

**SELF-CONCEPT AS A PROCESS OF INDUCING
MOTIVATION TOWARDS LEARNING ENGLISH**

THESIS

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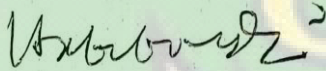
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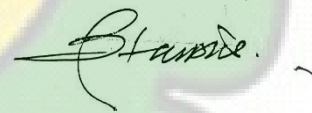
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Self-concept as a Process of Inducing Motivation Towards Learning English

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini yang saya buat dengan sesungguhnya.

Banda Aceh, 11 Juli 2022

Yang Membuat Surat Pernyataan,



Luth Ari Linge Iftah

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I really want to express my great appreciation and gratitude to Habiburrahim, M.Com., M.S., Ph.D. as my main supervisor and also Nidawati, S.Ag., M.Ag. as my co-supervisor. Their corrections, advice and encouragement aided me in fulfilling the last requirement for achieving the bachelor degree of education in English language teaching. Special thanks to the English Language Education Department lecturers and staff that made the process of compiling this research easier.

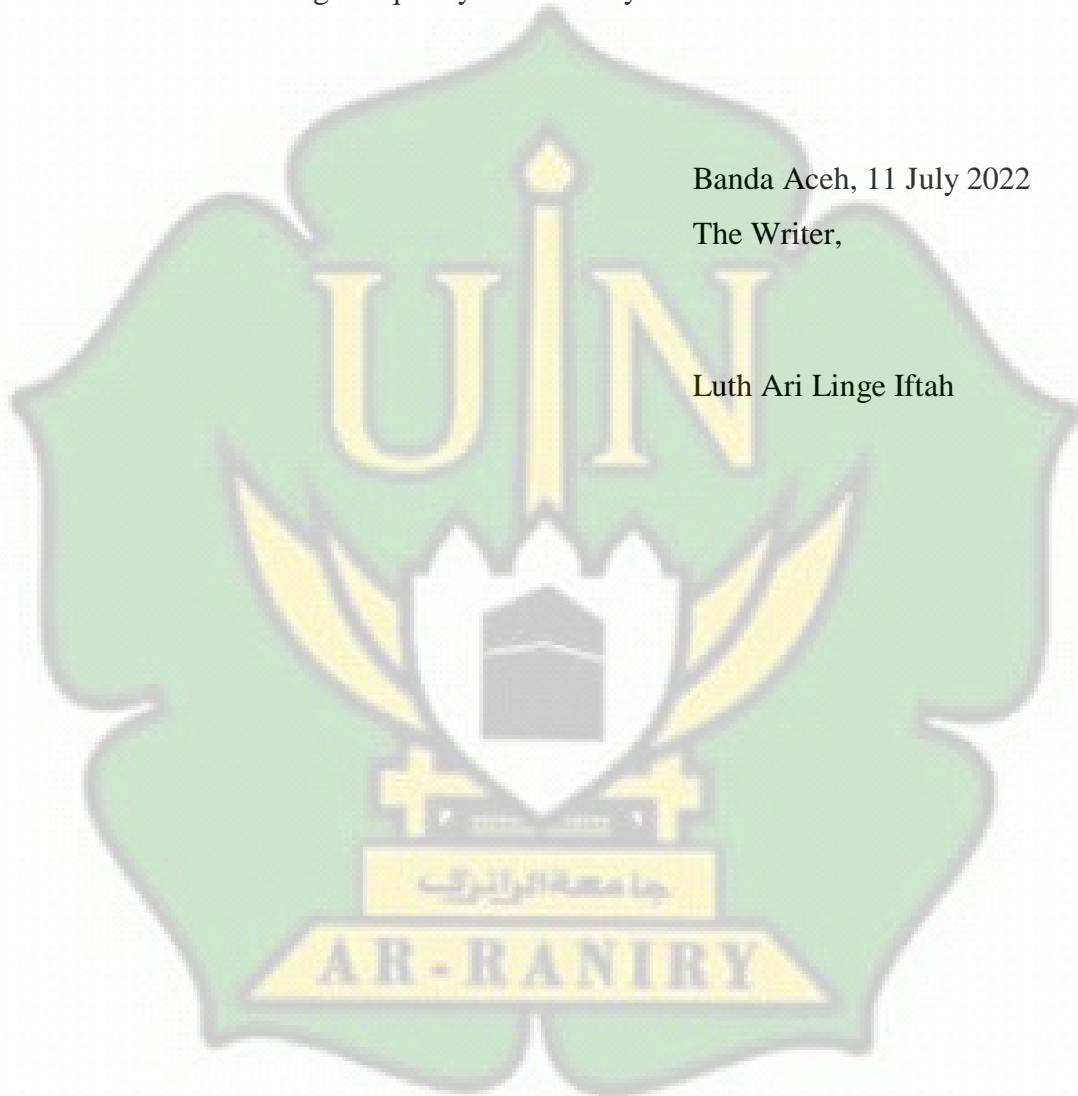
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I wish that my thesis will be a major contribution to the English Language Education Department so that it will be utilized for future studies. This research is not exactly flawless. Hence, constructive criticism and additional information is beneficial in enhancing the quality of this study.

