

## English Education Master Students' Attributional Beliefs in Their Academic Reading Venture

**Kristian Florenso Wijaya**  
[kristianwijaya500@gmail.com](mailto:kristianwijaya500@gmail.com)  
Sanata Dharma University

### Abstract

*To breed more successful, tenacious, and proficient L2 academic readers, the precise conceptions of attributional beliefs should be introduced earlier at the commencement of the L2 academic reading venture to better assist them in coping with a wide variety of academic reading learning issues potentially quenched their potent reading learning endeavor. Specifically, adaptive attributional beliefs played an important role in this academic learning arena since graduate university EFL learners will accurately attribute their reading learning success and failure as the minimum expendable efforts rather than lack of learning competencies along with luck. This present qualitative study aimed to investigate English Education Master Students' attributional beliefs in their academic reading venture. One research problem was enacted in this study namely, what are the specific attributional beliefs upheld by English Education Master Students while engaging in the academic reading venture? Qualitative content analysis was harnessed in this study to yield a set of renewable conceptions out of the tangible phenomenon. The suggestive findings succinctly recited that the full induction of adaptive attributional beliefs had enabled the participants to be more creative, innovative, independent, strategic, and competent L2 academic readers amid laborious academic reading learning enterprises.*

**Keywords:** *attributional beliefs, adaptive attributional beliefs, English Education Master Students, qualitative content analysis*

### INTRODUCTION

To transform into more competent, independent, and strategic L2 learners, it is of critical importance for globalized university EFL learners to master both receptive and productive target language skills thoroughly. Specifically, receptive second language learning skills comprising of reading and listening in which learners are commissioned to interpret the oral and written information precisely in the form of a critical sense of understanding. In this sense, reading should be positioned as one of the paramount second language learning skills to be fully possessed by university EFL learners to enable them to be more literate persons and proficient academicians. This indispensable requirement is in harmony with the prior research finding of L2 receptive language skills unfolded by Rakes, Dunn, and Rakes (2013) positing that by becoming more literate and interactive EFL readers, globalized language learners will be more capable of transforming into more qualified future academicians simultaneously. Al-Jarrah and Ismail (2018) argue that high-quality reading competencies are indispensably required in this global era of interchanges and lower reading comprehension entrenched by university EFL learners may potentially

hamper their academic engagement in other subject-specific fields. A similar trajectory also goes well with our nation in which the academic reading venture specifically demands graduate university EFL learners to subsequently harness a wider range of strategies to enjoy the whole reading dynamics, be more autonomous, and critical L2 readers. This notion is in agreement with the theory of cognitive and metacognitive strategies devised by Mbato (2019) stating that through the full utilization of cognitive and metacognitive strategies, university EFL learners will transfigure into more strategic L2 readers who are adept in making use of varied reading strategies eventually turn them into more proficient and self-reliant L2 readers.

In a similar vein, one of the crucial motivational components to breed more successful L2 academic readers is attributional beliefs. Weiner (1985) states that attributional beliefs can be defined as particular people's perceptions of the causes inducing the intended behaviors. In other words, it is the way human beings handicap some specific internal and external events influencing specific outcomes after carrying out a sequential episode of actions. In accord with L2 academic reading success, graduate university EFL learners are advised to value their failure concerning the developing reading competencies rather than the fixed trait of reading skills to enable them to become more effortful, confident, and strategic academicians persistently working out through all of the reading obstructions to fully achieve their reading outcomes. This argument substantiated the theory of attributional beliefs adduced by Tsujimoto et al. (2018) believing that university EFL learners having more tendency to evaluate their drawbacks in reading dynamics as a matter of minimum efforts will be able to persistently cope with the upcoming reading learning challenges by redoubling their attempts more tremendously to successfully achieve the desirable reading objectives. The inculcation of specific attributional beliefs will potently bring about either positive or negative influences to existing university EFL learners' self-esteem and self-confidence while engaging in the academic reading enterprises. For instance, L2 readers frequently experiencing repeated reading learning failure tend to belittle their reading capabilities and erode their subsequent efforts to proceed with the ongoing reading processes resulted in lower motivation. However, when L2 readers have oftentimes undergone enjoyable reading venture and gratifying reading achievements tend to vehemently continue engaging more proactively in those reading processes by maximizing their efforts to achieve similar success. This belief is in harmony with the theory of attributional beliefs postulated by Weiner (2010) exclaiming that when EFL learners claiming that the major causes for their reading setbacks are due to their incompetency in reading are more liable to inhabit a vicious reading circle where repeated failure will be their eventual reading learning consequences. In stark contrast, this devastating case can be ameliorated when EFL learners value their reading drawbacks as the minimum inducement of efforts turn them into more persistent and resilient L2 readers consistently attempting to achieve their desired reading learning objectives fully.

