

THE L2 MOTIVATIONAL SELF SYSTEM AMONG INDONESIAN LEARNERS OF ENGLISH: A CASE STUDY

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ABSTRACT

Students need motivation in order to support learning in spite of all the problems that they might find in the learning process. Motivation itself has been conducted in a lot of research and has provided vision to learning. L2 Motivational Self System is a main reformation of motivational theory from the previous psychological theories of the self which were introduced by Gardner and Lambert (1959). Dörnyei's (2005) claimed that L2 Motivational Self System Theory was found to be the most suitable framework, since this framework gives a sharp focus on the language learners' selves and could increase the understanding of the learners' language learning environment. This study presents a study of Indonesian undergraduate students' motivation to learn English. Dörnyei's (2009) L2 Motivational Self System was used as the theoretical background of the current research. The aims of this study are to describe the learners' motivation to study English and to find out the relationship within the variables. Totally 40 questionnaires which is adapted from Henkel's (2010) were collected from Industrial Engineering students, Faculty of Engineering of Atma Jaya Catholic University of Indonesia. The result of the questionnaire was calculated in several steps. The researcher conducted the analysis by counting the frequency of the students' response in each statement, the mean and standard deviation also calculated. Next, internal reliability coefficients and correlation analysis were calculated in the final analysis. The result of the findings show that four variables were found prominent: Motivated Learning Behavior, Language Contact, Ideal L2 Self and Ought-to L2 Self. Hopefully the findings would give insight for the teachers regarding the learners' motivation in learning English so that the teacher could expand their teaching strategies. Furthermore, students are expected to develop positive attitudes and behaviors towards learning English and reduce their class anxiety and they will feel more motivated to learn English.

Keywords: Motivation, L2 Motivational Self System, Ideal L2 self, Ought-to L2 self, Motivated Learning Behavior

INTRODUCTION

In facing globalization, students should be ready to face the challenge of competition with the workforce coming from other countries after they graduate from the university. Not only that students have to excel in their field of study, they also have to be able to communicate in English as an international language. The most important key of their success in acquiring English is motivation. Dörnyei (2005) as cited in Ueki and Takeuchi (2013) claims that 'motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process.' However, motivating L2 learners is one of the most challenging tasks that teachers have to deal with. The motivation itself is considered as one of the most complex concepts in SLA according to Dörnyei & Ushioda (2011).

Dörnyei (2005, 2009) conducted a research concerning the second language learners' motivation and outlined the basis of a new approach to conceptualizing second language (L2) learning motivation within a 'self' framework, calling the new theory the 'L2 Motivational Self System'. In fact, L2 Motivational Self System is a main reformation of motivational theory from the previous psychological theories of the self which were introduced by Gardner and Lambert (1959). Dörnyei's theory is a synthesis of the two main theoretical models in the field of L2 motivation: the possible selves theory developed by Markus and Nurius (1986) and the self-discrepancy theory introduced by Higgins (1987), as mentioned by Henkel (2010). Dörnyei (2005) adjusted the two concepts to the self of the L2 learner. He developed three key components of the Motivational Self System: the Ideal L2 Self, the Ought-to L2 Self and Learning Experience.

Dörnyei (2005, 2009) claimed that L2 Motivational Self System Theory was found to be the most suitable framework, since this framework gives a sharp focus on the language learners' selves and could increase the understanding of the learners' language learning environment. L2 motivation researches have always believed that a foreign language

is more than a communication code that can be learnt equally to other academic subjects, and usually adopted concepts that linked L2 to the person's personal 'core', creating an important part of one's identity.

Motivation has been conducted in a lot of research and has provided vision to learning (Dörnyei 2009; Dörnyei & Ushioda, 2009; Gardner, 1985, 2006; Henkel, 2010, Khan 2015, Kormos & Czizer, 2008, Kim, 2009, Lamb, Astuti & Hadisantosa, 2017; Stephen, 2009; Takeuchi, 2013; 2009; Ueki & Takeuchi, 2013). Unfortunately, the research on the L2 motivational self system of the Indonesian students learning English is still limited. It is observed though that despite of the efforts made by the EFL teachers, many students fail to acquire the required level of English language proficiency. The situation gets more complex as there is a lack of motivation from the students to learn the language (Dörnyei, 2009).

