The students' success attributions before ESEA in the speaking class

Students	Pre-questionnaire (Before ESEA)	Students	Pre-questionnaire (Before ESEA)
1	Effort	9	Effort
2	Effort	10	Effort
3	Teacher influence	11	Interest
4	Effort	12	Effort
5	Effort	13	Teacher influence
6	Teacher influence	14	Effort
7	Strategy	15	Teacher influence
8	Effort	16	Teacher influence

It is well noted in Table 3 that the students attribute their success in their previous speaking class to their teacher's influence, in which their teacher helped to correct their mispronunciation and give constructive feedback:

> Excerpt 1
> The teacher who teaches me makes me comfortable when the classes are started. It can make me more interested in the speaking. My teacher speaks English very well, and she pronounces it not too fast, so I can understand what she has said. She also tells us how to pronounce some English words that I do not know before. She gives us homework like we must pronounce "arranged" before we started the class and everyone must pronounce it well. (student15/SCS/QUN)

Table 3 also shows the fact that a student attributes his success in the previous speaking class to his interest in speaking activities:

> Excerpt 2
> I am interested in speaking activities because they make me more confident to speak in English. Speaking activities are just like do a presentation in front of the class; have a discussion talking about an issue. I think the activities are challenging. (student11/SCS/QUN)

On the other hand, student 7 details her learning strategies as her attributions to the success in her previous speaking class. She writes: "I checked a lot of words which I do not understand in the dictionary, I tried to memorize it, I sometimes practice my speaking ability with my friends who are native both from America and Britain via Skype" (student7/SCS/QUN). The subsequent sections continue to detail the data from the students' journals in the present speaking class.

The next part consists of three sub-sections that provide some details on the analysis results of the students' journals, particularly in the speaking class. They are challenges about language tasks in the speaking class, strategies to deal with the challenges, and things the students can learn from the experience.

Challenges about language tasks in the speaking class

The most obvious challenge is the students are required to speak English all the time in the classroom. Some students still feel nervous and not confident in their English speaking skill. Student 6 mentions that:

> Excerpt 3
> My teacher asked us to speak in English in his class. For me, it is a new challenge because I am afraid if there were some of my pronunciation that still not good to be spoken. Furthermore, I cannot speak fluently and smoothly, so it is a challenge that I must overtake to achieve the learning purpose. (student6/SCS/JNL1)

A student also shares similar feeling: "In this class, I must speak with the English language; do not use another language. "It is the first time for me to speak using English during the class and I feel nervous about it" (student1/SCS/JNL1).This challenge is related to another fact that the students have to express their opinion, but they only have very limited vocabulary. Therefore, they sometimes do not know what to say (students12,13/SCS/JNL1). Some other students sometimes find it difficult to speak English with correct grammar (students14,15/SCS/JNL1) and still forget some patterns of WH-questions often used in a classroom conversation (student6/SCS/JNL1). Performing a conversation in a formal setting, such as telephoning a professor and visiting a doctor, becomes another challenge for some students (students6, 9,16/SCS/JNL2).

Strategies to deal with the challenges

The data finds various strategies to overcome the challenges. To encourage the students to speak English more actively, their teacher gives them questions and opportunities to speak (student12/SCS/JNL1). For instance, they are involved in a hot-seat activity, in which every student sits on a chair, called a hot seat, in front of the class (student6/SCS/JNL1). Then, other classmates are allowed to ask many questions, practicing WH-questions, to the student sitting on the hot seat based on a particular topic given by the teacher, such as a future dream, an ideal future husband or wife, and a dream job in the future.

Table 4. An overview of the students' strategies to overcome the challenges in the speaking class

