PESANTREN STUDENTS' IDEAL SELVES AND MOTIVATION TO LEARN ENGLISH AS A FOREIGN LANGUAGE

THESIS

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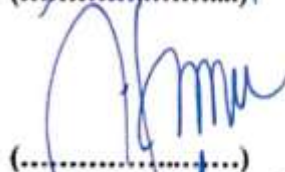on 11th August 2022.

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MOTTO

It's not always easy, but that's life, be strong because there are better days ahead.
-Mark Lee

DEDICATION

In the name of Allah, most gracious and the most merciful. Finally, I can finish my research. This thesis dedicated to:

1. My both beloved parents, Sucahyudi and Ainur Rohmah, S.Pd., who always give me true love, supports, prayers, and motivation and guidance for me. You are my everything.
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ABSTRACT

Anecdotal evidence suggests that some students from pesantren (Islamic boarding school) show negative view on English. They seem to study English because it is an obligation and to meet the passing grade. This paper aims to find out how motivated students are to learn English, and to reveal whether their ideal selves affect their motivation in learning English. Using a theoretical framework proposed by (Dörnyei & Ushioda, 2009), and by adopting a questionnaire from previous research by (Farid & Lamb, 2020), this study seeks to find how pesantren school students' motivation to learn English is connected to their ideal selves. Data from the questionnaire that was administered to 103 participants were analyzed using Spearman Correlation in SPSS. The results show that there is a good correlation between motivation and ideal selves. This finding is also supported by students' responses to open-ended questions that were designed to reveal participants' plans after graduating. This research also revealed that pesantren students' motivation is quite low, and their ideal selves affect their motivation in learning English.

Keywords: *Pesantren Students;Ideal Selves;Motivation*

CHAPTER I
INTRODUCTION

1.1 Background of the Research

Motivation is probably one of the most important factors influencing L2 learning outcomes (Renandya, 2020a). (Dörnyei, 2005) states that most L2 learners gain knowledge of the working language when they are sufficiently motivated. That means that the success or failure of second language learners depends on their continued "passion, determination, and perseverance" (p. 5) through a long period of language learning process. Ultimately, motivation is an individual's responsibility to the adopingness to learn L2. (Lifriefi, 2005), as cited in (Al Tamimi, 2019) points out that "[w]hen asked about factors that influence an individual's level of success in an activity - llanguage learning for example - most people would mention motivation among them". This indicates that motivation is not the only factor contributing to language achievement, but an important factor in language learning. Likewise, (Dörnyei, 1994) argues that motivation is "one of the determinants of success in a second or foreign language" (p. 273). From the perspective of (Dörnyei, 2001), it is clear that motivation is an important factor in language learning and influences student performance in learning a second or foreign language.

In Indonesia, the level of student learning motivation is quite low. Students who have achievements can also experience demotivation when they found the learning subjects are difficult. One of the subject that are considered difficult is English which requires them to understand this foreign language. Sometimes, students who are good at other subjects

will find it difficult when learning English. With the low level of motivation of outstanding student, it makes students who are in the group of students who are underachieving have insecurity by thinking that those who are smart feel demotivated and so they are. This makes it difficult to motivate students.

In the context of students in Islamic institution or pesantren, motivation in learning English seems rather complicated. Pesantren education is a system for academic and personal growth that has been referred to as education to teach practical skills and provide social support. (Nurhayati, 2019 cited by Assa'idi, 2021) Here pesantren students will learn how to recite and memorizing the Qur'an, study various Kitab, and various Islamic knowledge in religion. From this, it made two kinds of learning process: religious knowledge and general knowledge. (Farid & Lamb, 2020) stated that theoretically, some students who aspire to study more about religious subjects may assume that they do not like to learn English because when they want to study further about Islamic knowledge, which would require more Arabic language knowledge than English. Based on anecdotal evidence that I found when I prayed on the mosque in a pesantren school in my hometown, some students from pesantren (Islamic boarding school) view that English is not important since they assume that they no need English. They added that if it were not for the obligation, and completing the passing grades, they would have chosen not to study English because they considered it too difficult.

Based on this rationale, I am going to investigate the pesantren students' motivation in learning English as a foreign language. In this study, the objectives to be achieved is to find out how motivated students are to learn English, and to reveal

whether their ideal selves have correlation with their motivation in learning English.