To amplify the above-explained conceptions about attributional beliefs as well as L2 academic reading complexities, the researcher will briefly overview 5 prior studies investigating other motivational and affective constructions beneficial to empower university EFL learners' attributional beliefs. In the first study, Asriati, Atmowardoyo, and Jabu (2018) advocated language teachers to amplify their university EFL learners' reading learning motivation by inculcating more robust self-efficacy construction to keep them

motivated reading learning venture. In the second study, Weda, Samad, Patak, and Fitriani (2018) suggested university EFL teachers introducing learners to the in-depth concepts of language learning strategies, motivation, beliefs, and self-efficacy to transfigure them into more proficient, self-regulated, and successful L2 learners. In another identical study, Florida and Mbato (2020) prompted language teachers to instill more robust attributional belief portrayals for university EFL learners to navigate their academic reading learning dynamics for a better purpose. In another study, Mbato (2019) also encouraged language teachers to impart exhaustive models of critical thinking skills as well as three major arrays of metacognitive strategies; declarative, procedural, and conditional knowledge to nurture their critical thinking skills development amid academic reading enterprises. In the ultimate study, Bria and Mbato (2019) unfolded that the maximum utilization of metacognitive strategies is highly essential to sustain university EFL learners' motivation, perseverance, and efforts when engaging in a pain-staking academic reading venture. Concerning this major finding, they strongly recommended language teachers addressing continual metacognitive strategies instructions at the commencement of academic reading learning journeys. Despite the impactful and rewarding research findings generated from these 5 previous studies, none of the studies, particularly in Indonesian Higher educational contexts have investigated the critical importance of the earlier positive inducement of attributional beliefs tap into graduate university EFL learners' academic reading processes. In an attempt to fill this gap, this present qualitative study aimed to probe more exhaustively into English Education Master Students' attributional beliefs in the academic reading venture by formulating one specific research problem as follow: (1) How do English Education Master Students maintain their attribution beliefs while engaging in the academic reading venture?.

### **The Criticality of Adaptive Attributional Beliefs**

This further conception theorizes more profoundly about the incorporation of an adaptive thinking style to substantiate learners' self-beliefs in harnessing their utmost learning potentials and abilities. This definition is in concord with the theory of adaptive attributional beliefs proposed by Chodkiewicz and Boyle (2014) propounding that learners' existent learning competencies and potentials can be harmoniously substantiated when their cognitive aspects are continually enriched as well. Another advantageous benefit promoted by the inculcation of adaptive attributional beliefs is learners will be more capable of displaying more gratifying second language learning performances due to the absence of restricted academic skills demanded by the educational institutions. All of these lines of arguments lend further support from the seminal theory of adaptive attributional beliefs invented by Swinton et al. (2011) as well as Koles and Boyle (2013) repudiating that language teachers who continuously promote adaptive attributional beliefs to their learners will potentially ease them to achieve more fruitful language learning achievements, improve their second language performances, and preserve their learning enthusiasm continuously. In an academic reading learning context, the successful adaptation of adaptive attributional beliefs can be generated through intensive academic reading programs intending to impart more constructive feedback, peer-modeling, and adaptive attributional beliefs patterning more constructive formation of rejuvenated attributions in which learners will be capable of harnessing suitable learning emotions, behaviors, and attitudes rewarding to sustain their constant academic achievements as well

as performances. This notion is in agreement with the theory of adaptive attributional beliefs adduced by Berkeley, Mastropieri, and Scruggs (2011) arguing that the major purpose of adaptive attributional beliefs is to replace the existing learners' negative attributional beliefs with positive ones to help learners exhaustively reflect on their past learning failure together with success beneficial to support their academic achievements and performances.

## **METHOD**

In this study, the authors used a qualitative approach. This approach is closely related. This qualitative study was run in the light of the qualitative content analysis to generate some rejuvenated conceptions obtained from the participants' real-life experiences. This main definition of qualitative content analysis is closely interrelated with the theory of qualitative content analysis devised by Krippendorff (2004) arguing that the researchers are capable of yielding renewable insights in concord with tangible life events reckoned by the research participants. Furthermore, this present qualitative study was held at the English Education Master Study Program of Sanata Dharma University, Yogyakarta, Indonesia by involving 16 English Education Master Students from batch 2020 as well as 15 English Education Master Students from batch 2019. For information, these participants have already engaged in academic reading activities for one and a half years as one of the academic learning journeys to produce at least one qualified academic writing products to be published in either international or national accredited journals. During collecting the data, 24 out of 31 participants were filling out the online Likert-scale questionnaire. Not all invited research participants filled out the online questionnaire due to the voluntary nature entrenched in this present study. After obtaining the data from this first research instrument, the researcher also distributed 10 open-ended questions asking types of attributional beliefs frequently harnessed by three chosen interviewees while engaging in academic reading enterprises. Despite the induction of online data gathering processes, the credibility, reliability, and robustness of each collected data were ascertained through the delineations of relevant theories, prior research findings, and selected interviewees' excerpts in more in-depth narrative forms.