Students	The Challenges	The Strategies (as a directed effort (William, et al.,2004))
1	Speak English all the time in the classroom	Practice speaking English with friends[a1]
		Try to talk in English as much as I can without thinking of grammatical mistakes[a2]
		Try to be more confident in speaking English[a3]
		Practice speaking English with friends[a1]
2	Have grammatical problems	Practice speaking English outside the class[a4]
		Try to be more confident in speaking English[a3]
3	Speak English all the time in the classroom	Have a group discussion[a5]
4	Have grammatical problems	Practice speaking English with friends[a1]
		Write a dialogue and practice it with classmates [a6]
5	Speak English all the time in the classroom Speak English more confidently	Try to be more confident in speaking English[a3]
	Perform a specific role in a role play activity	Practice speaking English with friends[a1] Write a dialogue and practice it with classmates [a6]
	Speak English all the time in the classroom	Practice speaking English with friends[a1]
	Forget grammar use of WH-questions and passive voice	Do the "hot-seat" activity[a7] Review materials from her previous grammar classes[a8]
6	Perform a conversation in a formal setting	Study the language expressions printed in the classroom handout[a9]
	Do a role play activity as a hotel owner	Practice speaking English with friends[a1]
	Do a group discussion	Practice speaking English outside the class[a10]
7	Speak English all the time in the classroom	Practice speaking English with the lecturer, such as by asking him questions[a11] Have a group discussion[a5]
8	Have grammatical problems	Try to be more confident in speaking English[a3]
9	Speak English all the time in the classroom	Practice speaking English with friends[a1] Practice speaking English with her sister[a12]
	Grammatical problems Perform a conversation in a formal setting	Practice speaking English with friends[a1]
10		Practice speaking English with friends[a1]
	Speak English all the time in the classroom	Practice answering friends' questions posted on the tutor blog[a13]
11		Practice speaking English with friends[a1]
12	Have grammatical problems	Practice speaking English outside the class [a10]
		Practice speaking English with the lecturer, such as by asking him questions[a11]
13	Speak English all the time in the classroom	Practice speaking English regularly[a13]
		Pay attention to the lecturer's instruction[a14]
	Feel nervous to speak English in the class	Ask the lecturer questions about something she has not understood[a15]
14	Have grammatical problems	Practice speaking English with friends[a1] Review materials from her previous grammar classes[a8]
	Do a role play activity as a hotel owner	Practice speaking English with friends[a1] Write a dialogue and practice it with classmates [a6]
15	Have grammatical problems	Review materials from her previous grammar classes[a8]
	Speak English all the time in the classroom	Practice speaking English with friends[a1]
	Feel nervous to speak English in the class	Practice speaking English outside the class [a10]
16	Speak English all the time in the classroom	Speak English more confidently[a5]
	Perform a conversation in a formal setting	Practice speaking English with her brother[a16]

A majority of the students also agree that they have to be more confident in speaking English (students1,2,5/SCS/JNL1), so they can speak English fluently during the classroom. Doing a group discussion is another common strategy to encourage their willingness to speak English. "I joined a group of four students, and we talked a lot, which can help me to think more, have good brainstorming with friends,

and practice to implement learning materials in the group" (student7/SCS/JNL1). Another similar view is a student who can improve her speaking skill while she is in her group discussions (student9/SCS/JNL1).

Further, the data notes the importance of friends with whom the students can practice speaking English (students1,2,6,12/SCS/JNL1), so they specifically can be more confident to practice speaking English in a formal setting (student6/SCS/JNL2). Some students also mention that they often practice speaking English with her sister (student9/SCS/JNL1) to deal with the classroom policy and with her brother to practice speaking in a formal setting (student16/SCS/JNL2).Then, some students need to review materials they obtained from previous grammar classes (students14,15/SCS/JNL1) to deal with their grammar problems. To sum, Table 4 depicts an overview of the students' strategies to overcome the challenges in the present speaking class.

Things the students can learn from the experience

Besides learning the classroom materials, such as asking polite questions (students2,9/SCS/JNL1), types of questions (student10/SCS/JNL1), and English tenses (student7/SCS/JNL1),a majority of the students have realized that they have to be more confident in speaking English (students1,5,11/SCS/JNL1). A student believes that "if we feel sure when we speak up our mind, we will speak correctly" (student10/SCS/JNL1).Some students also show their positive feelings: "I do not have to be shy to speak English in front of people. I must be confident so that I can speak fluently" (student6/SCS/JNL1). "I learn that I should never give up easily, always do my best, and be brave to ask if I still do not understand the classroom materials" (student1/SCS/JNL2)."This week, I learn about improving myself" (student8/SCS/JNL2).The challenges also help a student "to speak English more fluently than before" (student15/SCS/JNL1).

Table 5.   The students' success attributions after ESEA in the speaking class

Students	Post-questionnaire (After ESEA)	Students	Post-questionnaire (After ESEA)
1	Teacher influence	9	Effort
2	Teacher influence	10	Teacher influence
3	Teacher influence	11	Teacher influence
4	Teacher influence	12	Teacher influence
5	Effort	13	Effort
6	Effort	14	Effort
7	Effort	15	Teacher influence
8	Effort	16	Interest

In essence, table 5 details the students' attribution for their success in the present speaking class, particularly after they complete the training. The data shows that most of the students attributed their success to their classroom teacher who always encourages them to speak in English (students4,8,10,15/SCS/JNL2). The next section shows the students' attributions for the writing class.

