

Indonesian Tenth Graders' L2 Motivational Self System: In Relation to L2 Anxiety and School Location

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Abstrak

Untuk mencapai tujuan sebagai pelajar, motivasi diperlukan. Namun, ada beberapa faktor yang bisa mempengaruhi motivasi belajar siswa, yakni yang kecemasan dan lingkungan mereka. Dengan menerapkan teori bernama *L2 Motivational Self System*, penelitian ini mencoba untuk meneliti hubungan antara *L2 motivational self system* siswa kelas X (sepuluh) terhadap kecemasan mereka dan lokasi sekolah. Penelitian ini melibatkan 134 siswa di Surabaya dan Ponorogo. Satu set kuesioner digunakan sebagai instrumen. Data dianalisis pada *SPSS Statistics 20*. Hasil penelitian menunjukkan bahwa selama proses pembelajaran, siswa kota ($M = 4.22$) cenderung merasa lebih cemas daripada siswa di daerah pedesaan ($M = 4.05$). Perhitungan *Independent Samples T-Test* menunjukkan bahwa ada perbedaan yang signifikan dalam skor bagi siswa di daerah perkotaan ($M = 4.38$, $SD = 0.65$) dan pedesaan ($M = 4.04$, $SD = 0.72$); $t(132) = 2.83$, $p < 0.05$. Dengan tingkat perbedaan yang sedang ($\eta^2 = 0.06$). Ini berarti bahwa *L2 motivational self system* cukup mempengaruhi pemahaman bahasa siswa kelas X di daerah perkotaan dan pedesaan. Selanjutnya, hasil perhitungan menggunakan *Pearson product moment* menunjukkan bahwa ada hubungan yang positif tetapi lemah antara *L2 motivational self system* siswa kota terhadap rasa cemas ($r = 0.259$, $n = 67$, $p < 0.05$). Hubungan yang sama juga terjadi pada siswa di pedesaan ($r = 0.213$, $n = 67$, $p > 0.05$). Temuan menunjukkan bahwa, *L2 motivational self system* memberikan dampak yang kecil pada rasa cemas yang dirasakan oleh siswa di kota dan desa selama proses belajar.

Kata Kunci: *L2 Motivational Self System*, Motivasi, Kecemasan, Kelas Sepuluh, Sekolah Desa, Sekolah Kota

Abstract

To reach the goal as a learner, motivation is needed. Yet, there are some factors that might affect students' motivation which are anxiousness and their environment. Applying a theory named *L2 Motivational Self System*, this research tried to examine the correlation between students' *L2 motivational self system* toward their anxiety and school location. This research involved 134 students in Surabaya and Ponorogo. A set of questionnaire was used as the instrument. The data was analyzed on *SPSS Statistics 20*. The result showed that during learning process, urban tenth graders ($M = 4.22$) tend to feel more anxious than tenth graders in rural area ($M = 4.05$). The calculation of *Independent Samples T-Test* showed that there was a significant difference in scores for students in urban ($M = 4.38$, $SD = .65$) and rural area ($M = 4.04$, $SD = .72$); $t(132) = 2.83$, $p < .05$. The magnitude of the differences in the means was moderate ($\eta^2 = .06$). It means that *L2 motivational self system* quite influence tenth graders' *L2* acquisition in urban and rural area. Furthermore, the result of *Pearson product moment* calculation showed that there was a positive but small relationship between urban students' *L2 motivational self system* and *L2 anxiety* ($r = .259$, $n = 67$, $p < .05$). The result was the same for rural students ($r = .213$, $n = 67$, $p > .05$). The findings indicate that, *L2 motivational self system* gives small impact on both urban and rural students' *L2 anxiety*.

Keywords: *L2 Motivational Self System*, Motivation, Anxiety, Tenth Graders, Urban School, Rural School

INTRODUCTION

In learning second language (L2), learners set a goal that has to be achieved in the future. The goal is in form what they want to be as L2 learners in the future which called *L2 Self*, or in the other word famously known as possible selves. Markus & Nurius (1986) stated that possible selves is a form of future-oriented self-knowledge that can be divided into the *might-become self*, the *ideal self*, and the *feared self*. It concerns the way people develop their unrealized potential with the

influence of hopes, wishes, and fantasies is called possible selves. Thus, possible selves can be seen as future-self guides that reflect a dynamic forward-pointing conception and as the explanation of someone's movement from the present to the future. But not all of the type of possible selves can be seen as a guide to future self because the '*might-become*' self refers to the current situation and there is not so much guide that can predict the future scenario. While the '*ideal*' self guides learners to reach their standard and the '*feared*' self, in a negative way, regulates the learners' behavior by guiding

them away from something (Dörnyei, 2009). Possible selves are important because it provides an interpretive context for the current self and incites future-self behavior. It is also motivating because they are future-oriented; they provide an end-state for potential behavior and potential incentives to perform or avoid certain behaviors (Markus & Nurius, 1986; Oyserman & Markus, 1990).