## **FINDINGS AND DISCUSSION**

This subchapter cast its profound explications concerning 2 major themes unearthed from the online Likert-scale Questionnaire accompanied with the supports from the three interviewees' excerpts, relevant theories, and major pivotal findings discovered by prior attributional belief studies. As mentioned beforehand, all of the complete delineations concerning all of these obtained findings will be expounded narratively to yield some generalizable, renewable, and reliable descriptions out of the collected data.

### **(A) Maladaptive Attributional Beliefs Impeded the Robust Academic Reading Skills Advancement**

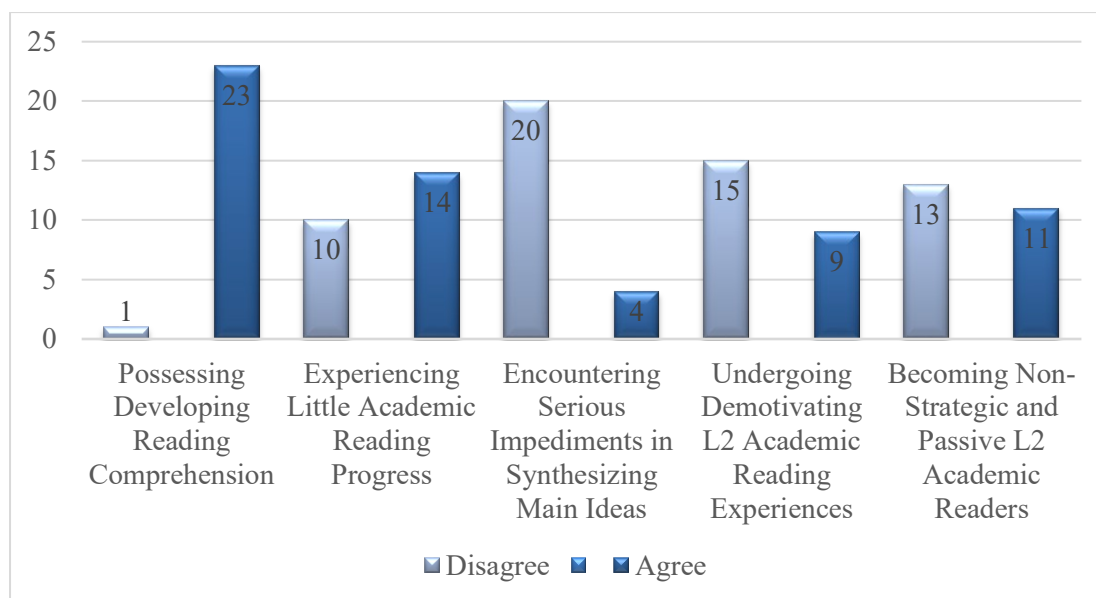


Figure 1.1: Maladaptive Attributional Beliefs Impeded the Robust Academic Reading Skills Advancement (51% Participants Agree)

From the figure portrayed above, it can be conjectured that the majority of English Education Master Students have partially tackled maladaptive attributional beliefs potentially devastating their motivation, self-determination, and self-confidence to engage more productively with the designated L2 academic reading activities. Conversely, in the first strand of the finding, 23 out of 24 participants acknowledged that they were still resided in developing reading comprehension development although they have been capable of handling a vast array of formidable L2 academic reading challenges. The inducement of this lower self-esteem is mainly caused by self-denigrating factors in which learners do not believe in their capabilities eroding their prolific self-efficacy growth in dealing with a wide variety of L2 academic reading tasks. As a corollary, language teachers are suggested to bolster their learners' L2 academic reading motivation at the beginning of reading learning dynamics by imparting constructive feedback, sincere appraisals responding to their particular reading progresses, and constantly address more potent encouragement for them while confronting a wide variety of reading challenges. All of these suggestions seem to concur with the previous attributional beliefs research findings discovered by Woodcock, Hitches, and Jones (2019) advised language teachers to internalize more potent establishment of interpersonal and intrapersonal attributional beliefs in diverse second language classroom contexts by imparting more constructive feedback and positive encouragement believed to corroborate EFL learners' future learning endeavor as well as self-beliefs in their learning competencies. Similarly, Bria and Mbato (2019) as well as Farida (2012) strongly recommended language teachers amplifying EFL learners' reading learning motivation at the onset of reading activities to constantly nurture the adaptive attributional beliefs beneficial for fostering their overall reading proficiency. These aforementioned conceptions are also evidenced in the following three interviewees' excerpts as follows.