The attributions in the writing class

Table 6 shows students' main attributions for success in their previous writing classes, particularly before the ESEA training.

Table 6.   The students' success attributions before ESEA in the writing class

Students	Pre-questionnaire (Before ESEA)	Students	Pre-questionnaire (Before ESEA)
1	Effort	8	Strategy
2	Teacher influence	9	Teacher influence
3	Teacher influence	10	Teacher influence
4	Teacher influence	11	Effort
5	Effort	12	Teacher influence
6	Effort	13	Effort
7	Effort		

Table 6 proves that six students attribute their success in their previous writing classes to their teacher influence.

> Excerpt 4
> My teachers were very kind, helpful, and understand well that I couldn't write well. They provided simple and easy to understand explanation and feedbacks. If I made mistakes in my writing, she would explain it as simple as possible and re-check if I understand their point or not. Even though they already give written feedbacks, they will talk to me personally to make sure that I understand their written feedback on my writing. (student4/WCS/QUN)

Interestingly, a student attributes her success to her previous writing classes to her family influence. She writes:

> Excerpt 5
> My mother was also supporting me to do my studies. Her support is she often comes to Salatiga to see what I am doing at home, and she always goes here from Kudus by motorcycle. She also works and saves some money to pay my study here. (student13/WCS/QUN).

The subsequent sections continue to provide some details about the analysis results of the students' journals in the writing class. The results are related to challenges about language tasks in the speaking

class, strategies to deal with the challenges, and things the students can learn from the experience.

Challenges about language tasks in the writing class

The most obvious challenge is related to grammar (student2,7/WCS/JNL1). For instance, student 4 writes, "I have a problem in grammar especially in its small detail, such as putting an –s to a verb with a singular subject" (student7/WCS/JNL1). In essence, the term grammar refers to syntax, a system of rules explaining how words are combined to form a meaningful sentence (Lock, 1996). Therefore, students cannot write "they arrive will at eight o'clock around" as in affirmative sentences; the auxiliary verb will have to be placed before main verbs. Lock also mentions that grammar concerns with how words are formed and how we can change their forms to express various meanings so that we can add –d to the verb "arrive," so we can make it "arrived" expressing something done in the past.

Unavoidable, to write academic paper requires the students to read many academic journals to support arguments in their paper. Some students feel unmotivated to read the journals, which are usually long (student1/WCS/JNL1), difficult to understand (student12/WCS/JNL1), and contain difficult vocabularies (student9/WCS/JNL2). In writing an academic paper, some students are also stuck with ideas to develop in their paper (studens1,9/WCS/JNL1) and have difficulties in using academic language (student7/WCS/JNL1).

Further, writing a coherent paragraph is another obvious challenge for some students (students1,4,7/WCS/JNL1). Coherence is related to arranging ideas in a logical way in which every idea in a written work is connected one another, so it can give senses for the readers and help them understand the ideas easily (Mali, 2014). For instance, Kartika mentions, "I realized that I was putting all things that pop up in my mind, and I do not put my arguments in order. I think this is the reason my lecturer tends to be confused when he reads my writing" (student4/WCS/JNL1). Writing correct references and quotations are other challenges that the majority of the students have.

> Excerpt 6
> One word to describe writing references is confusing. Even I have been taught about it the rules, but I still forget and make some mistakes when writing references. I always miss the structure order, the capitalize alphabet on the title, mention the volume, comma, and the full stop. (student1/WCS/JNL2)

Further, student 12 reflects her challenges in writing accurate quotations in her journals: "in quoting materials, I already got the material about quotations, but I am still confused and forget about the rule of quotation. I am worried if I get wrong in quoting" (student 12/WCS/JNL2).

Strategies to deal with the challenges in the writing class

The data finds various strategies to overcome the challenges. To deal with the grammar problems, some students utilize online grammar checker to review their work before they submit it to their lecturer (students2,3,10/WCS/JNL1). Besides, they also need to read their work several times (students7,11//WCS/JNL1) and ask their classmates to do peer-feedback on the grammatical aspects of their writing (students3,13/WCS/JNL2).To develop arguments in their writing, some students use Google Scholar that provides them trustworthy articles (students1,4,3/WCS/JNL1). From the articles, they can find ideas to support their arguments. They also discuss with their classmates about arguments they have written in their work (students1,6/WCS/JNL1).