Regarding the statement by Markus & Nurius (1986), Higgins (1987) proposed a theory named Self-Discrepancy Theory. It has two key components, the ideal self and the ought-to self. The ideal self is what people hope or wish they could become, which based on their self-perception. While the ought-to self is what a person feels obliged or duty-bound to become, which based on the others' perception. Both of it differs on their focus. Ideal self-guides has a promotion focus, associated with hopes, aspirations, advancements, growth, and accomplishments; while ought-to self-guides has a prevention focus, which concerns behavior-management in order to stay safe and responsible. Those types of selves can motivate an individual to adjust his current self and future self that are different in order to reduce the uncomfortable feeling. In order to make the process of acquiring possible-selves that the learners' want, the ideal self, and the ought-to self should be in harmony. The main component that is needed to build possible selves is an imagery component. The learners will be successful if they possess a superordinate vision that keeps them stay on track. Aristotle believed that the imagination is the main key of motivating human to act, which is caused by a purpose called goal, because when the imagination about an image of something that want to be avoided or pursued was present, there will be a soul-movement in the same manner as if the objects were materially present. However, having only a self-image is not enough to have a sufficient degree of elaborateness and vividness being effective. An individual will have more motivational power if they provide the more elaborate image of the possible self, visual, and other content elements (Dörnyei, 2009). Dörnyei (2009) concluded that a package of an imagery component, a list of appropriate plans, scripts, and self-regulation strategies is needed for effective future self-guides. The expected self could be achieved through the help of the procedural knowledge for the possible selves.

In order to be what they want to be in the future, the learners need motivation so that they will be able to acquire their goal that had been set. According to Dörnyei (2005), motivation is a variable that significantly affect the success of language learning because it gives the mainspring of L2 learning initiation which could avert the students from being bored and tired during

language learning process. Dörnyei (2009) stated that the greater the learners' possibility of achieving their goal, the higher their positive motivation. That is why motivation plays an important rule in learning or acquiring L2 because as one of the variables that makes the learners different, motivation significantly influences learners' success in acquiring L2. Motivation is important because it encourages learners to start learning L2 and makes them stay in the process of L2 learning that sometimes gets long and boring. Even if the learners' abilities are remarkable, they will not be able to accomplish their long-term goals without the help of motivation. Neither the use of appropriate curricula nor the teaching technique could help them if they are not motivated enough to acquire L2. Motivation affects the degree of the learners' effort in learning L2. The degree of motivation differs from each learner because it is affected by the learners themselves or their surroundings, such as their friends, teachers, or place where they live (Dörnyei, 2005; Ellis, 1997; Lasagabaster, Doiz, & Sierra, 2014; Piniel & Csizér, 2013). Hoyle & Sherrill (2006) states that balanced possible selves generate an additive motivation and it is greater than the motivation generated by the hoped-for or feared self. The same argument comes from Oyserman & Markus (1990) which argues that the desired possible selves and feared possible selves should be balanced in order to have maximal motivational effectiveness because the fear of being failed is a powerful source of energy to keep the learners going.

Dörnyei (2005) presented a theory about L2 motivation that is based on the concept of possible selves (Markus & Nurius, 1986) and Self-Discrepancy Theory (Higgins, 1987) called L2 Motivational Self System. It focuses on aspects of the individual's self with the utilization of self-psychological theory. That is why the learners' visions of L2 self plays a vital role to guide them learning second language. There are three components that have to work together in order to motivate the learners in achieving their main goal, such as ideal L2 self, ought-to L2 self, and L2 learning experience. According to Dörnyei (2005), ideal L2 self is a ideal portrait of the language learners' self in the future. It is generated through the process of enhancing an image and visioning language learning. Visioning and enhancing an image of a future time helps the learners to sustain their motivation on language learning during difficult times. Huang & Chen (2017) stated that the ideal L2 self represents a learners' hopes, wishes, or aspirations of becoming a proficient L2 users. The focus of ought-to L2 self is on the learners' duties, obligations, or responsibilities imposed by their social surrounding such as friends, teachers, families, and other authoritative

figures. Here, the difference between what the learners' surrounding want the learners be and what the learners really want to be is helpful for the process of language learning because Hoyle & Sherrill (2006); Oyserman & Markus (1990) agreed that the most powerful source of the learners' motivation is from how the learners balance those differences (Dörnyei, 2009; Huang & Chen, 2017). In contrast with the ideal L2 self and ought-to L2 self that represent a self-guide, L2 learning experience concerns some techniques that can improve the learners' motivation like reflecting the impact of the immediate learning environment, such as the curriculum, the peer group, or the impact of the teacher, towards the learners' motivation and the learners' experience in the teaching-learning activities whether it is successful or not (Dörnyei, 2009; Huang & Chen, 2017).