1.2 Research Question

Based on the background of the research above, research question problems can be stated as a follow:

a. How motivated are pesantren students in learning English?
b. Is there any correlation between pesantren students' ideal selves and motivation in learning English?

1.3 Objectives of the Research

Based on the problems of the study, the purposes of this study are formulated as follow:

a. To find pesantren students' level of motivation in learning English
b. To investigate the correlation between pesantren students' ideal selves and motivation in learning English

1.4 Significance of the Research

1.4.1 Theoretical Significance

The result of this study are expected to provide an information about pesantren students' ideal selves and motivation to learn English as a foreign language and also can be reference to another study

1.4.2 Practical Significance

This study is expected to provide an overview of pesantren students level of motivation. It is also expected can help to increase awareness among students, teacher, and researchers to consider that motivation is really important and a crucial part to learn English.

1.5 Research Scope and Limitation

Based on the identification in background, this study finds out pesanten students' ideal selves and motivation in learning English as a foreign language. I found out correlation

between their ideal selves with motivation in learning English. This survey conducted for students of Islamic Boarding school or pesantren in Jombang, East Java.

1.6 Operational Definition of Key Terms

In this study, there are three key terms that discussed

a. Motivation

Motivation is an activity to do something related to the question of why people choose to do an activity above others, how much energy and effort will they expend doing activities and for how long they will continue to do these activities (Dörnyei, 2001, 2012)

b. Ideal Selves and Students' Identity

Ideal selves can be defined as self-representation in the past and they include self-representations in future. (Markus & Nurius, 1986) In simply way students' identity can be interpreted as a willingness of what individual wants to be in the future.

c. English as a Foreign Language

EFL or English as a Foreign Language can be defined as a term used to describe the learning of English by non-native speakers in countries where English is not the dominant language. (Salgot, 2015)

d. Pesantren Students

Pesantren students can be defined as Islamic student which learn in pesantren. In a few pesantren schools, general education may be co-educational following example of government school. (Lukens-Bull, 2010)

CHAPTER II
REVIEW OF RELATED STUDY

2.1   Related Theories

2.1.1   The Importance of Motivation in Learning EFL

Motivation is an important part in learning EFL outcomes. (Dörnyei, 2005) argued that the acquisition of motivation is more successful in language learning. (Dörnyei, 2005) further states that motivation provides the main impetus for initiating L2 learning and then becomes the "driving force to "maintain a long and often tedious learning process. Motivation relates to the question of why people choose to do or not do something, how much effort they will put into doing the activity, and how long they will participate in the activity (Dörnyei, 2001). Students who are motivated can better utilize their cognitive resources to learn more effectively and efficiently. Students will be actively proceeding the lesson in a way that allows them to develop deeper and more powerful types of learning (Renandya, 2020b). They will not only be sitting passively waiting for the teacher deliver the knowledge, but also try to follow learning process by joining a discussion or more. In places where the target language is often considered unimportant for students' daily communication needs, it is often difficult to convince students that they need to learn English. Students argue that learning English is hard and not interesting. From this viewpoint, motivation has an important part in the continuity in learning English as a foreign language.

There are some factors that affect students' motivation. (Dörnyei, 2005) states that:

"L2 Self-Motivation System, which is the formation of a broad L2 motivation, consisting of three dimensions:

1. *Ideal L2 self,* referring to the L2-specific facet of one's ideal self: if we want to be an L2 speaker, the ideal L2 self is the one that is strong in motivating to learn L2, to reduce the differences that exist in the individual self.
2. *Ought-to L2 self,* refers to the equipment one believes one must possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes.
3. *L2 Learning Experiences,* which concerns specific situation related to environmental and immediate learning experience."

Dörnyei's Ideal L2 self concept is related to students' future dream, the factor that affect L2 learner motivation in learning English. Ideal selves come from self-representation in the past and they include self-representations in future. They are different and can be separated from the current or now self, but closely related to them. A possible future self, for example, is not just any imagined role or state of being. A future self, for example having big image for their future. Instead they represent individually specific and significant hopes, fears, and fantasies. (Markus & Nurius, 1986)Ideal selves have a crucial role in learning English. What they want in the future will affect their behavior, whether they want to learn English or not. Some students aspire that learning English will not have any effect on their dreams. While other students aspire that learning English have big impact on their future.