Banda Aceh, 11 July 2022

The Writer,

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ABSTRACT

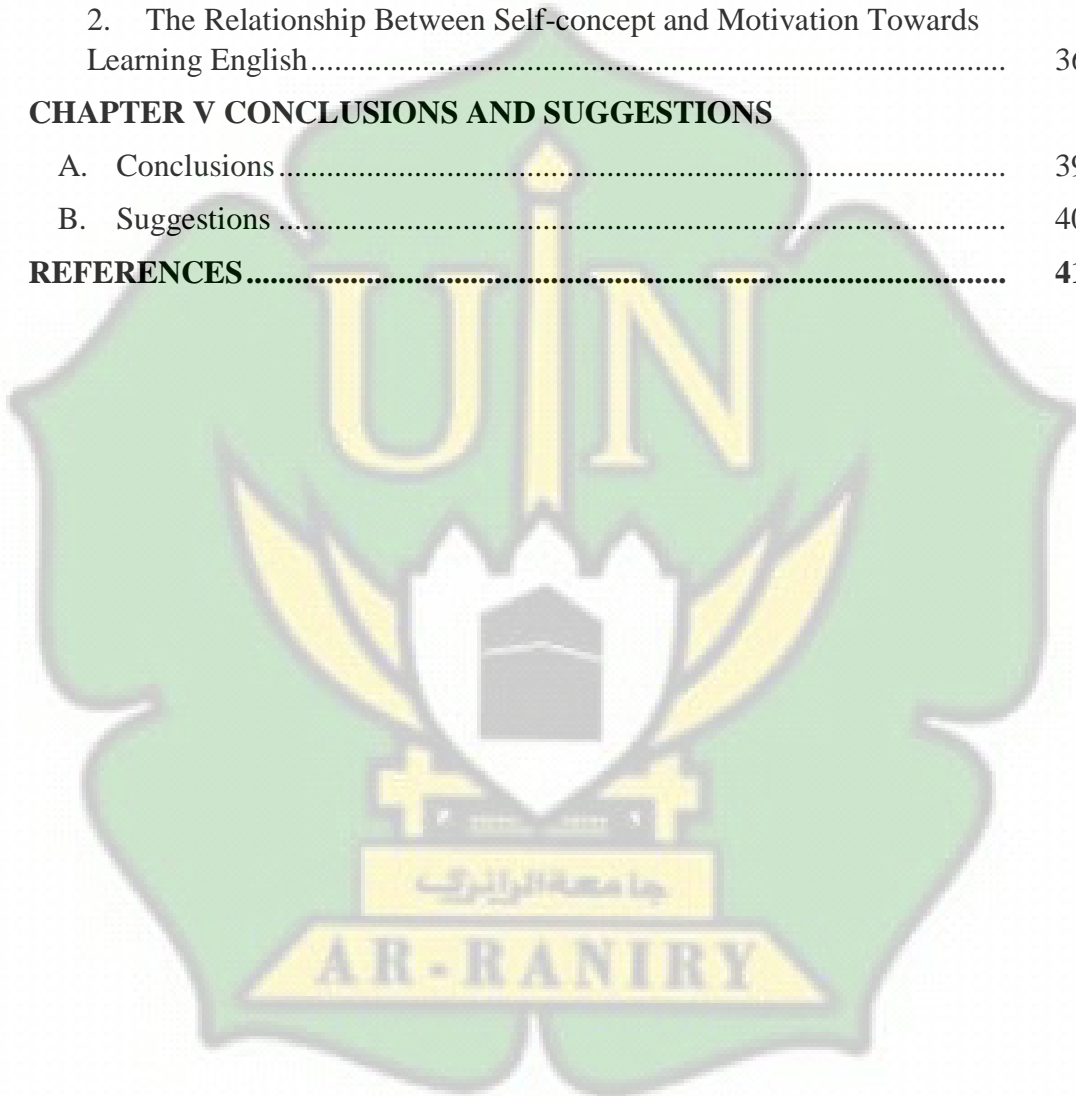
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The main objectives of conducting this thesis is to decipher students' opinion on self-concept as a process of inducing motivation towards learning English and the relationship between those two. The research design for approaching this scientific query is the qualitative method. Ten samples were deliberately taken from the English Language Education Department of UIN Ar-Raniry. Interview was employed as the method of collecting the required information. The procedure for analyzing the information involves three steps: Data compression, data exposition and data confirmation. It was unveiled that the majority of students indicated an affirmative opinion on self-concept as a process of inducing motivation towards learning English.

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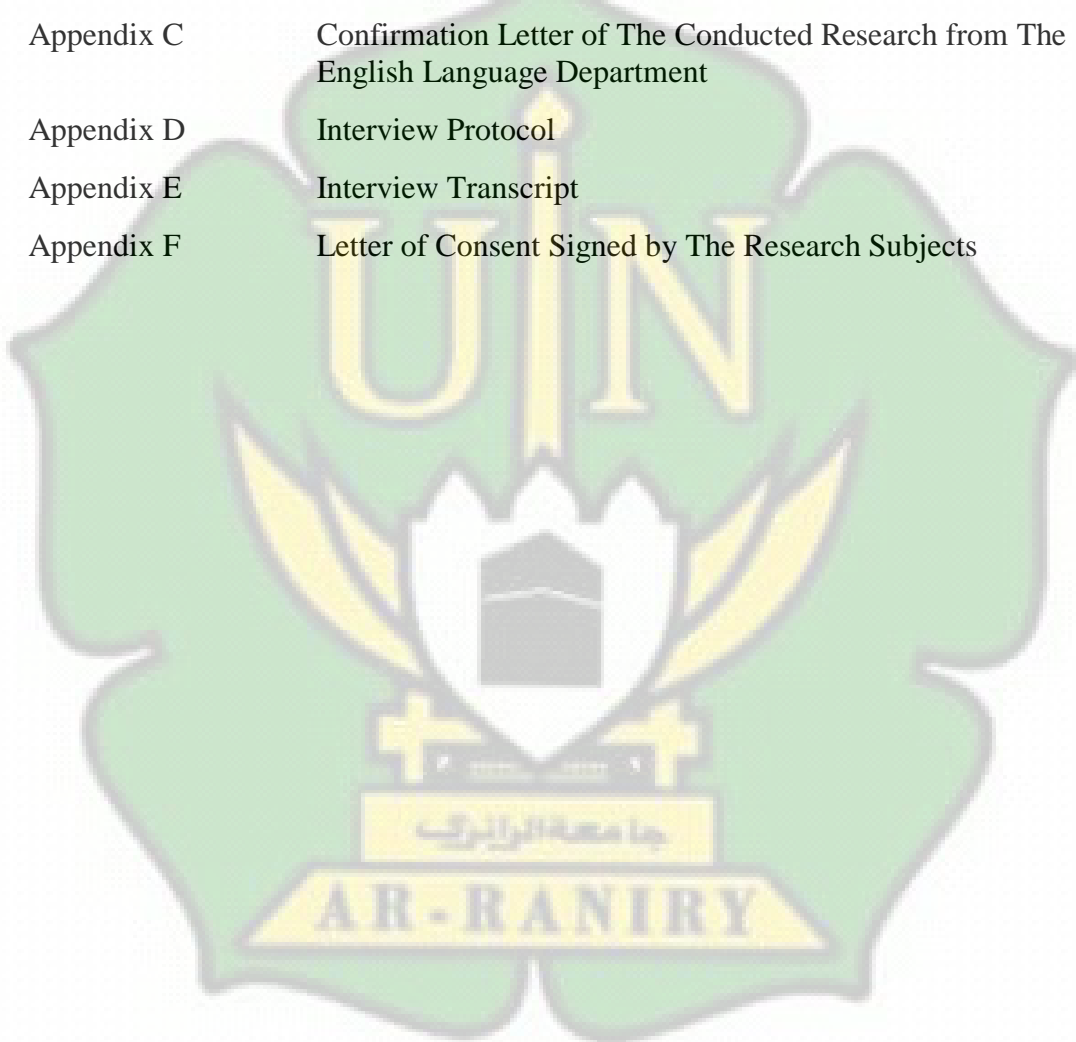
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CHAPTER I

INTRODUCTION

A. Background of this study

Students' education on the English language is one of many indicators in determining students' academic future since it is the most used language worldwide. If students would to continue their education then learning English should be a part of their academic journey. Oddly enough, there seems to be a plague that has infected both students and learners in the UIN of Ar-Raniry which causes their desire in either studying or learning English to deplete drastically. This acute mental illness is called "laziness". In this case, laziness occurs when there is no source of motivation to be found within oneself that can aid someone to strive towards the success of learning English and hence, motivation is required for a rapid learning process.

Motivation is the source of energy that enables students to progress forward with their action (Ormrod, 2003). Maintaining goal-oriented behaviours and the purpose of initiating it through action is the motivation that students seek for when learning English. Motivation is an impulse that becomes the basis for one's enthusiasm to complete certain tasks (Lin, Yen

& Wang, 2018). An easier definition of motivation is that it is the reason as to why someone is learning English.

There are many factors that could either flourish or even disintegrate students' motivation towards learning English. These factors could emerge from an external intervention or from the students' internal complication. The crucial factors are mostly from the students that have difficulties in conceptualizing themselves. Being able to perceive one's behaviour, abilities, and unique characteristics is referred to as self-concept.