However, internal personal factors in the form of cognitive, affective, and biological events, had a relation with behavioral patterns and environmental events (Bandura, 1989), due to the fact that those factors influence one and another when they are working. There are two common things that might affect learners' motivation, anxiety and environment. Anxiety assumed to affect students' motivation because it could hinder or promote learners' performance in learning L2 (Arnold & Brown, 1999; MacIntyre, 2002). While environment assumed to affect students' motivation because motivation evolves and is rooted within a complex environmental web (Fan, 2011).

Anxiety is a complex construct with several different characteristics. Arnold and Brown (1999) concluded that "anxiety is an affective factor that could possibly hinder the process of learning." MacIntyre (2002) assumed that when people being anxious, they tend to increase their effort and there will be a positive consequence. But this assumption differs in each person with different personality type such as introvert and extrovert. Because they have different optimal arousal levels (Dörnyei, 2005). A study conducted by Papi (2010) found out that the constituent elements of the L2 motivational self system had different impact on L2 anxiety. There was a negative causal relation between ideal L2 self and L2 learning experience toward English anxiety. In addition, learners' ought-to L2 self were significantly made them more anxious.

Early L2 motivation theories (Clément & Kruidenier, 1985; Gardner, 1985) were centralized in the influence of the sociocultural milieu on motivation to learn a foreign language. The term 'milieu' here referred to not only the society but also to the home where parents may affect learners' attitudes toward the process of L2 learning by monitoring, supporting, and encouraging their children's curricula activities (Gardner, Masgoret, & Tremblay,

1999). Oyserman and Fryberg (2006) found out that social context influence the American teenagers' future self-guides, as they learn from the socialization process that occurs in the society among family and friends. Kormos and Csizér (2008) found out that the way learners build their portrayal about themselves were influenced by their environment due to the fact that there was a strong relationship between the subject in this study' environment toward their ideal L2 self. In Indonesia, in order to develop an elite capability so that they are ready to face the challenges of globalization, Indonesian Ministry of Education enhance the quantity and quality of English teaching only in middle-class urban areas (Coleman, 2011). In the other case, Lamb (2012) stated that place where the learners' live influence learners' chance on mastering L2. Learners who live in urban area have a great advantage than them who live in rural area due to the fact that urban area occupants tend to be more motivated in learning L2 than those in rural areas, though rural areas learners still have high hopes and positive attitudes for their future.

In addition, a further examination found out that previous studies conducted by different researchers' mostly have focused only on the comparison of urban and rural students' motivation in general and studies on the relation about L2 motivational self system and L2 motivation, also the studies that conducted in Indonesia is still limited. Thus, the dearth of this study is to focus on the correlation between L2 motivational self system and L2 anxiety in Indonesia since there are limited studies that conducted in Indonesia related to this issue. Therefore, this study tries to investigate tenth graders' L2 motivational self system and its correlation with L2 anxiety and school location. The research questions are formulated as follows:

1. What is Indonesian tenth graders' L2 Motivational Self System?
2. What is Indonesian tenth graders' L2 Anxiety?
3. Is there any significant difference among Indonesian tenth graders' L2 Motivational Self System in urban and rural area?
4. Is there any correlation between Indonesian tenth graders' L2 Motivational Self System and their L2 anxiety in urban and rural area?

RESEARCH METHODOLOGY

This is a quantitative study. To describe tenth graders' L2 Motivational Self System, L2 Anxiety, also to find out the difference between tenth graders' L2 Motivational Self System in both urban and rural area, the ex-post facto research was applied due to the fact that the variables that needed for this research has already been determined in the natural course of events (Ary, et al.,

2010). Meanwhile, correlational research was used to find out whether there was a correlation between the students' L2 motivational self system and their L2 anxiety because it is a proper method that can be used to analyze the relationship between variables in a single group of subjects (Ary, et al., 2010).

The population in this research, described by Ary, et al. (2010) as the member of all class of event or object involves in the study, was two high schools located in different areas. The first high school located in Surabaya and accommodated urban populations, while the other school located in Ponorogo and accommodated rural populations. Purposive sampling was used since the subject was selected based on the characteristics of population and the objective of the research. Tenth graders were chosen as the subject for this research since at this stage students are considered mature enough to give reason on why they are learning a language. A total of 134 students both from urban and rural school participated in this research.