When the students are stuck, they have to stop for a while and make themselves relaxed by watching videos on youtube (student1/WCS/JNL1), listening to music (students6,9/WCS/JNL2), and eating chocolate (student10/WCS/JNL1). A place and time to work on the paper become essential issues to consider as what student 9 writes in her reflection "I need to find the best time when I can completely concentrate on what I read. I usually read in the evening and lock myself in my bedroom where no one can distract me" (student9/WCS/JNL1). Finding and reading many journal articles are seen as a way to learn academic words to write in the paper (student7/WCS/JNL1). Last, time management is considered a way to overcome the fact that the students have to finish many assignments in the writing class (student6/WCS/ JNL1).

To write accurate quotations, some students decide to read the quotation rules in their thesis guideline (student1/WCS/JNL2), practice writing the quotations outside the class (students5/WCS/JNL2), and see quotations examples in books (student8/WCS/JNL2). Then to write correct references, some students discuss with their friends how to write ones correctly (students1,6,13/WCS/JNL2), practice writing the references outside the class (students4,12/WCS/JNL2), read the reference rules in their thesis guideline (students2,7/WCS/JNL2), and maximize the use of APA format provided in the MS. Word software (student9/WCS/JNL2). To sum, Table 7 depicts an overview of the students' strategies to overcome the challenges in the present writing class.

Table 7.   An overview of the students' strategies to overcome the challenges in the writing class

Students	The Challenges	The Strategies [as a directed effort (William, et al.,2004)]
	Read many journal articles	Manage her time well[b1]
		Try to love reading[b2]
		Read many journal articles[b3]
		Highlight ideas in the journals[b4]
	Develop arguments	Do a peer-feedback activity with classmates[b5]
		Google some journal articles to provide her with more ideas[b6]
1	Organization of ideas	Discuss with friends[b7]
	Get stuck	Watch some videos on Youtube[b8]
	Write correct quotations	Check and read the paper several times[b9]
		Read the quotation rules in the thesis guideline [b10]
	Summarize main ideas in a journal article	Discuss with friends[b7]
	Write correct references	
	Have grammatical problems	Do a peer-feedback activity with classmates[b5]
2	Read many journal articles	Manage her time well[b1]
	Write correct references	Discuss with friends[b7]
		Read the reference rules in the thesis guideline [b11]
	Have grammatical problems	Consult online grammar checker[b12]
		Do a peer-feedback activity with classmates[b5]
3	Develop arguments	Find supporting references on the internet[b13]
	Write correct references	Do the classroom exercises seriously[b14]
	Have grammatical problems	Consult online grammar checker[b12]
		Check and read the paper several times[b9]
4	Paraphrase someone's ideas	Make some revision based on the lecturer's feedback[b15]
	Organization of ideas	Following a new format given by her lecturer[b16]
	Write correct references	Practice writing references outside the class [b17]
	Have grammatical problems	Consult online grammar checker[b12]
		Check and read the paper several times[b9]
5	Write correct quotations	Practice how to quote outside the class [b18]
	Summarize main ideas in a journal article	Discuss with friends[b7]
	Write correct references	
	Many assignments to complete	Manage her time well[b1]
6	Develop arguments	Discuss with friends[b7]
		Read many journal articles[b3]
	Write correct references	Discuss with friends[b7]
	Using academic language	Read many journal articles[b3]
	Write coherent ideas	Check and read the paper several times[b9]
7	Have grammatical problems	Manage her time well[b1]
	Write correct references	Read the reference rules in the thesis guideline [b11]
		Write a small note about the reference rules that can be opened every time[b19]
	Have grammatical problems	Check and read the paper several times[b9]
	Write correct quotations	See quotation examples from books [b20]
8	Summarize main ideas in a journal article	Take notes on some important points [b21]
	Write correct references	See reference examples from books [b22]
	Find contra arguments to thesis statement	Read many journal articles[b3]
	Get stuck	Listen to music[b23]
		Find the best time to write[b24]
9	Find difficult	Guess the meaning[b25]
	vocabularies in the journal	Consult dictionary[b26]
	Summarize main ideas in a journal article	Discuss with friends[b7]