Self-concept is a specified description of a person's evaluation of himself/herself (Sood, 2006). The description mentioned involves personal qualities such as physical appearance (short, skinny, black, hairy, etc.) and psychological conditions (Courageous, timid, calm, etc.). It is a cognitive depiction of the self that is based on the person's accumulated experiences, knowledge and insights (Leary, 2007). Due to how self-concept is accumulated as a result of learning outcomes, it is supposedly settled and consistent until a new experience, knowledge and insights are acquired. The self-assessment through experiences, knowledge, and insights can change the variables of the earlier perception that one has about himself/herself to fluently adapt with the current obtained information.

Motivation and self-concept are inferred to be quite relevant when it comes to learning. There was an investigation done by Cokley (2000) on African-American college students' academic performance that showed notable relationship between the two. The students with remarkable GPA (Grade point average) had statistically better self-concept and therefore higher motivation. Another study by Kobal and Musek (2001), implying the relations between self-concept and motivation, found that French students became more academically successful in comparison to Slovenians.

During my time as a student from the English department of UIN Ar-Raniry, some of my friends that I have encountered are quite lazy towards learning English. I managed to ask briefly about their reasons for being lazy. According to their answers, I can deduce that they lack motivation due to having a poor self-concept of themselves which can cause their self-esteem, self-image and the ideal self to be lacking in response to motivation. Based on my short observation earlier, I became intrigued as to what element of self-concept that has the most effect on motivation and would like to do an extensive research on this topic which is entitled: "Self-concept as a process of inducing motivation towards learning English".

B. Research questions

Based upon the background above, these are the following questions that can be formulated:

1. What is students' opinion on self-concept as a process of inducing motivation towards learning English?
2. What is the relationship between self-concept and motivation towards learning English?

C. Research objectives

Based upon the research questions above, the purposes of this study are mentioned below:

1. To figure out students' opinion on self-concept as a process of inducing motivation towards learning English.
2. To figure out the relationship between self-concept and motivation towards learning English.

D. Research significance

Hopefully, through conducting this research, the result of this study is expected to benefit as stated:

1. Students

Students will be able to evoke their motivation towards learning English so that they can see the potential that they possess and then recognize their strengths and weaknesses by their own comprehension of self-concept that can support them in planning their future advancement.

2. Teachers/lecturers

Teachers/lecturers can utilize the result of this study to enhance their strategy of teaching/lecturing.

E. Research terminologies

To avoid misinterpretation, some terms requires explicit elaboration. The key terms presented is to simplify the comprehension for this study:

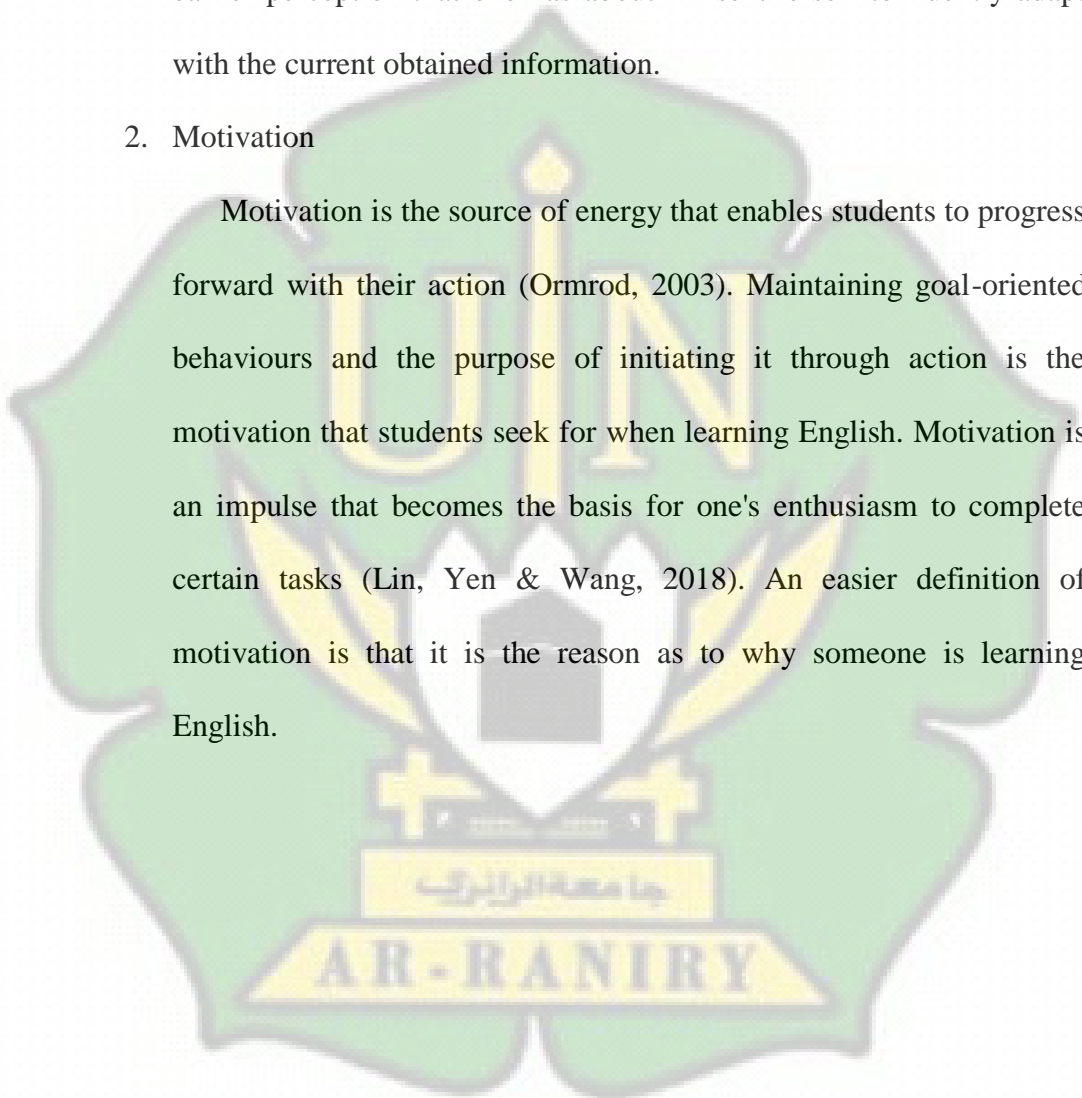
1. Self-concept

It is a specified description of a person's evaluation of himself/herself (Sood, 2006). The description mentioned involves personal qualities such as physical appearance (short, skinny, black, hairy, etc.) and psychological conditions (Courageous, timid, calm, etc.). It is a cognitive depiction of the self that is based on the person's accumulated experience, knowledge and insights (Leary, 2007). Due to how self-concept is accumulated as a result of learning outcomes, self-

concept is supposedly settled and consistent until a new experience, knowledge and insight are acquired. The self-assessment through experiences, knowledge, and insights can change the variables of the earlier perception that one has about himself/herself to fluently adapt with the current obtained information.