A set of questionnaire with 36 items is used in this research. The items were taken from the one that is used on the previous research in this field (Al-Shehri, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009; Ueki & Takeuchi, 2012), by adjusting the researcher's needs. Based on the result of statistical analyzing, Cronbach's alpha for the 36 items were .80, so according to the categorical of the reliability strength the questionnaire was found to be highly reliable. A six-point Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree) used as the measurement of those items. The concepts that the questionnaire intends to measure the ideal L2 self, the ought-to L2 self, L2 learning experience, and L2 anxiety.

In this study, the data collected through the following steps; firstly, the students were introduced the purposes of the study so that the participant had a good corporation in the study. Next, the questionnaire was administrated. Before distributing the questionnaire, the researcher will explain the purpose and the aim of the research to the explain subject and to avoid misunderstanding in filling the questionnaire. Then, 15 until 30 minutes of time were given to the students from both areas in fulfilling the questionnaire. The steps stated above were applied in both schools area. Finally, the data obtained from students' responses was analyzed by the researcher.

The 36 items questionnaire was divided into four clusters, Ideal L2 Self; Ought-to L2 Self; L2 Learning Experience which then divided into four sub-clusters, L2 learning attitude, teachers influence, parental influence, and peers influence; and L2 Anxiety. Before deciding the kind of test that will be run, the normality of the data was checked using Kolmogorov-Smirnov Tests of Normality.

The result showed that the data was normal (Sig. > .05) and the histogram showed that the data was normally distributed. Thus, it was decided that the data was analyzed by using a statistical test of parametric test in IBM SPSS Statistics 20, including descriptive statistics, Independent Sample T-Test, and Pearson Product Moment analysis.

First, the results of the average mean score of the questionnaire in the descriptive statistics were used to determine the students' L2 motivational self system and L2 anxiety level, addressing the first and the second research questions. Then, Independent Sample T-Test was run to compare the students' L2 motivational self system in urban and rural area. Lastly, Pearson Product Moment was run to find out the correlation between students' L2 motivational self system and students' L2 anxiety.

RESULTS AND DISCUSSION

Results

Indonesian Tenth Graders' L2 Motivational Self System

This section presents tenth graders' L2 Motivational Self System which was intended to answer the first research question. There are 36 items in the questionnaire employed, about L2 Motivational Self System, to gain the data. Presented below, the mean score and standard deviation of students' L2 motivational self system.

Table 4.1 Descriptive statistic of L2 Motivational Self System

	Mean	Std. Deviation	N
L2 Motivational Self System	4.21	.70	134

In general, **Table 4.1** shows that tenth graders both in rural and urban school had average level of L2 motivational self system with the mean score of 4.21 on a 6-point Likert scale. Thus, it can be concluded that most of tenth graders' answer on the questionnaire regarding L2 motivational self system was in 'slightly agree' level. By way of explanation, the results found that tenth graders' L2 motivational self system was good.

A total of 134 data were collected through the questionnaire to be analyzed. Presented below, the mean score and standard deviation of each questionnaire item.

Table 4.2 Mean score and standard deviation from each questionnaire item related to L2 Motivational Self System

	ITEMS	M	SD
Ideal L2 Self			
1	I like to think of myself as someone who will be able to speak English.	4.40	1.28
2	Whenever I think of my future career I imagine myself being able to speak English.	4.60	1.16
3	Whatever I do in the future, I think I will need English.	5.28	.84

4	If my dreams come true, I will speak English fluently in the future.	4.54	1.24
5	If everything goes well, I see myself speaking English fluently some day.	4.90	.94
6	I can imagine a time when I can speak English with native speakers from other countries.	4.26	1.14
7	The things I want to do in the future require me to speak English.	4.43	1.31
8	The job I imagine having in the future requires that I speak English well.	4.40	1.26
	Average	4.60	1.15
Ought-to L2 Self			
9	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	3.72	1.44
10	Learning English is necessary because people surrounding me expect me to do so.	3.96	1.23
11	My parents believe that I must study English to be an educated person.	4.41	1.14
12	I consider learning English important because the people I respect think that I should do it.	3.99	1.06
13	Studying English is important to me in order to gain the approval of my peers/teachers/family.	3.46	1.21
14	It will have a negative impact on my life if I don't learn English.	4.11	1.42
15	Studying English is important to me because an educated person is supposed to be able to speak English.	4.53	1.09
16	Studying English is important to me because other people will respect me more if I have knowledge of English.	4.04	1.22
17	If I fail to learn English, I'll be letting other people down.	3.51	1.30
	Average	3.97	1.23
L2 Learning Experience			
L2 Learning Attitude			
18	I find that learning English is really interesting at this time	4.63	1.05
19	I always look forward to English classes	3.98	1.21
20	I like the atmosphere at my English course	4.33	1.04
21	I would like to have more English lesson at university	4.23	1.08
	Average	4.29	1.10
Teachers Influence			
22	My teachers pressure on me to study English	3.15	1.25
23	My teachers encourage me to study English	4.99	.83
24	My teachers encourage me to take on every opportunity to use English	4.61	.99
	Average	4.25	1.02
Parental Influence			
25	My parents pressure on me to study English	3.28	1.23
26	My parents encourage me to study English	4.81	.94
27	Being successful in English is important to me so that I can please my parents	4.87	.97
	Average	4.32	1.05
Peers Influence			
28	I study English because close friends of mine think it is important.	3.55	1.32
29	Studying English is important to me in order for me to be respected by my friends	3.54	1.31
30	I study English because my friend study it harder than I do	3.76	1.33