Students	The Challenges	The Strategies [as a directed effort (William, et al.,2004)]
10	Write correct references	Maximize the use of APA format provided in the Ms. Word software [b27]
	Organization of ideas	Check and read the paper several times[b9]
	Develop arguments	Read many journal articles[b3]
	Get stuck	Eat chocolate[b28]
	Write correct quotations	Push myself to read the article several times [b29]
	Summarize main ideas in a journal article	
11	Develop arguments	Find supporting references on the internet[b13]
		Find supporting references from books[b30]
	Read many journal articles	Manage her time well[b1]
12	Write correct references	Do a peer-feedback activity with classmates[b5]
		Practice writing references outside the class [b17]
	Have grammatical problems	Consult online grammar checker[b12]
		Do a peer-feedback activity with classmates[b5]
13	Develop arguments	Read many journal articles[b3]
		Make some revision based on the lecturer's feedback[b15]
	Write correct references	Discuss with friends[b7]

Things the students can learn from the experience

A majority of students is now more aware of the plagiarism in a way that they have to cite an author's name if they use his/her ideas in their written work (students2,13/WCS/JNL1). Citing the name correctly also shows a respect someone's work (student7/WCS/JNL2).To love reading is also a key to be successful in the class (students1,10,11/WCS/JNL1) because "the more I read, the more knowledge that I get to write in my paper" (student4/WCS/JNL1). Some students also start to realize the importance of time management in completing their academic paper. In that case, they have to start to write early before the deadline, so they can have time to read their work several times (students2,4,7,9/WCS/JNL1). Besides, some students have realized that academic writing is a step by step process (student7/WCS/JNL1), cannot be completed in one go (student9/WCS/JNL1), and requires students to be diligent in reading journal articles (students1,12/WCS/JNL2).

Table 8. The students' success attributions after ESEA in the writing class

Students	Post-questionnaire (After ESEA)	Students	Post-questionnaire (After ESEA)
1	Effort	9	Effort
2	Effort	10	Effort
3	Effort	11	Teacher influence
4	Teacher influence	12	Effort
5	Effort	13	Effort
6	Teacher influence		
7	Effort		
8	Effort		

Table 8 shows students' main attributions for success in the present writing class, specifically after the ESEA training. Apparently, ESEA successfully helps to promote the effort attributions to the majority of the students.

Excerpt 7
I was not good at writing, but I tried not to give up. I had made some efforts, like attending the class, asking for information to my classmates, submitting the assignments. At first, I found difficulties with my motivation, but along the writing class, I realized that writing was so fun. I did the journal reflection tasks, and I caught myself on a positive side that writing was a transfer of feeling. (student8/WCS/QUN)

DISCUSSION

The study provides some evidence that all students in the speaking (see Table 4) and writing (Table 7) classes have completed ESEA. However, the significant difference in the effort attributions only happened to the students in the writing class.

Table 9. The overall percentage of the students' effort attributions before and after ESEA

Classes	Before ESEA	After ESEA
Speaking	62%	44%
Writing	54%	77%

Table 9 is an evidence of how ESEA helps the students in the writing class to realize efforts as the factor of their success. The findings were supported

when I compared them with those of my previous study in which students, without doing ESEA, mainly attributed their success to positive encouragement from their classmates, classroom teacher (Mali, 2015b), and family members (Mali, 2015c). In the speaking class, the teacher still becomes the main factor in the students' success, which confirms the fact that positive encouragement from a classroom teacher is one of the main reasons for the enhancement of the students' English speaking skill (Mali, 2015b).

The findings depicted in Table 9 are the answer to the research objective that is to find out whether ESEA can help Indonesian students in EFL speaking and writing classes to possess their effort attribution in their learning. Possessing effort attributions, as changeable and controllable causes, can encourage students to build a logical conclusion that they will work harder and facilitate their future achievement (Dornyei, 2001). Further, ESEA done in this study hopes to promote students' motivation for future achievement (Robertson, 2000), and beliefs that facilitate their future chances of academic success (Kallenbach & Zafft, 2016).

This study endorses that "the more direct approaches to attribution training have advantages over the indirect ones" (Robertson, 2000, p.131), but a belief that a successful attributional training is the one conducted in a laboratory setting seems on the more dubious ground. Rather, the success of attributional training depends more on how a teacher can maximally encourage his/her students to show and reflect efforts they make to be successful in their classes. In that case, the teachers must ensure that they have also put efforts for their students by facilitating them with enough learning activities and supporting assignments to which they can put their efforts and from which they can reflect them.

In the writing class, for instance, the teachers can assign the students to write a weekly reading response to some different journal articles. In the response, the students can summarize the article, paraphrase some arguments that support and challenge their position, write the reference of the article correctly, and do some other related activities. In the speaking class, the teachers, for instance, can regularly assign the students to practice speaking English in a group based on a topic that interests them (Green, Christoper, & Lam, 2002), videotape their talk, and submit the recording to their teacher who will assess the students' contributions to the discussion based on particular assessment criteria.