[Interviewee 1: *Yes, exactly. The engagement that I build from my academic reading journey helps me get further access to my English learning. Since my target reading is to understand the text and notice the writing styles, dictions, and sentence coherence, I read everything carefully. Previously, I read the text-only to find certain purposes, such as straightforward to a certain point. Now, my intention in reading is getting a little bit complex to find multiple purposes.*]

[Interviewee 2: *Yes, I do. After my learning on how to write academically, I feel that my English language skills are well-developed. I could express what I have learned so far in my writing. Moreover, because it is academic, I felt that I learned a lot on how to express my ideas in a good way.*]

[Interviewee 3: *It is challenging for me not also to understand the texts and evaluate the detailed information from the texts but also to manage time so I can read quickly and efficiently to find relevant sections to find the information that I need.*]

Furthermore, in the second strand of finding, 14 out of 24 participants sanctioned that they experienced little L2 academic reading progress. The occurrence of these maladaptive attributional beliefs is cogently affected by learner's fixed perceptions regarding their specific academic reading proficiency where they strongly claimed that any kinds of attempts, efforts, and hard work will never improve their overall academic reading competencies. This faulty conception should be shifted dramatically at the commencement of the L2 academic reading venture by ascertaining learners that consistent positive reading learning behaviors, persistence, and passionate learning spirit can, of course, foster their academic reading proficiency to the utmost level. This suggestion found its support from the prior findings of the correlation between adaptive attributional beliefs with reading skills improvement conducted by Gobel et al. (2013) advocated language teachers to construct more adaptive attributional beliefs wherein EFL learners view their language learning success and failure as a complementary construction beneficial mold more robust attributional beliefs in the future language learning dynamics. In the same vein, Chodkiewicz and Boyle (2014) prompted language teachers to supersede the maladaptive attributional beliefs consisting of luck and fixed abilities with adaptive ones comprising of continual efforts to foster EFL learners' learning motivation, performances, and achievements.

Contrary to the above-explained depictions concerning the inculcation of maladaptive attributional beliefs at the commencement of L2 academic reading learning dynamics, 20 out of 24 participants strongly disagreed that they had encountered serious obstructions in synthesizing the main ideas forming in their academic reading texts. This surprising positive academic reading learning event is commonly influenced by adaptive attributional beliefs entrenched fully at the outset of academic reading enterprises. Through this positive attributional belief trajectory, learners will evaluate their reading learning success and failure as not merely caused by luck or fixed proficiency but also their expended efforts. As a result, these optimistic and self-reliant learners will be able to achieve more gratifying academic reading learning success in terms of skills improvement, performances, achievements, and outcomes by vehemently redoubling their subsequent

learning efforts. This rewarding reading learning outcome confirmed the identical findings generated from prior adaptive attributional beliefs studies. The first study was held by Rakes, Dunn, and Rakes (2013). They unveiled that the majority of university EFL learners would be less capable of maximizing their utmost language learning competencies fully while attributing their failure to their fixed learning abilities. However, they would be more successful in achieving the desired learning outcomes when handicapping their learning failure as lack of effort. In the same way, Hashemi and Zabihi (2011) unfolded that nearly all of the university EFL learners have successfully improved their targeted learning performances, achievements, and outcomes through the sequential steps of effortful actions integrated into this process. This may be due to the adaptive attributional beliefs where learners respond to their learning failure or success by preserving and increasing their internalized learning efforts everlastingly. The three interviewees also disseminated identical perspectives with all of the above-explained conceptions as follows.

*[Interviewee 1: Yes. I can be sure I can handle it, especially in the context of the education field, philosophy, academic research, leadership and management. Since my interest concerns those areas, I feel motivated every time I read those articles. This makes me want to read more and more or even want to discover other articles to find the ideas and comprehend the context or objectives.]*

*[Interviewee 2: So far, I feel confident enough to deal with them. Nowadays, the learning resources are everywhere and I think it is easier for us now to study than ever. Yet, I feel unmotivated where there are so many of them. I think it is easier to study words chunk by chunk so that we can 'digest' them well. If I study too many things, it is possible for me to be stressful and unmotivated.]*

*[Interviewee 3: Yes, I believe I can do it if I have some interest in learning psychology issues in education, arts and any of the texts that related to it. I feel more motivated when I read those kinds of texts and journal articles.]*