	Average	3.62	1.32
	L2 Learning Experience Average	4.12	1.12
	Total Average	4.23	

Based on the mean score presented in **Table 4.2**, the learners' ideal L2 self considered as high ($M = 4.60$). As reported, the learners responded towards all of the items was quite high. It means that the learners' L2 motivational self system was mainly built by the way they vision their ideal L2 self.

While the overall mean scores for ought-to L2 self was considered slightly high ($M = 3.97$). Among all of those items, the learners quite disagree with (13) Studying English is important to me in order to gain the approval of my peers/teachers/family ($M = 3.46$) and (17) If I fail to learn English, I'll be letting other people down ($M = 3.51$). The learners mostly agreed that (15) Studying English is important to me because an educated person is supposed to be able to speak English ($M = 4.53$).

Furthermore, learners' L2 learning experience highly affect the development of learners' L2 motivational self system ($M = 4.12$). Among of the three learning experience components, learners' parents influence the learning experience the most ($M = 4.32$) and their peers influence the least ($M = 3.62$). Alongside parental influence, teachers' encouragement highly affect the learners' motivation ($M = 4.99$). Moreover, learners attitude in learning L2 also had a quite high effect for the learners' L2 motivational self system ($M = 4.29$).

Indonesian Tenth Graders' L2 Anxiety

There are 6 items related to the students' L2 anxiety in the questionnaire that is used to collect the data. Those are about L2 anxiety. Stated below, the mean score and standard deviation of each questionnaire item.

Table 4.3 Indonesian tenth graders' L2 Anxiety

	ITEMS	URBAN		RURAL	
		M	SD	M	SD
1	I am worried about making mistakes during English learning process	4.03	1.34	3.81	1.03
2	I am worried that English native speakers would find my English strange	4.42	1.38	4.22	1.08
3	I am not able to be at ease during English learning process	3.48	1.43	3.63	1.22
4	I am worried that my partner is judging my English capability during English learning process	4.00	1.49	3.81	1.37
5	I am not good at making myself perform first in learning English	4.21	1.46	3.98	1.24
6	After the English learning process, I think about how I could have done better	5.18	.97	4.85	.80
	Average	4.22	1.35	4.05	1.12

As it can be seen in **Table 4.3**, the mean scores for Indonesian tenth graders' L2 anxiety in urban ($M = 4.22$) and rural area ($M = 4.05$) was considered high. By comparing those two mean scores, it can be concluded that during language learning process, tenth graders living in urban area mostly feel anxious than them who lives in rural area. (3) The uncomfortable feeling that the learners felt slightly affect their anxiousness during language learning process for both learners living in urban ($M = 3.48$) and rural area ($M = 3.63$). While almost all of the learners from urban area ($M = 5.18$) and rural area ($M = 4.85$) agreed that (6) they think that they could have done better after the language learning process. Urban tenth graders' anxiousness was affected mostly by their confidence ($M = 4.21$) as shown in item (5) and the worry of being judged by people ($M = 4.42$) as shown in item (2). The result was the same for Rural tenth graders' anxiousness, that also affected by the worry of being judged by people ($M = 4.22$) as shown in item (2) and their confidence ($M = 3.98$) as shown in item (5).

Tenth Graders' L2 Motivational Self System in Urban and Rural Area

For the purpose of the study, the participants were divided based on the school location, which are learners from urban area and rural area. This section attempts to provide the result of the third research question that is to find out the differences of tenth graders' L2 motivational self system due to their school location. An independent-samples T-Test was conducted to compare tenth graders' L2 motivational self system in urban and rural area.

