

The Correlation Between Internet-Based Learning and L2 Motivational Self-System

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ABSTRACT

The purpose of this study is to investigate the L2 motivational self-system of English department students, as well as the relationship between e-learning and L2 motivational self-system. The research was carried out at a private university in a small town in East Java, Indonesia. The research design used in this study was quantitative. To collect data from students, the L2MSS and e-learning questionnaires were distributed, and the data was analyzed using the statistical method of Pearson's correlation coefficient. The results show that the instrumentally – promotion sub-factor of students' L2MSS has the highest mean ($M = 72.03$, $SD = 8.87$). It means that the students make an effort to achieve their goal of learning English in order to obtain a better job and earn more money in the future. Integrativeness, on the other hand, has the lowest mean ($M = 16.25$, $SD = 1.66$), indicating that students put less effort into learning about the culture and art of native speakers of the target language. Furthermore, the Pearson correlation output shows that, despite the moderate correlation, there is a positive correlation between e-learning and L2 motivational self-system. The relationship between internet-based learning and student motivation is an important factor to investigate. Because technology is such an important part of higher education, it is necessary to improve teaching quality. It is suggested that more research be done using a mixed method approach to learn more about the students L2MSS in other areas with different characteristics.

Keywords: e-learning, motivation, L2MSS

INTRODUCTION

Motivation is one of the key factors that play the important role in learning second and foreign language. Motivation in language learning has become an interesting area among the researchers. Students' academic achievement can be improved by increasing their motivation. Thus, educators have to help and guide

the students in increasing their motivation because it plays an essential key that open the success of acquiring the language (Herwiana, 2017).

Motivation to accomplish particular tasks is the product of two major components, according to the main tenets of expectancy-value theories, they are the individual expectancy to success in a given task and the value the individual attaches to success in that task (Dornyei, 1998). The greater their motivation in doing the task, the higher their value to succeed. Vice versa, if their motivation is lower then it is decreasing their opportunity to succeed.

The L2 motivational self-system (L2MSS) was developed by Dörnyei in an effort to give details individual variances in language learning motivation (Al-hoorie, 2018). Dornyei developed L2MSS according to the two fundamental theoretical development area, the first is based on the second language motivation research and the second is based on the field of psychology (Ouyang & Lin, 2020). The concept of L2MSS is known widely and often use to measure the students' motivation regarding to the language learning. Furthermore, there are many studies that proved the validity of L2MSS in different linguistic and multicultural context (Ouyang & Lin, 2020). It is attributed to the L2MSS's capacity to capture the complexities of student's motivations rather than classifying them into neat categories (Ushioda, 2011). L2MSS is a complex model in measuring motivation. It consists of several factors that influence the motivation in language learning. The introduction of the L2 Motivational Self-System signs the start of a new era in L2 motivation research, the socio-dynamic period (Rosahandel et al., 2018).

Many overseas researchers had conducted study to investigate motivation by using L2MSS approach. From meta-analysis from total number of 32 research reports, encompassing 39 unique samples and 32,078 language learners, it found that the three components of the L2 motivational self-system (the ideal L2 self, ought-to L2 self and the L2 learning experience) are significant predictors of subjective intended effort (Al-hoorie, 2018). Comparative study of students' motivation in Japan, China, and Iran, Taguchi found that the concept of Integrativeness can be re-interpreted in a broader frame of reference - the ideal L2 self - to show that the ideal L2 self has more explanatory power than Integrativeness in explaining learners' intended efforts. From a self-perspective, instrumentality can be separated into two distinct forms, one strongly related with the ideal L2 self and the other with the ought-to L2 self (Taguchi et al., 2018). This finding suggested that students' motivation is context-dependent and influenced by a variety of circumstances (Dornyei & Ushioda, 2011; Norton, 2000 in Subekti, 2018). While, in Indonesia study of the relationship between the L2MSS and L2 achievement of students who took EAP class showed that, neither the Ideal L2 Self nor the L2 Learning Experience had any meaningful associations with achievement (Subekti, 2018).

In conducting e-learning during pandemic Covid-19, many problems arise from difficult signals, inadequate devices, power cuts, and not being able to buy credit. Furthermore, students did not understand the lecturer's explanation when he/she used asynchronous learning. Some students also skipped the class because they did not feel comfortable with online learning. Meanwhile, some students were sleeping during the teaching-learning process because the lecturers cannot see them when using asynchronous learning. In addition, when the lecturers used synchronous learning the students turned off the camera, and they did not give the feedback. All of these obstacles in conducting online learning affects to the students' motivation. Technologies and the use of e-learning are essential components in teaching in higher education, and all of these concepts or methodologies come to an understanding that motivating the learner is crucial (Harandi, 2015). Therefore, the relationship between internet based-learning and motivation is fundamental factors that need to investigate to improve the quality of teaching and education.