Based on Tajfel's theory of social identity (1974) cited by (Lamb, 2011) proposes a theory that an individual's motivation to learn a particular L2 will be influenced by, for example, their own ethnic identity, how strongly they identify with L2 community, and the perceived ethnolinguistic vitality of the

L2 speaker group. (Renandya, 2020b) stated that "those who have years of teaching experience will confidently say that student motivation is at the center of any kind of learning and plays a very important role in language learning". Teachers know who are motivated and who are not so motivated, and associate the former to greater success in language learning. (Hadfield, 2013) They believe that motivated students achieve more success because they tend to work harder, and are more enthusiastic and goal-oriented. Students who motivated will try to actively join a group discussion in a classroom and proceed the learning well. They will not give up easily and put much effort to gather their goals. Students will consider that learning English is enjoyable and fun. Otherwise, students who unmotivated will give up easily and didn't put much efforts. (Renandya, 2020a) He also states that students find that learning English are difficult and boring.

2.1.2 Ideal Selves

Ideal selves can be interpreted as self-representations in future. (Markus & Nurius, 1986) The ideal or expected self may include the 'successful self, and the creative self, while the feared self may be self, depressed self, and incompetent self. (Dörnyei & Ushioda, 2009) (Markus & Nurius, 1986)stated that an individual is free to create possibilities self, but the collection of possible self comes from categories made prominent by certain sociocultural individuals and historical context and from the model, images, and symbols provided by the media (Markus & Nurius, 1986) by individual's direct social experience. (Dörnyei & Ushioda, 2009) propose that most of the motivation to learn L2 comes from one's view of possibility of themselves in the future, especially where there is a difference between current state and 'Ideal L2 Self'. (Dörnyei, 2005) argues that the power of

imagination is important in initiating and sustaining self-directed (autonomous) learning. Otherwise, 'Ought-to L2 Self' represents a future identity that one feels one should have, but because of that reflects the motives of others rather than their own, is less likely to promote autonomy learning and can instead encourage focus to avoid failure.

2.1.3. Pesantren Students

The word *pesantren* comes from the word *santri*, which with the prefix 'pe' in front and the suffix 'an' means the residence of the students. While the word *santri* which comes from *shas-tri* means religious teacher, person who is an expert in understanding the holy book, expert in religious knowledge. (Arifin, 2012) In Indonesia there are 2 types of pesantren, they are pesantren salaf or traditional and pesantren khalaf or modern. In pesantren khalaf or modern there are two types of education, Islamic education which is informal and formal education just like any other regular school. In a few pesantren schools, general education may be co-educational following example of government school. (Lukens-Bull, 2010) During school hours, students learn regular subject that normally students learn. Students usually learn about science subject, social subject, language subject, and Islamic subject. There are some Islamic subjects that usually taught such as, Fikih, Aqidah Akhlak, Sejarah Kebudayaan Islam, Al-Qur'an Hadith, and so on. Meanwhile, in language subject usually students learn Indonesian, Arabic, and English.

2.2 Previous Study

There are some studies that related with this research. The first study is written by (Lamb, 2011) found that Indonesian adolescents have possibility indicated the presence of self-composition in their English learning motivation and related to long-term independent language learning. On his research, he describes the way individual language learners talk about their

futures at different points in time, and relate that to their apparent investment in English over the period using approach such as Ideal L2 self. (Lamb, 2011) found that after his research before in 2009 students have more motivation because of Lamb's arrival to Indonesia as a foreigner. He also added that adolescent students increase their willingness because the find their goals. Meanwhile, for those who turned down such a rare opportunity might be even stronger evidence of deficiency of such an identity. Although one of them is still not brave enough to try sitting in front of the class, at least he feels that his vocabulary knowledge and grammar was increase.

The second study is written by (Farid & Lamb, 2020) find that some students from Islamic boarding schools in Indonesia have negative thoughts toward English. Based on their anecdotal evidence, at the Indonesian Salafi Islamic Boarding Schools, for example, curriculum dedicated to religious subjects at the expense of secular subjects such as mathematics and science, but students are still expected to study English twice a week. They find that students come late to an English lesson without feel guilty. They assumed that that these actions may have arisen at least in part from their commitment to their religion.