Table 4.4 Indonesian tenth graders' L2 Motivational Self System in urban and rural area

School Loc	N	M	SD	df	t	p
Urban	67	4.38	.65	132	2.83	.005
Rural	67	4.04	.72			

As shown in **Table 4.4**, there was a significant difference in scores for tenth graders in urban area ($M = 4.38$, $SD = .65$) and rural area ($M = 4.04$, $SD = .72$); $t(132) = 2.83$, $p < .05$. The magnitude of the differences in the means was moderate (eta squared = .06). It can be concluded that L2 Motivational Self System quite influence tenth graders' L2 acquisition in urban and rural area.

Table 4.5 tenth graders' L2 motivational self system components in urban and rural area

	School Loc	N	M	SD	df	t	p
Ideal L2 Self	Urban	67	4.93	.70	132	-4.38	.000
	Rural	67	4.27	.99			
Ought-to	Urban	67	4.10	.90	132	-1.58	.115

L2 Self	Rural	67	3.85	.79	132	-1.72	.088
L2 Learning Experience	Urban	67	4.24	.69			
	Rural	67	4.03	.71			

Other independent-samples T-Test was conducted compare each of L2 Motivational Self System components of Indonesian tenth graders in urban and rural area. As shown in and Table 4.5, there was a significant difference in ideal L2 self of tenth graders in urban ($M = 4.92$, $SD = .70$) and rural area ($M = 4.27$, $SD = .99$); $t(132) = -4.38$, $p < .05$. The magnitude of the differences in the means was small (eta squared = 0.13). This result suggested that picturing an ideal self greatly affects urban and rural tenth graders' L2 acquisition.

Meanwhile, the comparison between tenth graders' ought-to L2 self in urban ($M = 4.24$, $SD = .69$) and rural area ($M = 4.03$, $SD = .81$); $t(132) = -1.58$, $p > .05$ shown that there was no significant difference. The magnitude of the differences in the means was small (eta squared = .002). Meaning, ought-to L2 self has little influence to tenth graders' L2 acquisition in urban and rural area.

Furthermore, there was also no significance difference among tenth graders' L2 learning experience in urban ($M = 4.24$, $SD = .69$) and rural area ($M = 4.03$, $SD = .72$); $t(132) = -1.72$, $p > .05$. The magnitude of the differences in the means was small (eta squared = .022). It can be concluded that L2 learning experience has small effect for tenth graders' L2 acquisition process.

The Correlational Among Tenth Graders' L2 Motivational Self System towards L2 Anxiety

To investigate the correlation among Indonesian tenth graders' L2 motivational self system and their L2 anxiety, Pearson product moment analysis was ran. This was to answer the fourth research question: Is there any correlation among Indonesian tenth graders' L2 Motivational Self System toward their L2 anxiety.

The calculation of *Pearson product moment* analysis for overall correlation among tenth graders' L2 Motivational Self System toward their L2 anxiety score using *Pearson product moment* is showed in **Table 4.6** below. The result showed that the relationship among tenth graders' L2 motivational self system and their L2 anxiety was significant. There was a small, positive correlation between the two variables ($r = .247$, $n = 134$, $p < .05$), indicating that the more L2 motivational self system tenth graders they have, the more anxious they feel.

Table 4.6 Pearson correlation of Indonesian tenth graders' L2 motivational self system and L2 anxiety

	L2 Anxiety
L2 Motivational Self System	Pearson Correlation
	.247
	Sig. (2-tailed)
	.004
	N
	134

The researcher also ran the *Pearson product moment* analysis to analyze the correlation between students' L2 motivational self system and L2 anxiety in urban area (see **Table 4.7**) and rural area (see **Table 4.8**).

Table 4.7 Pearson correlation of urban tenth graders' L2 motivational self system and L2 anxiety

Variable	L2 Anxiety
Ideal L2 Self	Pearson Correlation
	.105
	Sig. (2-tailed)
	.396
	N
	67
Ought-to L2 Self	Pearson Correlation
	.241
	Sig. (2-tailed)
	.050
	N
	67
L2 Learning Experience	Pearson Correlation
	.274
	Sig. (2-tailed)
	.025
	N
	67
L2 Motivational Self System	Pearson Correlation
	.259
	Sig. (2-tailed)
	.035
	N
	67

Table 4.7 showed that the relationship among Urban students' L2 motivational self system and their L2 anxiety was significant. There was a small and positive relation among those two variables ($r = .259$, $n = 67$, $p < .05$), indicating that by having L2 motivational self system, the students will be anxious too.