Many recent studies have focused on online learning. The relationship of e-learning and motivation had been explored by many researchers. However, very rare studies that explore L2 Motivational self-system in Indonesian context. The study about the correlation between internet based learning and L2 motivational self-system has not been explored. The aim of this paper is to find the students' L2 motivational self-system and explore the correlation between e-learning and L2 motivational self-system of English department students in a private University in East Java, Indonesia.

METHOD

This study used a correlational method in quantitative research design. Correlational method is used to analyze whether there is any correlation between two or more variables. There are two variables in this study, internet based-learning and L2 motivational self-system.

The population and sample of this study is all of the students of English department in a private University in East Java. This study used purposive sampling. This technique is taken because some purposes. The first purpose is because the researcher has an easy access to conduct the research. The second reason, because the students already have experienced in online learning. The third is because the researcher does not have enough time and energy. The sample is all English department students from the first and final year. They were 80 students who fill the questionnaires. The questionnaires to collect the data were distributed to the students by google form.

The instruments to collect the data in this present study used the existing instruments from reputable international journals because the instruments validity and reliability has been proven by many researchers abroad in many countries and different cultures. This study used L2MSS questionnaire from Taguchi, et.al. (2018)

with 6-points Likert scale. The Scales for statement-type items: 1 (Strongly disagree) to 6 (Strongly agree). While, the scales for question-type items: 1 (not at all) to 6 (very much).

The L2MSS questionnaire has 10 factors, they are (1) *criterion measures* to assess the learners' intentional attempts to learn English, with Cronbach Alpha coefficients 0.75; (2) *Ideal L2 self*, defined as the 'L2-specific component of one's ideal self,' with Cronbach Alpha coefficients 0.83 (3) *Ought-to L2 self*, which assesses "attributes that one believes one ought to possess (i.e. various tasks, obligations, or responsibilities) in order to prevent potentially undesirable outcomes", with Cronbach Alpha coefficients 0.78 ; (4) *Family influence* to examine active and passive parental roles in the context with Cronbach Alpha coefficients 0.70 (5) *Instrumentality-promotion* to measure the regulation of personal goals in order to achieve success, such as improving English proficiency in order to earn more money or get a better job with Cronbach Alpha coefficients 0.78; (6) *Instrumentality-prevention* to measure the regulation of responsibilities and obligations, such as studying English to pass an exam with Cronbach Alpha coefficients 0.84; (7) *Attitudes to learning English* to measure reasons that are relevant to the current learning environment and experience with Cronbach Alpha coefficients 0.81; (8) *Attitudes to L2 community* to measure the learner's feelings for the target language's community with Cronbach Alpha coefficients 0.76; (9) *Cultural interest* to measure the learner's interest in L2 culture's cultural products, such as television, publications, music, and movies with Cronbach Alpha coefficients 0.67; (10) *Integrativeness* to measure Integrativeness factor, which comprises a favorable attitude toward the second language, its culture, and native speakers of target language with Cronbach Alpha coefficients 0.63 (Taguchi et al., 2018).

The instruments to collect data of E-learning is using questionnaire from Elshareif, the Likert scale was presented in three groupings: disagree, neutral, and agree, with the coefficient alpha, the internal consistency reliability of E-learning questionnaire is 0.944 (Elshareif & Mohamed, 2021)

To analyze of quantitative data, the Pearson correlation was used to answer research question number two to find the relationship between e-learning and L2MSS. It was analyzed by using IBM SPSS Version 18.

RESULTS AND DISCUSSION

From the total number of all English students which are 123, only 80 students were actively participate in filing the questionnaires completely. Applying the tenets of ethic, there were some students who did not fill the questionnaire completely so that the incomplete questionnaire was excluded. There were only 80 students who returned the questionnaire that were analyzed.

L2 motivational self-system of English department students

In answering the research question number one about the L2MSS of English department students, the descriptive statistic data were presented in the table 1. The data in the table 1 indicates that the instrumentally –promotion has the highest mean ($M = 72.03$, $SD = 8.87$). This findings in line with the previous study that instrumentally –promotion indicates the highest mean in all factors of motivation (Islam et al., 2013; Rosahandel et al., 2018). It means that the students of English department in Indonesia do some efforts to achieve the goal in learning English for their future to get a better job and more money. While, the Integrativeness has the lowest mean ($M = 16.25$, $SD = 1.66$), which means the students of English department have less effort in studying culture, and art of native speaker of target language. From the output of descriptive statistics can be assumed that all factors of L2MSS significantly positively contributed to e-learning.

