

**EXPLORING SELF-REPORTED ENGLISH PROFICIENCY AND MOTIVATION
AMONG UNDERGRADUATE STUDENTS**



A THESIS

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Exploring Self-Reported English Proficiency and Motivation Among Undergraduate Students

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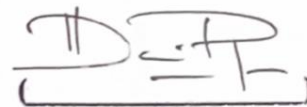
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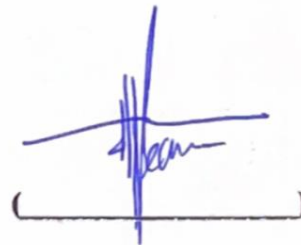
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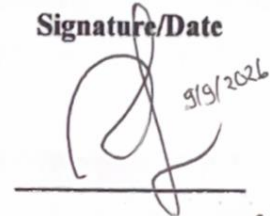
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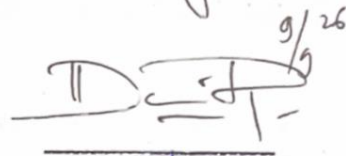
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STATEMENT PAGE

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State that:

1. All the data information interpretations and conclusions presented in this thesis except for those indicated by the sources are the result of my observations process and thought with the guidance of my advisor.
2. The thesis that the writer wrote is original and has never been handed in another academic degree neither at Indo Global Mandiri University nor other Universities.

This statement is made truthfully and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of *sarjana* degree that the writer has received through this thesis.

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DEDICATION AND MOTTO

MOTTO

"Even when things feel overwhelming, remember that the struggle you are in today is developing the strength you need for tomorrow. Trust your pace and keep moving forward." — Baekhyun (EXO).

"Life is a series of lessons that must be lived to be understood. Do not let fear of the future obscure the possibilities of today." — G-Dragon (BIGBANG).

"Do not be afraid. You will be lost an adventurous thing that may never come twice" — myself.

DEDICATION

This thesis I decided to:

Myself in right now and in the future.

My whole family.

My lovely people around me that I cannot mention one by one.

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Palembang, 4th September 2026



Angel Bella Fransiska

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ABSTRACT

English proficiency has become an essential requirement for university graduates to fulfill their academic needs, such as completing coursework and meeting graduation requirements, which later supports their entry into the future career market. Despite years of university requirement, English proficiency among Indonesian tertiary learners is still persistently low, creating a substantial gap between university expectations and students' actual language competence. While motivation is widely recognized as a key determinant in foreign language acquisition, empirical research exploring how learning motivation and learning experiences jointly shape non-English majors' self-perceived competence stays limited. To address this gap, this study employed an explanatory sequential mixed-methods design, resulting in two complementary datasets. First, a quantitative survey ($n = 82$) analyzed via Spearman's rank-order correlation revealed a significant correlation between motivation and self-reported English proficiency ($r_s = .314, p = .004$), confirming that higher motivation systematically aligns with language self-evaluations. Second, qualitative data ($n = 8$) analyzed deductively through NVivo 15 provided explanatory context, revealing that while institutional exit examination requirements (Ought-to L2 Self) drive initial learning effort, sustained engagement stems from long-term professional aspirations (Ideal L2 Self). Despite high motivation and active informal digital exposure, participants showed a clear skill asymmetry: receptive skills (reading and listening) were rated significantly higher than productive skills, with oral speaking severely constrained by communication apprehension and peer stigma. These findings revealed the need for university instruction to shift toward communicative practices that foster supportive language learning environments.

Keywords: Self-Reported English Proficiency, L2 Motivation, L2 Learning Experiences

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