2. Motivation

Motivation is the source of energy that enables students to progress forward with their action (Ormrod, 2003). Maintaining goal-oriented behaviours and the purpose of initiating it through action is the motivation that students seek for when learning English. Motivation is an impulse that becomes the basis for one's enthusiasm to complete certain tasks (Lin, Yen & Wang, 2018). An easier definition of motivation is that it is the reason as to why someone is learning English.



CHAPTER II

LITERATURE REVIEW

A. Self-concept

1. *The definition of self-concept*

Psychology and education often intertwine with each other. One example out of many is the theory of self-concept. Self-concept is elaborated as a general insight, reaching multiple spectrums of the self and the insight is constructed on the acquired knowledge and is then appraised through environmental experiences (Eccles, 2005). It is a collection of notion that we have about ourselves. Self-concept is the composition of selective insights that is gathered through experience (Engler, 2009). It is a cognitive construction of oneself that forms an intellectual personality.

Although, the original proposition of self-concept was initially a tool for general self-development, it has been observed that self-concept is related to academic success in pupils. Self-concept is an important procedure in cognitive development. It greatly affects the welfare of an individual whether it is academically, socially and emotionally which is why it is regarded as an important scholastic product (Vaughn, Elbaum, & Boardman, 2001).

2. *Shavelson's hierarchal model of self-concept*

Shavelson, Hubner and Stanton constructed a design that became resourceful in observing self-concept empirically (Ajmal & Rafique, 2018). It is a tool that functions as a way to demonstrate how self-evaluation reveals how a person value themselves. Self-concept relates to our sense of personal characteristics such as talents, abilities, and physical characteristics. The structure of the self-concept is elaborated and aligned with its aspects. The general aspect of the self-concept is put at the pinnacle and it is then diversified into two distinct aspects: academic self-concept and non-academic self-concept. The academic self-concept is expanded out into detailed academic subjects: English, Chemistry, History, etc. Non-academic self-concept is diversified into ideal self, self-image and self-esteem. The divisions are particularly branched according to its relevancy. In the model, the construction of self-concept began from top to bottom and all the many parts of the general self-concept are interconnected and can be analyzed apart (Byrne, 2002).

Gabriel, Cheboswony, Koderu, and Misigo (2009) did a study on the self-concept phenomenon and revealed how students see themselves and their views on the values that they hold may either considerably enhance or ruin their academic performance. The perspective of one's talents and reflection affect one's ability to learn well in academic settings.

It indicates that academic performance is heavily dependent on students' ability and the willingness to succeed (motivation). Green, Nelson, Martin, and Marsh (2006) agree that self-concept has numerous positive consequences in relation to students' learning processes, such as course choices, learning objectives, and academic accomplishments.

a. Academic self-concept

Academic self-concept is characterized as one's self-evaluation regarding academic potential and mastery (Trautwein, Lüdtke, Köller & Baumert, 2006). It is used to describe students' perception on their academic performance such as achieving high grades in English, Biology, Chemistry, etc. It is students' form of having an extensive comprehension on achieving better grades. Some common characteristics of academic self-concept includes emotional, intellectual and functional development. Studies done by Marsh, Hau and Kong (2002) and Trautwein, et al., (2006) concludes the possibility of pupils' self-concept to be relatively boosted when involved with motivated groups within the context of the classroom, and they adopted the qualities of others from other groups to achieve and perform well.

On the opposite spectrum, when the performance of the pupils is below average, their academic self-concept suffers the most. Demotivated groups are far below average which causes them to be

placed for improvement in academics due to failure or lack of performance in comparison to motivated groups. Discussions of several researchers said that regardless of whether self-concept can stimulate motivation towards academic performance or whether their academic performance affects students' self-concept. The contribution of self-concept regarding motivation and academic performance is disseminated (Marsh & Hau, 2004).

b. Non-academic self-concept

It is easier to comprehend self-concept as a knowledge structure (Vinnie & Cynthia, 2021). People are naturally self-aware of themselves, noticing both their internal and external states that corresponds to their behaviour. The result of such self-awareness is that people gather data about themselves as a basis for future enhancement. Self-concept is designed based of the acquired information and will further expand as people extend their comprehension as an intellectual individual.

In the past, research on self-concept was extremely poor due to the lack of evidence suggesting that self-concept is one whole conception of the self. Nowadays, scholars have figured its fluidity and active effect that brings variables to both the individual's motivations and the

circumstances that comes forth. Carl Rogers proposed self-concept revolves around three elements (Argyle, 2008):

1. Self-Image

Self-image is how individuals perceive themselves based of appearance (e.g. black skin, blue eyes, short), their social status (e.g. Husband, sister, lawyer) and inherent personality (e.g. Laid-back, casual, thoughtful). Self-image can sometimes be not in accordance with the current reality. Some individuals grasp firmly on an inflated ego of certain characteristic. Those inflated ego could either be positive or negative view on their aspects.

2. Self-Esteem

Self-esteem is the intended worth we place on ourselves. Self-esteem is relied upon the process of how we appraise ourselves. It merges to form a personal intelligence in comparison to others. When we compare ourselves to others and realizes that we are even slightly better in proportion, the feedbacks from people are favourable to us which increases self-esteem. The contrary premise is when we compare ourselves to others and discover that we're not as gifted as them, the feedbacks are harsh which decreases self-esteem. However, it is possible to have high self-esteem while simultaneously having low self-esteem.

3. Ideal Self

The ideal self is the desired person that we aim to become. Self-image and the ideal self are not logically bound. The notion is referred to incongruity. Despite that, both could actually be either congruent or incongruent. If self-image and ideal self is congruent then the interpretation for it is that both intersect with each other. Although it is nearly impractical to reach complete coherence, a good coherence helps in enabling self-actualization. If self-image and ideal self is incongruent then the interpretation for it is that the lack of compatibility between the two which results to cognitive dissonance that hinders self-actualization.

B. Motivation

1. The definition of motivation

The theory of self-determination is an experimentally substantiated explanation of human motivation, development, and welfare (Deci & Ryan, 2008). According to Areepattamannil and Freeman (2008), self-determination theory is a method of understanding human motivation that stresses the psychological demand for autonomy. Although early work toward self-determination stretches back to the 1970s, self-determination research has risen exponentially in the last decade. Self-determination theory focuses on qualitative variations in motivation rather than

quantitative disparities. This implies that they are more concerned with the quality and kind of motivation rather than the quantity of motivation, and they pay special attention to autonomous, controllable motivations, and demotivation as predictors of performance and influencing outcomes, whether they are good or bad (Deci & Ryan, 2008).

The contrast between autonomous and controlled motives is central to self-determination theory. Aarepattamannil and Freeman (2008) argued that only autonomously driven behaviours are truly self-determining since they are either indigenous to the individual or fully integrated into the major ego during integration. This is sometimes referred to as innate motivation. The sensation of freedom to initiate action is defined as self-determination. The idea of self-determination defines many sorts of motivation based on distinct causes or objectives that lead to behaviour (Ryan & Deci, 2000). Motivation is classified into three forms according to the self-determination theory: intrinsic, extrinsic, and demotivation. Students benefit from both inner and extrinsic motivation. The relevance of self-awareness in the context of competence as a prelude to autonomous motivation or intrinsic motivation is highly emphasized by self-determination theory (Ahmed & Bruinsma 2006). This suggests that for intrinsic motivation to exist, pupils must have a positive self-concept.