Further, the current study demonstrates how ESEA (Dornyei, 2001), asking the students to show

their efforts in their learning and reflect them in the journals (1-3), can be a foundation to promote self-regulated learning (SRL) to the students. Clearly, SRL is a process in which students coordinate their efforts, thoughts, and feelings, so they achieve their learning goals (Zimmerman, 2000). SRL also emphasizes "autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement" (Paris & Paris, 2001, p.89). Therefore, self-regulated learners will find out information that they need, do some necessary actions to master it, and find a way to be successful when they deal with any learning challenges, such as confusing teachers and poor conditions for their study (Zimmerman, 1990).

In this study, as depicted in Tables 4 and 7, the students successfully reflected their efforts, as a part of the training, by identifying learning challenges, and implementing various strategies, as directed efforts (William, et al., 2004), to overcome them. This finding is the answer to the research objective, which is to investigate efforts the students made in their classes as a part of the training. In the speaking class, those strategies help the students to deal with the classroom policy that they have to speak English all the time in the classroom. Meanwhile, in the writing class, those strategies help the students to develop their arguments, the organization of ideas in their academic paper, minimize grammatical problems in their paper, write correct references and quotations, and refresh their mind when they are stuck with their ideas.

The strategies applied in both classrooms mostly can be categorized into cognitive, affective, and social (Oxford, 1991, as cited in Richards & Lockhart, 1996) ones. This finding may suggest practical ideas to Indonesian EFL teachers espousing similar settings and issues to the ones at ED-DU about the strategies to overcome learning challenges in Indonesian EFL writing and speaking classrooms. Cognitive strategies show how students can understand and produce new language through practicing, analyzing, reasoning, and creating a structure for input and output. For instance, in the speaking class, the students review grammar materials obtained from previous grammar classes, practice speaking English regularly, and pay attention to the lecturer's instruction. In the writing class, the students read journal articles, check the grammar of their paper in online grammar checker, check, and read their academic paper several times before they submit it, and revise the paper based on their lecturer's feedback.

Then, affective strategies concern with how students can control their emotion and lower their anxi-

ety. For instance, in the writing class, some students stop writing and take a break when they are stuck with ideas to write their paper. During their break time, they usually watch some videos on Youtube, listen to music, and eat chocolate. Meanwhile, social strategies show how students can interact with other people. For instance, in the speaking class, the students practice speaking English with friends, have a group discussion, and ask their lecturer about materials they have not yet understood. In the writing class, the students ask their classmates to give comments on her arguments and do a peer-feedback activity with them to review grammatical aspects of the paper. Concerning this finding, teachers can "give explicit directions about strategy use" (Oxford, 2002, p.124) and share any practical strategies on what to do and what to prepare (Mali, 2015b) if their students overcome similar challenges in their future speaking and writing classes. After the students obtain the inputs, they can be expected to enhance the applied learning strategies in their current classrooms. "Ultimately, if the goal is to create successful life-long learners, teachers must first ensure that they teach their students strategies necessary for that journey" (Zumbrunn, Tadlock, & Roberts, 2011, p.18).

CONCLUSION

The study First, ESEA, asking the students to detail challenges about their language tasks, strategies to deal with the challenges, and things they can learn from the experience (Dornyei, 2001), can be a prac-

tical way to promote the effort attributions to the students especially in the EFL writing class at ED-DU. Second, ESEA successfully makes the students in both classes identify their learning challenges and implement learning strategies to overcome them. Third, the teacher clearly has an important role to the success of ESEA in an attempt to promote the effort attributions to the students. Finally, the current study endorses the essence of ESEA to students' learning motivation and academic achievements (Weiner, 1992 in Williams, et al., 2004; Robertson, 2000; Kallenbach & Zafft, 2016).

Finally, I must acknowledge some limitations of the current study. The main limitation is related to the measure of the students' attributions that were only restricted to the pre and post questionnaires administration. I did not include triangulation of other data sources, such as interviews to delve into deeper responses from the students concerning the training and their responses on the questionnaire. Also, I cannot generalize the findings of the current study, for the participants were only limited to two EFL classrooms at ED-DU. Therefore, conducting a similar study with a more advanced statistical analysis and with an in-depth interview with some students with more diverse cultural backgrounds, settings, and who have completed any attribution training, will help to confirm the effectiveness of the attribution training. Besides, the success of the training in an EFL speaking class remains a mystery and, therefore, subjects for a further exploration.

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