Another impactful influence imparted by adaptive attributional beliefs can also be discerned in the fourth strand of the finding indicated that 15 out of 24 participants were confessing that they had frequently undergone frustrating L2 academic reading learning experiences. The successful aversion of these potentially debilitating and energy-draining reading events may be heavily affected by the internalization of adaptive attributional beliefs amid thorny reading learning processes. Through this trajectory, learners will value the external reading factors such as efforts as controllable driving them to ingrain more robust motivation, self-regulation, and self-efficacy constructions eventually functioned to assist them to be more persistent academicians fully committed to their arduous learning venture to obtain the desired learning outcomes. This line of perspective echoes a similar previous attributional beliefs major finding unveiled by Gargari, Sabouri, and Norzad (2011) unfolding that EFL learners who attributed their learning success and failure as controllable will prone to keep their learning motivation at a higher level compared to those attributing all of these learning events as a tangible result of their incompetency. Coupled with this finding, Rakes, Dunn, and Rakes (2013) also mention that erroneous attributional belief infused by EFL learners will potentially transform them into less self-regulated and procrastinated academicians.

In the ultimate finding, 13 out of 24 participants strongly dissented that they were non-strategic and passive L2 academic readers. Again, this positive self-esteem is potently affected by the incorporation of adaptive attributional beliefs during the L2 academic reading venture. By establishing the solid construction of adaptive attributional beliefs amid varied L2 academic reading obstacles, learners will be capable of stipulating clearer reading learning objectives to be achieved, internalize a vast range of efficient reading learning strategies, and maintain a higher degree of reading interests constantly. In reverse, learners constructing maladaptive attributional beliefs will exhibit learned helplessness, inactive, and indifferent reading learning behaviors, which in turn, lead them to depart from their existing reading learning enterprises earlier. All of these matters are in concord with the prior attributional research findings unearthed by Heikkila, Lonka, Nieminen, and Niemivirta (2012) suggesting language teachers fully activating adaptive attributional beliefs during second language learning processes to continually provide greater learning assistance for learners in terms of achievable goals orientations, efficient learning strategies, and pleasurable learning moods eventually rewarding to get learners closer to their targeted learning outcomes. Further, Dunn, Osborne, and Link (2012) also mention that EFL learners ingraining maladaptive attributional beliefs in their language learning disposals tend to be passive, and inattentive learning participants resulted in unsatisfying learning progress as well as achievements.

**(B) Adaptive Attributional Beliefs Enable Graduate University EFL Learners to be More Proficient L2 Academic Readers**

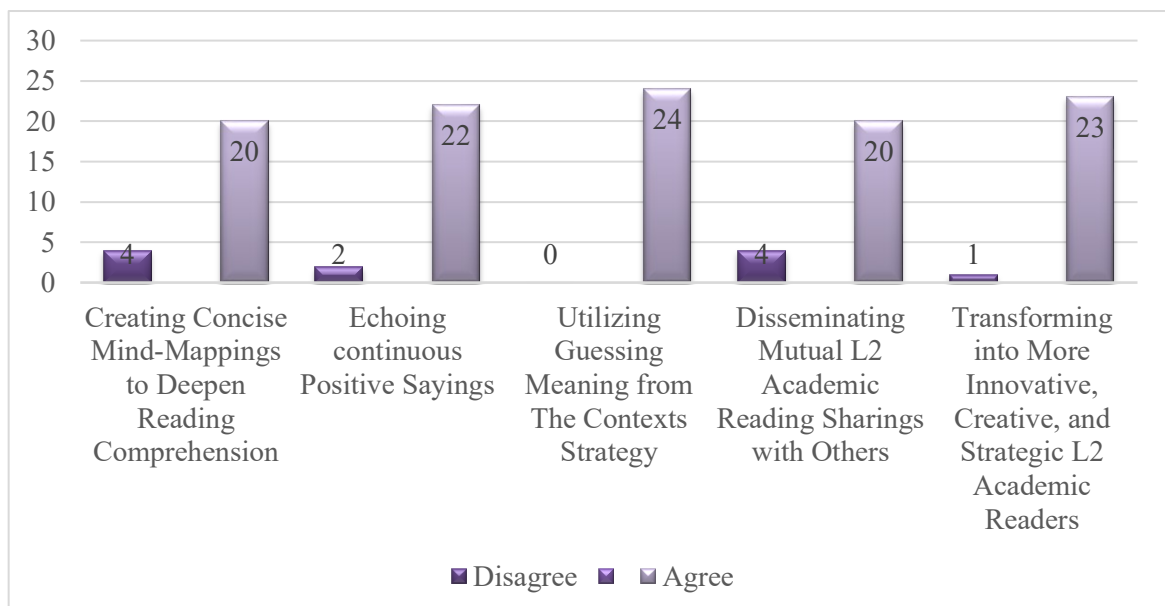


Figure 1.2: Adaptive Attributional Beliefs Enable Graduate University EFL Learners to be More Proficient L2 Academic Readers (91% Participants Agree)