2. *Three types of motivation*

a. Intrinsic motivation

According to Ryan and Deci (2000), intrinsic motivation is operationally determined in two procedures. The first is, any actions are carried out based on an individual's free will. No one is forced to perform specified behaviours, implying the existence of an internal drive. Secondly, intrinsic motivation is defined as an individual's self-reported interest and delight in a certain task. Again, it implies the existence of intrinsic motivation. Intrinsic motivation is a motivation that originates inside a person. No external elements are required for its presence. They have internal desires to be competent and successful. Generally, they are more engaged in everything compared to students who lack ambition. Intrinsic motivation refers to doing something for personal fulfilment rather than for a specified objective. Intrinsic motivation is a self-renewing energy that may work even when external incentive is absent (Sikhwari, 2007).

There are three kinds of intrinsic motivation: intrinsic motivation to know (IMTK), intrinsic motivation to achieve objectives (IMTA), and intrinsic motivation to experience stimuli (IMTES) (Cokley, Bernard, Cunningham, & Motoike, 2001). People are inherently driven

to accomplish certain things and not everyone is intrinsically motivated to perform certain tasks. According to Spinath and Steinmayr (2012), the intrinsic value of a task refers to the degree of positive emotional appraisal of an activity, including sympathy and pleasure rather than the result of the activity. They also point out that the intrinsic value of a task is not the only reason for learning, but since learning is a by-product, enjoyment of the task is the most desirable state for learners.

Intrinsically driven behaviour undertaken out of curiosity meets inherent psychological necessity for competence and autonomy and serves as a model for self-determining behaviour. According to Mnyandu (2001), the demand for self-determination is a significant motivator of intrinsic motivation, which is integrated to the need for competence. According to Crous et al., (2000), intrinsically driven pupils exhibit the following characteristics:

1. Desiring inner enrichment (The passion to develop and grow as a human being).
2. Goal-oriented (Has a plan to fulfil his/her purpose).
3. Optimistic (In a state of positive minds).
4. Focused on learning (Not easily distracted by which could hinder the learning process).
5. Persistent (Consistent in learning).

6. Inquisitiveness (The curiosity to learn more).

Clark and Schroth (2010) studied the association between personality and intrinsic motivation in 451 college students. In their study, students who were naturally motivated to attend college tended to be friendly, pleasant, diligent, and open minded. Intrinsic motivation is critical to address, particularly in adult education. The amount and direction of continuing education are heavily influenced by students' interests. Thus, intrinsic desire for a certain university course can impact both the course result and long-term motivation. According to Ryan and Deci (2000), intrinsic motivation leads to high-quality learning and creativity. As a result, rather than weakening it, it is critical to identify the elements and processes that generate it. According to the research, it is critical for students to have intrinsic drive to develop their academic careers, especially when faced with adversity. According to Mnyandu (2001), many tasks in an academic context are neither intrinsically fascinating or demanding. As a result, teachers and instructors can no longer rely solely on intrinsic motivation to promote learning. He proposed that instructors broaden their awareness of the various forms of motivations that students may have in order to assist them employ these specific types of motivation for academic accomplishment.

b. Extrinsic motivation

Extrinsic motivation is the concept at work anytime an activity is carried out in order to obtain some sort of incentive/reward. This is in contrast to intrinsic motivation, which involves engaging in an activity for the sake of enjoyment rather than for monetary gain. According to Areepattamannil and Freeman (2008), extrinsic motivation refers to a wide variety of behaviours that are not intrinsically motivated by them but rather by other factors.

According to self-determination theory, there are several sorts of extrinsic motivation (Ryan & Deci, 2000). A classic example of an external motivator is when a person feels an external urge to act. External aims are self-sustaining in the latter instance and hence recognized as a feeling of will. Thus, the amount to which extrinsically driven behaviours reflect self-determined behaviours might vary. Some researchers and theorists claim that extrinsically driven behaviour is not autonomous, which means that it is not self-determined. Non-autonomous behaviour, on the other hand, can lead to autonomous behaviour. Extrinsic incentive can therefore lead to intrinsic motivation. A warning that putting too much focus on extrinsic

motivations risks losing pupils of their ability to take responsibility and making them fully reliant on other extrinsic motivations as well as teachers' encouragement and supervision. According to Crous et al. (2000), the following characteristics are typical of people who have extrinsic motivation:

1. They are frequently doubtful of their talents.
2. Their performance is heavily influenced by outside pressure or encouragement.
3. They have no desire to expand their knowledge beyond the fundamentals.
4. They exhibit a high level of detachment and do nothing out of the ordinary.
5. They have a negative outlook on their prospects of success.
6. They are preoccupied with achieving short-term goals.
7. They rely extensively on their lecturers' assistance, as well as on external influences like as recognition, praise, and encouragement.
8. They are frequently nervous and concerned about the risk of failure.
9. Their criteria and the extent to which they will achieve in their learning activities are determined by people or things outside of themselves.
10. They want the social acceptance of their friends, lecturers, parents, and other important persons in their lives.

c. Demotivation

Demotivation is studied because it contributes to a better understanding of self-determination theory. These motives exist in certain pupils and are thus important to our research. Students that are demotivated are not motivated at all. Mnyandu (2001) explored numerous elements that contribute to academic motivation loss. They looked at demotivational tendencies that eventually lead to pupils feeling powerless due to a loss of both intrinsic and extrinsic motivation. It was shown that persistent and regular exposure to control tactics, such as motivating pupils to study by threatening to penalize them, has severe and far-reaching repercussions for the formation of maladaptive accomplishment patterns. As a result, it is critical for teachers to avoid demotivation by refraining from employing control tactics such as penalizing pupils for poor learning or performance.

Demotivation lies at the bottom level of autonomy on the self-determination continuum (Mnyandu, 2001). It's on the other end of the intrinsic motivation spectrum. When a person lacks drive, they are

hesitant to perform, and their activities have no purpose. Demotivation cannot coexist with intrinsic or extrinsic motivation since they are diametrically opposed. Demotivated students appear to employ poor learning practices that do not improve academic performance. These pupils do not feel they have control over the elements that motivate and impact their behaviour. When a student fails an exam, for example, demotivated pupils ascribe the failure to a lack of skill that they cannot change. As a result, these pupils accept the circumstance and think there is nothing they can do to better or change it. This idea is reiterated by Ahmed and Bruinsma (2006), who claim that demotivation develops when people are unaware of the relationship between their acts and their consequences. These individuals perceive ineptitude and a lack of personal control over the outcomes.

Clark and Schroth (2010) discovered that those who lacked motivation were nasty and careless when they investigated the association between personality and academic motivation. Demotivated students are unsure of their ability to change their behaviour after failing. Demotivated pupils have low self-esteem, which worsens with recurrent failure. A pupil who lacks motivation possesses a variety of qualities that are detrimental to academic performance. According to Mnyandu (2001), motivated students' performance might suffer when they fail. As a result, it is reasonable to

conclude that demotivation is detrimental to academic performance and is not a desired kind of motivation.