Students sometimes are not motivated because they could not see the importance of what they are learning. They might find difficulties especially when the material is difficult and they do not believe that their efforts in learning are likely to enhance their performance. Additionally, when college students have a number of different goals that they need to pursue in one time, they may struggle to find motivation to balance the different goals. Therefore, this study aims to describe the learners' motivation in learning English and to find out the relationship among the variables. Totally 40 questionnaires which was adapted from Henkel's (2010) were collected from Industrial Engineering students, Faculty of Engineering of Atma Jaya Catholic University of Indonesia. Quantitative method may propose deeper understanding into L2 motivational studies. The result of this study is expected to give influence to EFL learners in regards to build their motivation in learning English.

METHODOLOGY

The instrument of this study is a questionnaire which is developed from Henkel's (2010). Each item in the questionnaire is in line with the self approach in Dörnyei's Motivational Self System Theory which presents a concept of future language learning possibilities. Therefore, seven out of eleven variables were chosen to be the variables in this study: Ideal L2 Self, Ought-to L2 Self, Motivated Language Learning Behavior, Parental Encouragement, Class Anxiety, Language Learning Experience, and Language Contact. Ideal L2 Self refers to the ideas that the learners have on how they imagine themselves in the future. Ought-to L2 Self refers to the aspect that the learners think they should acquire to meet the expectation from people around them. Motivated Language Learning Behavior refers to the positive attitude that the learners have towards their learning. Parental encouragement refers to the support or encouragement that the learners' parents give to their children to learn English. Class Anxiety refers to the anxiety that the learners feel when they are learning English in the classroom. Language learning experience connects to the experience that the learners encounter in the classroom with the teacher. Language contact relates to the exposure that the learners have with English in their daily life situation. Those seven variables meet the criteria of the learners as to what factors that may influence them in learning. The questionnaire was measured based on four-point Likert scale (Strongly Disagree, Disagree, Agree and Strongly Agree) used in the questionnaire. All items were comprised in a form of statements and questions. The instrument used has been validated by the expert judgment and piloted to ten participants. The data were the students' motivation in learning English which are the result from the learners' responses on the questionnaire. The data were collected through the close-ended questionnaire.

ANALYSIS

The result of the questionnaire was calculated and analyzed with SPSS (Statistical Package for Social Sciences) version 17.0. First, the researcher conducted the analysis by counting the frequency of the students' response in each statement by converting learners' answer into the

score based on Likert-scale conversion. Second, the mean and standard deviation of each statement was also be calculated. Third, internal reliability coefficients were shown to identify the strength of the relations between the items within each variable. Lastly, Correlation analysis was used to find out the relationships between the variables in the final analysis.

CONCLUSION

This research examined the students' L2 motivation based on Dörnyei's (2005) L2 Motivational Self System. Four variables were found prominent: Motivated Language Learning Behavior, Ideal L2 Self, Ought-to L2 Self and Language Experience. In addition, the other variables which had the lowest average such as Class Anxiety and Language Contact showed that the teachers need to help the learners to improve their English through constructive and positive learning atmosphere to give the learners enjoyable class experience. The researchers would like to see the correlation among the variables and the final result shows that Ideal L2 Self has the highest significant relationship with Motivated Language Learning Behavior. This indicates that the learners are motivated to learn English in order to pursue their dreams of what they had imagined themselves to be in the future. While in the relationship with Ought-to L2 Self it becomes weaker but still has significant relationship with Motivated Language Learning Behavior which means that the learners feel motivated to learn English because their parents play an important role in reminding them that English is important for their future. Motivated Language Learning Behavior was not linked with Language Experience which has a low significant relationship. It means that how the learners respond towards their learning has a low relation with what the learners experienced in the classroom with the teacher. Hopefully the findings of this research would give insight for the teachers regarding the learners' motivation in learning English so that the teacher could expand their teaching strategies. Furthermore, students are expected to develop positive attitudes and behaviors towards learning English and reduce their class anxiety and they will feel more motivated to learn English.

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