The correlation between each of L2 motivational self system components, including ideal L2 self, ought-to L2 self, and L2 learning experience, toward L2 anxiety was also analyzed. Shown above, the result of tenth graders' ideal L2 self and their L2 Anxiety was not significant. The result indicated that there was small, positive correlation between Ideal L2 Self and L2 Anxiety ($r = .105$, $n = 67$, $p > .05$), meaning that the greatest ideal L2 self people portrayed, they will be more anxious. While between tenth graders' ought-to L2 self and L2 anxiety showed a significant relationship. There was small, positive correlation between ought-to L2 self and L2 anxiety ($r = .274$, $n = 67$, $p < .05$), which meant that the more the ought-to L2 self tenth graders have, the more anxious they will be. Furthermore, there was a significant relationship among tenth graders' L2 learning experience and their L2 anxiety. There was small, positive correlation between L2 learning experience and L2

anxiety ($r = .274$, $n = 67$, $p < .05$). It means that the more experience the tenth graders feel while learning L2, they will be more anxious.

Table 4.8 Pearson correlation of Rural tenth graders' L2 motivational self system and L2 anxiety

Variable	L2 Anxiety
Ideal L2 Self	Pearson Correlation
	.010
	Sig. (2-tailed)
	.936
	N
	67
Ought-to L2 Self	Pearson Correlation
	.222
	Sig. (2-tailed)
	.071
	N
	67
L2 Learning Experience	Pearson Correlation
	.317
	Sig. (2-tailed)
	.009
	N
	67
L2 Motivational Self System	Pearson Correlation
	.213
	Sig. (2-tailed)
	.084
	N
	67

The result of Rural students' L2 motivational self system and L2 anxiety was not significant. However, there was a small and positive correlation between those variables ($r = .213$, $n = 67$, $p > .05$), indicating that the more L2 Motivational Self System they have, the more anxious they feel.

The writer also investigated the correlation between each of L2 motivational self system components, including ideal L2 self, ought-to L2 self, and L2 learning experience, toward L2 anxiety. Shown in **Table 4.8**, the result of tenth graders' ideal L2 self and ought-to self toward their L2 Anxiety was not significant. The result indicated that there was small, positive correlation between Ideal L2 Self and L2 Anxiety ($r = .105$, $n = 67$, $p > .05$), meaning that the greatest ideal L2 self people portrayed, they will be more anxious. There was small, positive correlation between ought-to L2 self and L2 anxiety ($r = .222$, $n = 67$, $p > .05$), which means that the more the ought-to L2 self tenth graders have, the more anxious they will be. While the result between tenth graders' L2 learning experience and L2 anxiety showed a significant relationship. There was medium, positive correlation between L2 learning experience and L2 anxiety ($r = .317$, $n = 67$, $p < .05$). It means that the more experience the tenth graders feel while learning L2, they will be more anxious.

Discussion

Indonesian Tenth Graders' L2 Motivational Self System

There are three components of L2 Motivational Self System, those are Ideal L2 Self, Ought-to L2 Self, and L2

Learning Experience. The descriptive statistics for Indonesian tenth graders' L2 motivational self system shows that ideal L2 self had the highest mean score among ought-to L2 self and L2 learning experience. It means that Indonesian tenth graders tend to build their motivation on learning L2 through visualizing their ideal L2 self. This is in line with Magid (2013) who stated that fifth graders' vision of their ideal L2 self was built through pride. By being proud when thinking over something that can happen in the future, the fifth graders easily portrayed the future self that they want to be. Kormos and Csizér (2008) stated that the age of the learners is something that should be considered in building L2 motivation. On the other hand, a study conducted by Huang and Chen (2017) concluded that ought-to L2 self plays a more important role than ideal L2 self in building Taiwanese adolescent learners' L2 motivation because in Taiwan educational system, they can easily visualize their future images of L2 self through socializing.

Here, according to the result of the questionnaire, it is found that learning process that has been experienced by the learners, likely affect the development of their L2 motivational self system. According to Gardner (1985), motivation was constructed based on learners' attitudes toward the learning situation which deal with individual's behavior toward L2 course and the language teacher.

Indonesian Tenth Graders' L2 Anxiety

As it can be seen in Table 4.3, the learners mostly feel anxious during L2 learning process. The lack of confidence could affect the students' anxiousness during the process of L2 learning. This is in line with the study by Lamb (2009) that is focused on two individuals with different attitude towards English language learning. One of the subject had a very positive attitudes about learning L2 because she got enough exposure of a language, due to the fact that she lives in urban area, which makes her confident in learning L2 and it resulted in a good way, which is she could enjoy the L2 learning process. While the other subject lacks on the exposure of L2, due to the fact that he lives in rural area, which then makes him became less confident than the first subject.