C. The relationship between self-concept and motivation

1. Self-concept to induce motivation

Motivation is the vital element to become active in any learning environment (Dahlia, 2019). One source of incentive for maintaining and improving an internalized picture of oneself might be conceptualizing oneself (Cokley et al., 2001). Individuals' interpretations of information are frequently influenced by the strength of their self-perceptions and their need to validate their self-concept. In an academic context, students choose between behavioural options and learning objectives, work on projects, and generally concentrate their efforts toward gaining task and social feedback that is congruent with their self-concept. Furthermore, when there is a conflict between the self-concept and social or task feedback, students can use a variety of adaptive methods to create congruence between their self-concept and performance feedback.

Whether learning objectives are linked to present or potential self-views has significant consequences for motivation (Spinath & Steinmayr,

2012). When learning objectives are linked to present self-perceptions, more proximal motivation processes may be activated, resulting in an overarching performance orientation that emphasizes self-improvement. When learning objectives are linked to potential selves, more distal motivational processes predominate, which are founded in the demand for certainty and consistency, as well as the capacity to foresee and control the environment.

Self-concept frequently depict goals toward which people aspire, but they can also represent negative selves that people want to avoid (Ahmed & Bruinsma, 2006). The relative importance of these two motivating factors varies depending on how close they are to the individual, with the closer source often having a higher influence. For instance, research demonstrates negative selves to establish the groundwork for motivation, especially for those who feel very connected to their negative selves (Ahmed & Bruinsma, 2006). These results have consequences for motivation. The negative and positive selves' function as regulatory norms for pupils, which teachers and lecturers may need to comprehend. As a result, for students who are close to their negative self, communicating an ideal vision might not have much of a motivating effect, while framing a learning experience in terms of the negative self can be motivating. In contrast, discussing how students may avoid the negative self may have minor benefits on an individual who is close to

ideal and far from the negative self, but tying it to learning activities to the ideal self may be extremely motivating.

Motivation can also have an internal or external source, similar to how social identity and personal identity are different (Clark & Schroth, 2010). When stimuli in the learning environment trigger a personal self-concept, motivation is internally based. The students in this scenario could establish personal criteria that serve as the foundation for a potential self. Furthermore, when the person works to first strengthen perceptions of competency and then reach greater levels of competency, he/she may have a tendency to utilize fixed concept rather than ordinal criteria of self-measurement. Students with a chronically active personal self-concept are likely to have a strong desire for performance and be highly driven by task feedback (Green et al., 2006). These people value the fact that their efforts are crucial in accomplishing learning objectives and that their thoughts and deeds are crucial in excelling.

When a social self-concept is active and the person is largely other-directed, motivation is externally oriented. By embracing the role expectations of the reference group, the potential self is derived in this situation, resulting in ordinal criteria of self-evaluation (Trautwein et al.,

2006). A person is driven to perform in ways that satisfy other people's expectations and elicit social feedback that is compatible with self-concept views when a social self-concept is persistently active. To initially earn acceptability and then status, the person may act in ways that please members of the reference group.

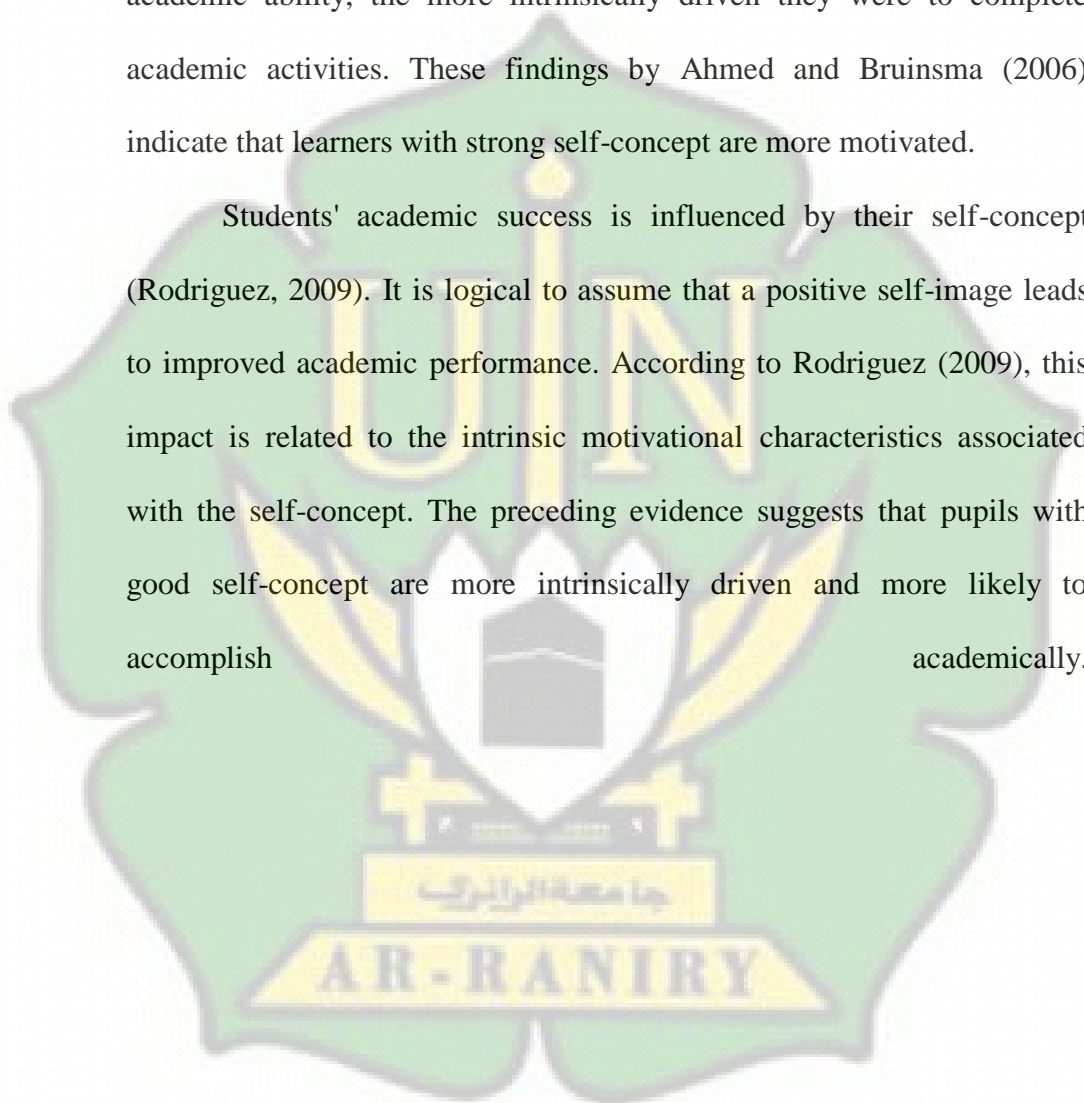
Core self-evaluations, a notion that greatly resembles self-concept, have recently been shown to be predictive of motivation. Basic appraisals of one's value, competence, and talents are referred to as core self-evaluations (Trautwein et al., 2006). People who select objectives that are consistent with their ideas, passions, and values tend to be happier than people who seek goals for extrinsic factors. Goals that are self-concordant are also more likely to be attained over time with continued effort and to be more fulfilling.