Table 1. Descriptive Statistics of L2MSS and sub-factors

	N	Minimu m	Maximu m	Mean	Std. Deviation
criterion measures	80	37.00	60.00	50.8000	5.22506
Ideal L2 self	80	32.00	60.00	52.9750	6.26619
Ought to L2 self	80	13.00	60.00	41.9250	11.98815
Family influence	80	11.00	66.00	46.5125	12.00105
Instrumentality- promotion	80	42.00	84.00	72.0375	8.87529
Instrumentality- prevention	80	21.00	66.00	51.9625	10.79316
Attitudes to learning English	80	30.00	60.00	50.8625	6.75005
Cultural interest	80	14.00	24.00	20.3125	2.91914
Attitudes to L2 community	80	11.00	24.00	20.1750	3.14934
Integrativeness	80	13.00	18.00	16.2500	1.66498
Total L2MSS	80	300.00	522.00	4.2381E 2	52.60098

The correlation between internet based learning and L2MSS

To answer the research question number two, the Pearson correlation coefficient were used to calculate the relationship between e-learning and students'

motivation and its sub-factors. To determine the interpretation of relationship the guidelines are small ($r = 0.10$ to 0.29); medium ($r = 0.30$ to 0.49); large ($r = 0.50$ to 1.0) (Pallant, 2011). The relationship of two variables can be seen from the result of the correlation formula between e-learning and L2MSS in each factor in the following;

According to table 2, the correlations were perceived to be significant between e-learning and L2 motivational self-system sub- factors: Criterion measure with $r = .27$; $p < .014$., ideal L2 self with $r = .26$, $p < .02$, instrumentality –promotion with $r = .29$, $p < .008$., Instrumentality-prevention with $r = .242$, $p < .031$, attitude to learning English with $r = .285$, $p < .01$, Cultural interest with $r = .285$, $p < .01$, Attitudes to L2 community with $r = .288$, $p < .01$. Nevertheless, it can be assumed that there is a small correlation among e-learning and criterion measure, ideal L2 self, instrumentally-promotion, instrumentally-prevention, cultural interest, attitudes to L2 community. In the case of ideal L2 self, this findings in line with Yashima (2000) that ideal L2 self has small correlation with English learning of Japanese students. In addition, this present study is in line with the result from previous study in Indonesia which conducted by Subekti (2018) that ideal L2 do not have a strong correlation to other variables that is achievement. In contrast to other finding that showed there was a strong correlation between ideal L2 self and the effort to learn second language (Rajab et al., 2012).

Other data shows that there is no significant correlation among e-learning and ought to L2 self with $r = .167$, $p > .138$, and family influence with $r = .184$, $p > .10$. It is possible to be said that the correlation is very small among e-learning and ideal L2 self, and family influence.

In addition, there is a correlation between e-learning and Integrativeness with $r = .386$, $p < .001$. It can be categorized that there is a moderate correlation between e-learning and Integrativeness.

This present study findings have different result with a study of meta-analysis that found the ideal L2 self, ought-to L2 self and the L2 learning experience are significant predictors of individual in doing some effort to acquire the target language (Al-hoorie, 2018; Li & Zhang, 2021; Taguchi et al., 2018). In contrast, this present study, the ought to L2 self has no significant correlation in engaging to e-learning.

Table 2. Correlations between e-learning and L2MSS sub-factors

	Criterion measure	Ideal L2 self	Ought to L2 self	Family influence	Instrumentality-promotion	Instrumentality-prevention	Attitudes to Learning English	Cultural interest	Attitudes to L2 community	Integrativeness

E-learning	Pearson Correlation	.274*	.261*	.167	.184	.294*	.242*	.285*	.285*	.288*	.386*
	Sig. (2-tailed)	.014	.020	.138	.102	.008	.031	.010	.010	.010	.000
	N	80	80	80	80	80	80	80	80	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The correlations between e-learning and total motivation (total L2MSS)

The relationship between e-learning and students' motivation which measured by L2MSS was examined using Pearson product-moment correlation coefficient. There was a moderate, positive correlation between the two variables, $r = .32$, $n = 80$, $p < .004$. It indicates that e-learning and students' motivation has moderate correlation on the Indonesian students. It means that the higher the students engage in e-learning the higher the motivation they have, even though it moderate. This is in line with the previous finding that students' in Tehran University getting more motivated when applying e-learning (Harandi, 2015). While, this present study have different findings with previous study in Indonesian medical students with negative correlation between e-learning achievement and motivation (Samosir, 2021). However, the previous studies have different variable in measuring motivation. The difference is that this present study used L2 motivational self-system in measuring the students' motivation.

Table 3. Correlations between e-learning and total motivation

		e-learning	Total motivation
e-learning	Pearson Correlation	1	.320**
	Sig. (2-tailed)		.004
	N	80	80
Total motivation	Pearson Correlation	.320**	1
	Sig. (2-tailed)	.004	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

To conclude all of the data presented in the table above, it can be summed up that there is a significant relationship between internet based learning and students' motivation. However, there are two sub-factor of students' L2MSS that did not give any significant correlation between e-learning and students' motivation, they are Ought to L2 self and family influence. The students can be said motivated when using e-learning. Thus, it is suggested to keep using technology or online learning in higher education.

From the finding, it showed that there is a positive correlation between e-learning and L2 motivational self-system even though with moderate correlation. However, students often have complained about the e-learning activities during the pandemic covid-19. It is recommended to conduct further research in qualitative research design to explore more information in the students' motivation and e-learning.

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