Tenth Graders' L2 Motivational Self System in Urban and Rural Area

As shown in Table 4.4, there was a statistically significant difference among Indonesian tenth graders' L2 Motivational Self System in urban and rural area. It can be concluded that L2 Motivational Self System quite influence tenth graders' L2 acquisition in urban and rural area during L2 learning process. As said by Kormos and Csizér (2008) that students' environment plays an

important role in building their views of themselves. The finding was in line with the early L2 motivation theories by Clément and Kruidenier (1985) who stated that sociocultural environment influence learners' motivation to learn a language. The environment here is including the learners' community and their home where they interact with their parents or family which may influence the learners' attitude on L2 learning process (Gardner et al., 1999). Study by Oyserman and Fryberg (2006) found out the way American teenagers learn through their engagement with their friends and family influence the way they set a self-guide in the future. In order to develop an elite capability so that they are ready to face the challenges of globalization, Indonesian Ministry of Education enhance the quantity and quality of English teaching only in middle-class urban areas (Coleman, 2011). In the other case, Lamb (2012) stated that place where the learners' live influence learners' chance on mastering L2. Learners who live in urban area have a great advantage than them who live in rural area due to the fact that urban areas occupants tend to be more motivated in learning L2 than those in rural areas, though rural areas learners still have high hopes and positive attitudes for their future.

The Correlational Among Tenth Graders' L2 Motivational Self System towards L2 Anxiety

The investigation of tenth graders' L2 Motivational Self System and its relation with L2 anxiety using Pearson product-moment correlation coefficient test showed that there was a statistically significant relationship among the 2 variables. The Pearson correlation score was .247 and the p value was .004 (see Table 4.6). It can be concluded that tenth graders will feel more anxious if they have great L2 Motivational Self System. Papi (2010) stated that all of the L2 Motivational Self System components, though to different degrees, motivated language learners to learn L2, however, each of L2 Motivational Self System components had different impact on L2 anxiety. While there was a significant negative causal correlation between ideal L2 self and L2 learning experience towards L2 anxiety, the ought-to L2 self made students be significantly more anxious. In line with the result from Papi (2010), this research found out that there was a significant correlation among tenth graders' ideal L2 self and their L2 anxiety. However, students' ought-to L2 self and L2 learning experience only had a little effect toward students' level of anxiousness.

Furthermore, both students in urban and rural L2 motivational self system had correlation with their L2 anxiety even though the relationship was small. Which means that their anxiousness was affected by the way

they build their motivational system, which also affected by their surroundings. This result was in line with a study by Kormos and Csizér (2008) who concluded that students' environment plays an important role in building their views of themselves.

CONCLUSION AND SUGGESTION

Conclusion

L2 Motivational Self System, according to Dörnyei (2005), is a system which focuses on aspects of the individual's self with the utilization of self-psychological theory. It consist of three components, such as Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. Ideal and ought-to L2 Self concerns future motivational perspectives and L2 learning experience component is the causal dimension. Either the positive experiences of their learning reality or by their visions for the future might be successful motivational routes for language learners. This system assumes that L2 learners' motivation is obtained from the difference between their current selves and future ideal L2 selves. Things that might affect learners' motivation are sociocultural context, because motivation evolves and is rooted within a complex environmental web (Fan, 2011) and anxiety, which is an affective factor that could possibly hinder the process of learning (Arnold & Brown, 1999).

Described in this study, students' L2 motivational self system in both urban and rural area was quite high. The result was also the same for the students' anxiety level. On those two variables, students in urban area had slightly higher L2 motivational self system and anxiousness rather than students in rural area. It is supported by Lamb (2012), who stated that learners' chance on mastering a language is influenced by the place where they live due to the fact that urban areas occupants tend to be more motivated in learning L2 than those in rural areas, though rural areas learners still have high hopes and positive attitudes for their future. The result proved that the theory by Clément and Kruidenier (1985) and Gardner (1985) which stated that sociocultural environment influence learners motivation to learn a language was right.

This research also found out that Indonesian tenth graders' L2 motivational self system has a weak, but positive correlation with the learners' L2 anxiety. It means that students' L2 motivational self system affect their anxiousness, even though the effect is quite small. This might happen because of the learners' environment or surroundings. The lack of the exposure of L2 could also give impact towards the learners' motivational system and anxiousness.

Suggestion

Based on the result and discussion, the researcher would like to give some recommendation for the students, teachers, and further researchers. Hopefully, this suggestion can give them more understanding related to the L2 Motivational Self System and its related aspect. First, the students should be aware of the importance of language motivation and anxiety during the process of language learning. Hence, the students are suggested to build their motivation in order to acquire a language without being anxious. Then, the teacher should to be aware of their students' motivation and anxiousness so that they can help and support the students to reduce their anxiety and increase their motivation to learn a language. Due to the fact that the present research only investigated tenth graders of senior high school in urban and rural area, studies on different school grade with different student variables are suggested. And last, this research was done quantitatively, thus conducting qualitative research with the help of other instruments are needed in order to understand the subject in depth.

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