2. *Previous studies*

There is an evident link between self-concept and motivation. The variety and extent of self-concept that an individual possesses impacts the motivation that resides inside them. According to Rodriguez (2009), self-concept has the capacity to interfere in the learning process and impact students' motivational orientation. This is further supported by Lau and Chan's (2001) claim that self-concept influences students' expectations of success and hence, directly influences motivation.

Ahmed and Bruinsma (2006) discovered a substantial positive link between self-concept and intrinsic motivation in their investigation. As a result, the more confident students felt about themselves and their academic ability, the more intrinsically driven they were to complete academic activities. These findings by Ahmed and Bruinsma (2006) indicate that learners with strong self-concept are more motivated.

Students' academic success is influenced by their self-concept (Rodriguez, 2009). It is logical to assume that a positive self-image leads to improved academic performance. According to Rodriguez (2009), this impact is related to the intrinsic motivational characteristics associated with the self-concept. The preceding evidence suggests that pupils with good self-concept are more intrinsically driven and more likely to accomplish academically.



CHAPTER III

RESEARCH METHODOLOGY

A. Research design

Creswell (2014) defines research design as a strategy and procedure for study that includes decisions ranging from broad assumptions to particular techniques of data collecting and analysis. The researcher wants to figure out students' opinion on self-concept as a process of inducing motivation towards learning English and the relationship between those two. Hence, this research used the qualitative method design. Qualitative research is concerned with the environment, exposition and a conclusive comprehension of the phenomenon. The disparity from quantitative data, qualitative data is explored in detail rather than assessed by frequency (Labuschagne, 2003).

B. Population and samples

1. Population

Cohen (2000) defines population as the group from which samples are drawn. It could be a collection of individuals or perhaps objects that becomes the main theme of a scientific query. The population for this scientific query is students from the English department of UIN Ar-Raniry that are in the fourth semester which the academic year

entry is 2019/2020. The population consists of 6 units and each unit have 30 students. The total of population is 180 students.

2. Samples

The samples were taken from one unit through the use of purposive sampling. Purposive sampling is the intentional selection of participants that meets the requiring criteria for a more accurate data (Etikan, Musa & Alkassim, 2016). After the sampling process, there was 10 participants chosen for this scientific query.

C. Data collection

The way of collecting the necessary information for this study is through interviews. Interviews are vastly used as a tool for collecting information in qualitative research. It is commonly utilized as a research approach for gathering information on participants' experiences, opinions, and beliefs regarding the research issue or phenomena of interest (Lambert & Loiselle, 2008). According to Babbie (2010), there are three types of interviews: completely organized interviews, semi-structured interviews, and open-ended interviews.

Semi-structured interviews were utilized for this research. According to Tod (2010), semi-structured interviews offer more adjustable approach during the interview as it provides the interviewees the flexibility in answering the prepared questions. While the interview has a schedule

for predetermined topics, the interviewees are allowed to explore with their answers for additional data through the use of open-ended questions as long as it is still relevant and within the context of this research. There were 10 questions asked. Each participant was interviewed separately with consent and the interview lasted for approximately 15-20 minutes. It was recorded for a safe data transcription.

D. Data analysis

The obtained data was examined through the function of descriptive analysis method which means that data discovery was assessed and articulated into words. To present the data eloquently, the researcher followed the procedure proposed by Miles and Huberman (2007). The steps are as follow:

1. Data compression

The process of filtering, eliminating, categorizing and then organizing it for a decisive conclusion.

2. Data exposition

After data compression, the data will be presented in the form of narration.

3. Data confirmation

A transcript will be made for each recorded interview to verify the data conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research findings

The majority of students concurred that their opinion of self-concept as a process of inducing motivation towards learning English is relatively positive and confirmed the relationship between those two. They also concurred that self-concept can actually function as a tool to emerge motivation towards learning English although it is highly relied upon the individual. They mentioned that self-concept is essential in establishing an intellectual personality to which motivation can be developed towards learning English although external factors are also included in forming such self-concept and motivation. The researcher does not focus on the internal or external factors that could intervene in forming a self-concept and motivation but rather focuses on what self-concept can do to a student whether it could increase or decrease motivation towards learning English.

1. The Perceived Notion of Self-concept Towards Learning English

Every participant had a self-concept that can influence their motivation towards learning English. Based upon the research question “What is students’ opinion on self-concept as a process of inducing motivation towards learning English?” Through this research, it was found

that the majority of the interviewees indicated an affirmative opinion on self-concept as a process of inducing motivation towards learning English. They claimed that self-concept can make them optimistic towards learning English. Besides that, the researcher found a distinctive data from 4 students. They claimed that self-concept could either make them optimistic or even pessimistic towards learning English since it is dependable on the subject.

a. Students with positive self-concept.

In alignment with the answers provided by the participants, positive self-concept motivated students towards learning English due to the mental construction of the self to improve what is lacking about them.

KA (P4) said:

“Yes, the self-concept can make me optimistic when regarding the confidence aspect towards learning English. If you are confident then it makes you want to learn more and become better.”

ZA (P5) continued:

“I think self-concept can make us optimistic rather than pessimistic because having a self-concept as a student evokes the desire to do well towards learning English.”

FLN (P7) strengthened their statement by saying:

“I don’t think that self-concept is going to make me pessimistic although it could happen but it’s more emphasized on optimism.”

P4 and P5 stated that self-concept evokes the desire to learn English because it is derived from the element of confidence. Having a better comprehension of oneself helps in realizing the purposes of our decision-making towards learning English. P7 is also aligned with P4 and P5 that self-concept is more emphasized on becoming optimistic rather than pessimistic.

b. Students with mixed self-concept.

In accordance to the answers provided by the participants, mixed self-concept could either motivate or even demotivate students towards learning English due to the changeable nature of the mindset.

HR (P3) said:

“It depends on the situation. Yeah, maybe it is contradicting to my statement before but when I feel the situation is unfavourable then my self-concept changes to low confidence which can make me pessimistic. However, when I feel my self-concept is good then I can handle it better.”

AI (P8) continued:

“Sometimes self-concept can make me pessimistic and also optimistic towards learning English. Regarding optimism, I just do it and don't care about others' opinion because when you finally do it then you feel relieved. Regarding pessimism, what will other people think about me or what will they do if people hate me and it makes me feel guilty and afraid.”

P3 and P8 stated that people could have both positive and negative self-concept simultaneously since it is adjustable to fit with the current situation and the subject's mental condition. The self-concept of oneself can be altered to either good or bad when new experiences and insights have been accumulated. In addition, P1 and P2 also stated that the adaptability of self-concept is not restricted to only positive result but can also be negative.

2. The Relationship Between Self-concept and Motivation Towards Learning English

Since all participants have their own interpretation of themselves towards learning English, the researcher is intrigued regarding motivation in self-concept. Based upon the research question “What is the relationship

between self-concept and motivation towards learning English?” By conducting this study, it was found that all participants indicated an affirmative relationship between self-concept and motivation. They claimed that self-concept is linked to motivation psychologically whether it is good or bad due to the reciprocal effects of it.