The differences from the two previous study above are the first study from (Lamb, 2011) he pointed out that Indonesian adolescents have possibility in increasing motivation. It depends on how the teacher deliver the subject to students. On the second study by (Farid & Lamb, 2020) showed that some of Islamic Boarding School students feels more have commitment in religious knowledge. As we can see from one of them was coming late in an English lesson without any feels of regret.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

In this study, I adopted a quantitative approach. This method was chosen to get accurate results and can measure the correlation between two or more variables. Quantitative research involves collecting data so that information can be measured and subjected to statistical analysis to support or disprove "alternative knowledge claims" (Creswell, 2003). The type of quantitative research used is a type of survey quantitative research, involving a group of participants from one pesantren and different grade. The survey conducted by administering a questionnaire to the participants.

3.2 Research Site and Participant

The data collected from a pesantren school in Jombang, East Java. The pesantren school choosen was pesantren school X that has major related to religion. This site was chosen because Jombang is known to be the city of Santri (pesantren students). That will have possibility sustainable with the goals to be achieved.

The participants are senior high school pesantren students aged 15-18 year-old which from 1st and 2nd grade that has requirements who lived in pesantren school both male and female in religion major. These participants chosen because they have possibility in deciding where or what they want to be.

The questionnaire (see Appendix 1) was administered to 100 students aged 15-18 years old from a pesantren school. Technique used for sampling is purposive sampling which

requires several criteria so that the research objectives are achieved. The basis of the selection of the research site is school with major of religion that have possibility with the goals of the study. The pesantren school chosen was built in Jombang, East Java. Students who lived in dormitory taken as the sample.

3.3 Research Instruments

In this research, I employed a survey questionnaire to investigate learning English motivation among Islamic institution students. The questionnaire used were adapted from previous study by (Lamb, 2012), (Islam et al., 2013) and (Farid & Lamb, 2020). The participants given a questionnaire in Bahasa Indonesia which contains closed item question (see Appendix 4) that need scale from 1 up to 4 or strongly disagree, disagree, agree, strongly agree. This is the modification likert scale form usually 5 points to 4 points that used to avoid multi interpretable and central tendency effect. (Hadi, 1991) There was an open-ended question (see Appendix 3) to found out participants' after graduating from high school. The motivational scale consists of:

1. Ideal L2 self, students' language used in the future.
2. Ought-to L2 self, students background in learning English.
3. L2 learning experience, students' learning experience at school.
4. Intended learning effort, students' effort in learning English.
5. Attitude toward English, students' attitude toward English.

3.4 Data and Source of Data
3.4.1 Data

The data of the research were scores from the questionnaire consist of motivation and ideal selves given to the pesantren students. Score of the questionnaire obtained from the total of pesantren students' answer in filling based on the scale choosen between 1 to 4.

3.4.2 Source of Data

The sources of data were pesantren student response of ideal selves and motivation questionnaire. The data obtained were inputted into Microsoft Excel to find out total score of each participants from each variable.

3.5 Data Collection Method

The data collected by giving pesantren students questionnaire about motivation and ideal selves in Bahasa Indonesia. Firstly, pesantren students needed to answer the open-ended question to find out their future plan. After that pesantren students filled them by giving checklist on scales table provided based on their situation. The scale were formed 1 to 4 that followed by a description of strongly disagree, disagree, agree, and strongly agree The purpose was to get to know how motivated are they in learning English related to their identity. After getting the data, then inputted the data into the SPSS for Windows.

3.6 Data Analysis

The result of questionnaire inputted into Microsoft Excel first, to make it easier while copy the data to SPSS and used it to count the average each variable of each participants. After that the data in Microsoft Excel inputted into SPSS for

Windows to measure the internal consistency of all scales. (Larson-Hall, 2010) suggested that the acceptable alpha value set to determine internal consistency reliability is 0.70-0.80. But (Pallant, 2010) as cited by (Islam et al., 2013) stated that the acceptable alpha value set to determine internal consistency reliability 0.60. The scores obtained from the questionnaire were analyzed use descriptive statistic to find out the minimum and maximum score, mean, and standard deviation from the data. The next step to look for the correlation between the variables used Spearman-Rank Correlation. To get a better result, I did a multiple regression analysist.