It can be surmised here that the majority of English Education Master Students have fully transfigured into more proficient L2 academic readers due to the continuous



internalization of adaptive attributional beliefs in their academic reading enterprises. This evidence can be observed as well in the first strand of the finding indicating that 20 out of 24 participants consistently enacted concise mind-mappings to deepen their existing reading comprehension of the targeted academic texts. These worthwhile academic reading learning outcomes have taken place since learners have cogently implanted a higher degree of learning perseverance, tangible efforts, and robust motivation accompanied with the efficient employment of a wide array of academic reading learning strategies imparted by their language teachers, particularly when dealing with specific reading hurdles. By committing to doing all of these consecutive academic reading strategies, language teachers may potentially transfigure their learners into more mature, critical, strategic, independent, and proficient L2 academic readers. These advantageous academic reading learning outcomes are envisaged obviously by Gaier (2015) who argues that EFL learners positively attributing the particular learning occurrences they experienced as dynamic constructions will be more liable to expend more persistent and strategic learning efforts to broaden their future learning success. In a similar trajectory, Nirmala, Rahman, and Musthafa (2018) also adduce that language teachers need to familiarize EFL learners with a wide variety of second language learning strategies to enhance their reading comprehension and critical thinking skills.

In the subsequent finding, it can be discerned that there were 22 out of 24 participants continuously ingrained self-positive reinforcement whenever they were confronted with laborious, pain-staking, and unsavory L2 academic reading enterprises. Again, it is worth accentuating here that through the inducement of positive sayings, the probable occurrence of adaptive attributional beliefs will also be enhanced in a greater depth since learners have entrenched a higher degree of willingness to proactively unearth a set of beneficial reading learning strategies potential in minimizing the past learning failure and maximizing their efforts to attain more satisfying learning outcomes. These positive reading actions are in agreement with the major finding of adaptive attributional beliefs study revealed by Woodcock and Hitches (2017) advising EFL learners to instill adaptive attributional beliefs like redoubling their learning efforts as well as persistence while encountering arduous learning events instead of ingraining negative attributional beliefs by solely relying on external uncontrollable factors such as teachers' encouragement along with current language learning proficiency. In a similar view, Chodkiewicz and Boyle (2014) prompted EFL learners to fully entrench a higher degree of adaptive attributional beliefs amid taxing second language learning dynamics to enable them to induce a significant breakthrough in their ongoing learning processes by redoubling their efforts to eradicate dispiriting academic learning achievements. In the third finding, all participants repudiated that they had successfully transformed into more innovative, tenacious, creative, autonomous, and strategic L2 academic readers due to the full entrenchment of adaptive attributional beliefs throughout L2 academic reading learning dynamics. This positive result is not surprising at all since learners possessing the solid establishment of adaptive attributional beliefs will be more capable of intensively experiencing a higher degree of reading enjoyment, forging their existing reading competencies into its maximization, annihilating varied reading hindrances, fostering their reading learning potentials independently, and obtaining more gratifying reading learning success. All of these fruitful academic reading learning benefits are in tandem with the prior major attributional beliefs study generated by Bouchaib, Ahmadou, and Abdelkader

(2018) encouraging language teachers to implant more adaptive attributional beliefs within EFL learners at the onset of second language learning venture by exposing them to a vast range of language learning strategies potentially assisting them in overcoming various upcoming learning challenges, maximizing their utmost learning potentials autonomously, and obtaining desirable learning objectives. With a respect to this perspective, Florida and Mbato (2020) also suggested language teachers firstly introducing the basic conceptions of adaptive attributional beliefs as well as a wider range of second language reading strategies to enable them to experience a higher degree of reading learning enjoyment, rehearse, their reading skills more efficiently, and achieve greater reading success. All of these aforementioned L2 academic reading greater success are resonated well with the three interviewees' excerpts in these following lines.

[Interviewee 1: *I do the most by making a note (in written) during the reading, responding to some issues in the text that might be interested, arguing and commenting on some of the writers' thoughts. If the topics that I read are my focus topic, I put more effort into making it into spider web because it will be easy to connect between my previous reading and the rest of my reading comprehension.*]

[Interviewee 2: *I have been trained to do all of them. For example, when I was studying in my campus, I am asked to draw mind-maps, writing some critical questions, and guessing the meaning of unfamiliar words. Now, it is such an automatic action in my mind doing all the stuffs.*]

[Interviewee 3: *I usually read to get some details by looking closely at the text to understand and evaluate the information in detail. This also encourages me to take notes, and break the reading into smaller parts of the text.*]

Collaborative and mutual sharing between student-teacher and learning counterparts should also be internalized during the long-lengthy L2 academic reading learning journeys as approved by 20 out of 24 participants in this fourth finding. The pivotal advantageous effects potentially promoted by in-depth collective reading sharing are learners will be able to elevate their self-motivation in academic reading, embark to discern that despite the pain-staking dynamics, academic reading activities can bring them to achieve greater future life success, and confidently cope with a vast range of reading hurdles. All of these above-mentioned reading benefits are in line with the theory of supportive second language learning vicinities concerning the successful induction of adaptive attributional beliefs postulated by Weiner (2010) exclaiming that the incorporation of specific conditions of language learning territories will heavily determine the existing EFL learners' motivation, self-belief, self-confidence, and self-esteem to continue proceeding their challenging learning voyage. To a lesser extent, Chodkiewicz and Boyle (2014) advocated language teachers to promote more supportive second language learning environments for EFL learners where they can cultivate their adaptive attributional beliefs through mutual sharing, continual positive learning encouragement, and burgeoning identical learning interests provoked by other learning counterparts. To this end, 23 out of 24 participants also benefited most from the full activation of adaptive attributional beliefs by acknowledging that they had transfigured into more creative,

innovative, and strategic L2 readers. The successful establishment of these laudable academic reading attitudes are potently influenced by external academic learning reinforcements addressed by significant others; teachers and other learning companions by sustainably raising positive learning appraisals, constructive feedback, and a plethora of reading strategies consecutively rewarding for the further academic reading moral, affective, and cognitive reading skills development. This fruitful academic reading proficiency development is closely intertwined with the prior major findings of robust external academic learning reinforcement in concord with solid attributional beliefs entrenchment revealed by Woodcock (2021) prompting language teachers to address more positive learning feedback, a higher diversity of language learning resources, and cast a robust self-belief in their learners' distinctive learning competencies to gradually degrade frustrating learning experiences and diminish language learning failure, which in turn, lead learners to discover their best learning potentials. In a similar tone, Mbato (2013) also propounded that Indonesian university EFL learners inculcating a solid establishment of adaptive attributional beliefs; learning efforts are better in figuring out other potential reading learning resources playing as one of the essential cornerstones influential for their while reading comprehension development. The following excerpts derived from the three interviewees also confirmed similar perspectives.

*[Interviewee 1: Usually, I read everything first and guess the whole idea instead of word by word. I was then collecting other supporting or relevant texts to have a deep understanding.]*

*[Interviewee 2: Most of the time, I am usually excited when meeting difficult words. I am challenged to search the definitions, synonyms, and even the use of the words in sentences. Nowadays, I am helped a lot with the presence of online dictionary, thesaurus, and search engines which help me a lot in understanding new vocabulary items.]*

*[Interviewee 3: I will read the whole text correctly, doing skimming, scanning etc. If I found some phrases that I don't understand, I will look up the meaning from the dictionary and other relevant texts to understanding the meanings and the contexts. Sometimes I also re-read the texts to find the correlations between one paragraph to another. This will help me to gain a better understanding of the texts.]*

## CONCLUSION

To scrutinize more broadly, it can be fairly parsed that the majority of English Education Master students have successfully transfigured into more creative, innovative, autonomous, strategic, and proficient L2 academic readers in the light of robust entrenchment of adaptive attributional beliefs amid laborious and pain-staking L2 academic reading enterprises. Concerning the drawbacks unearthed in this present qualitative study, future researchers need to probe more exhaustively into the mutual interplay among self-efficacy, self-esteem, self-confidence, and self-motivation in impacting the further elevation of graduate University EFL learners' adaptive attributional beliefs development. For the sake of generalizable, reliable, and applicable research results, future researchers are also strongly recommended to involve a considerable

number of English Education Master Students coming from distinctive teaching training and faculty departments.

## REFERENCES

- Al-Jarrah, H., & Ismail, N. S. B. (2018). Reading comprehension difficulties among EFL learners in higher learning institutions. *International Journal of English Linguistics*, 8(7), 32-41.
- Berkeley, S., Mastropieri, M. A., & Scruggs, T. E. (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities*, 44(1), 18-32.
- Bouchaib, B., Ahmadou, B., & Abdelkader, S. (2018). High School Students' Attributions of Success in English Language Learning. *International Journal of Instruction*, 11(2), 89-102.
- Bria, M. G., & Mbato, C. L. (2019). Metacognitive strategies of undergraduate and postgraduate students in reading. *LLT Journal: A Journal on Language and Language Teaching*, 22(2), 182-197.
- Chodkiewicz, A. R., & Boyle, C. (2014). Exploring the contribution of attribution retraining to student perceptions and the learning process. *Educational Psychology in Practice*, 30(1), 78-87.
- Dunn, K. E., Osborne, C., & Link, H. J. (2012). Exploring the influence of students' attributions for success on their self-regulation in pathophysiology. *Journal of Nursing Education*, 51(6), 353-357.
- Farida, S. (2012). Faktor-faktor penyebab keengganan membaca di lingkungan mahasiswa: Studi kasus. *Seminar Nasional Bahasa*, 13, 1-7.
- Florida, N. A., & Mbato, C. L. (2020). Novice versus experienced teachers: How they transform their vulnerability into professional identity in an Indonesian junior high school. *Journal of Education Research and Evaluation*, 4(1), 8-16.
- Gaier, S. E. (2015). Understanding why students do what they do: Using attribution theory to help students succeed academically. *Research & Teaching in Developmental Education*, 31(2), 6.
- Gargari, R. B., Sabouri, H., & Norzad, F. (2011). Academic procrastination: The relationship between causal attribution styles and behavioral postponement. *Iranian journal of psychiatry and behavioral sciences*, 5(2), 76.
- Gobel, P., Thang, S. M., Sidhu, G. K., Oon, S. I., & Chan, Y. F. (2013). Attributions to success and failure in English language learning: A comparative study of urban and rural undergraduates in Malaysia. *Asian Social Science*, 9(2), 53.
- Hashemi, M. R., & Zabihi, R. (2011). Learners' Attributional Beliefs in Success or Failure and Their Performance on the Interchange Objective Placement Test. *Theory & Practice in Language Studies*, 1(8).

- Heikkilä, A., Lonka, K., Nieminen, J., & Niemivirta, M. (2012). Relations between teacher students' approaches to learning, cognitive and attributional strategies, well-being, and study success. *Higher Education*, 64(4), 455-471.
- Koles, J. E., & Boyle, C. (2013). Future direction of attribution retraining for students with learning difficulties: A review. *Student learning: Improving practice*, 3, 13-30.
- Krippendorff, K. (2004). Reliability in content analysis: Some common misconceptions and recommendations. *Human communication research*, 30(3), 411-433.
- Mbato, C. L. (2019). Indonesian EFL learners' critical thinking in reading: Bridging the gap between declarative, procedural and conditional knowledge. *Humaniora*, 31(1), 92.
- Nirmala, S. D., Rahman, R., & Musthafa, B. (2018). Comparing Students' Critical Thinking Elementary School in Different Area with Utilizing FIVES Strategy. *Advanced Science Letters*, 24(11), 8357-8360.
- Rakes, G. C., Dunn, K. E., & Rakes, T. A. (2013). Attribution as a predictor of procrastination in online graduate students. *Journal of Interactive Online Learning*, 12(3).
- Rakes, G. C., Dunn, K. E., & Rakes, T. A. (2013). Attribution as a predictor of procrastination in online graduate students. *Journal of Interactive Online Learning*, 12(3).
- St Asriati, A. M., Atmowardoyo, H., & Jabu, B (2018). Students' Self-Efficacy On Reading Motivation. *Journal of Humanities and Social Sciences*, 23(10), 48-54.
- Swinton, A. D., Kurtz-Costes, B., Rowley, S. J., & Okeke-Adeyanju, N. (2011). A longitudinal examination of African American adolescents' attributions about achievement outcomes. *Child development*, 82(5), 1486-1500.
- Tsujimoto, K. C., Frijters, J. C., Boada, R., Gottwald, S., Hill, D., Jacobson, L. A., ... & Gruen, J. R. (2018). Achievement attributions are associated with specific rather than general learning delays. *Learning and individual differences*, 64, 8-21.
- Weda, S., Abdul Samad, I., Patak, A. A., & Fitriani, S. S. (2018). 140 The Effects of Self-Efficacy Belief, Motivation, and Learning Strategies on Students' Academic Performance in English in Higher Education. *The Asian EFL Journal Quarterly*, 20(9.2), 140-168.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological review*, 92(4), 548.
- Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational psychologist*, 45(1), 28-36.
- Woodcock, S. (2021). Teachers' beliefs in inclusive education and the attributional responses toward students with and without specific learning difficulties. *Dyslexia*, 27(1), 110-125.

- Woodcock, S., & Hitches, E. (2017). Potential or problem? An investigation of secondary school teachers' attributions of the educational outcomes of students with specific learning difficulties. *Annals of Dyslexia*, 67(3), 299-317.
- Woodcock, S., Hitches, E., & Jones, G. (2019). It's not you, it's me: Teachers' self-efficacy and attributional beliefs towards students with specific learning difficulties. *International Journal of Educational Research*, 97, 107-118.