Formulated upon the answers from the participants, self-concept is related to motivation towards learning English due the psychological facet that occurs during contemplation of the self which includes the decision-making to further initiate a deliberate action such as purposive learning.

F (P6) said:

“It’s linked psychologically. I have read that psychology is applied in education. When you motivate yourself through self-concept it occurs inside the mind although external factors might also be considered but it is mostly internal.”

HAN (10) continued:

“Yes, self-concept is psychologically linked towards learning English since it’s the interpretation of our abstract values.”

R (P9) strengthened their statement by saying:

“Yes, self-concept and motivation do have a relationship. When we have a self-concept towards learning English then motivation will follow because if we want to achieve great learning, we must be persistent.”

P6 and P10 stated that when creating an ideology of yourself then motivation will automatically follow because the willingness to improve is the process of conceptualizing yourself. P9 also concurred with their statement that the crucial part in motivation is self-concept. Self-concept and motivation are required to form a cohesion towards learning English.

B. Discussion

The research findings were discussed by the researcher using relevant references. The researcher discussed the research by referring one theory to another that is relevant to the answers of the scientific queries to validate the research findings. The exposition is presented below:

1. The Perceived Notion of Self-concept Towards Learning English

The first research question is about students' opinion on self-concept as a process of inducing motivation towards learning English. The result from the interviews showed two variables, pupils with conducive self-concept and pupils with mixed self-concept. It is possible to assimilate the variables since both are interchangeable.

Students with positive self-concept arrived with a similar proposition that it motivated them towards learning English. It helped them configure the consequences of their actions in their future advancement. The innovation of self-concept in education is not a new discussion. It has been discussed repeatedly that students are required to have a certain self-concept to succeed academically (Yara, 2010). An existence of a common premise is having a positive self-concept is equivalent to the desired outcome of students in academic performance whereas a bad self-concept is equivalent to the contrary. Positive self-concepts are evaluated as desirable outcomes in many educational environments and are often hypothesized as parameters that influence the academic performance of other desirable outcomes, in this case, towards learning English. Michie, Glachan, and Bray (2001) studied 112 London undergraduate psychology students. They unveiled that students with the

highest positive self-concept enrolled university with the motivation of cognitive curiosity. In terms of the quantity devoted between their curriculum and grades, those students had considerably more compatibility. They were also far more confident in rating their talents than their classmates and showed a high level of satisfaction with their college experience. Good self-concepts are advantageous to kids, according to this study, since they are related with positive behaviours and attitudes.

However, students with mixed self-concept considered that it could either motivate or even demotivate them towards learning English since self-concept fluctuates with the subject's mental condition. Liu (2009) conducted a survey focusing on 126 freshmen college students. The pupils were divided into categories depending on their mastery of the English language. When compared to their average and above-average classmates, students with lower grades had considerably lower subjective self-concept. According to Liu's (2009) study, low self-concept diminishes confidence, which causes pupils to become less motivated to study and thus achieve unsatisfactory outcomes.

2. The Relationship Between Self-concept and Motivation Towards Learning English

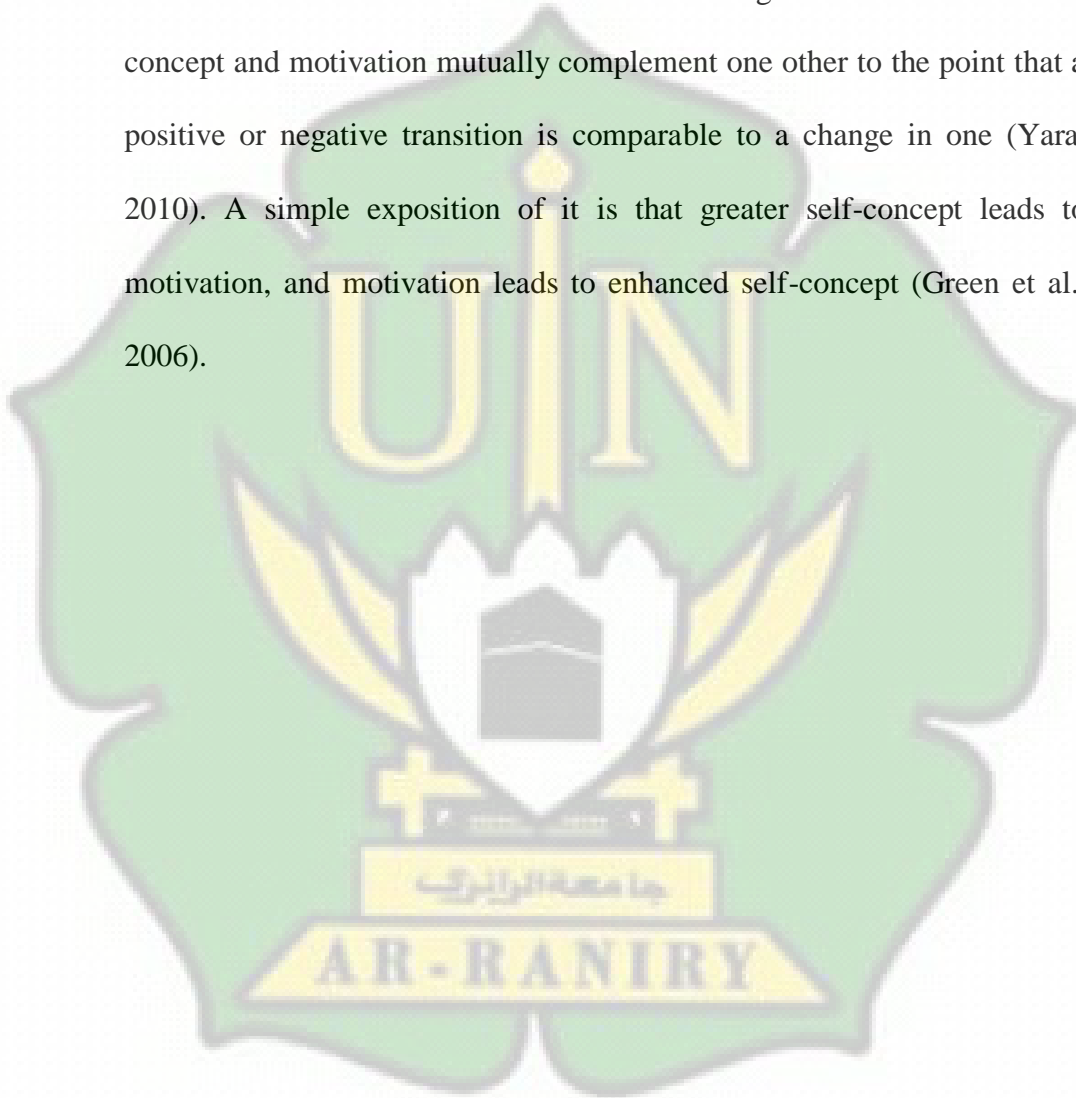
The second scientific query is about the relationship between self-concept and motivation towards learning English. All interviewees affirmed that self-concept does relate to motivation towards learning English. The interviewees claimed that they were able to become motivated through the reciprocal effects of self-concept. The basis for their premise is that self-concept and motivation is a psychological phenomenon. It is a mental process of thoughts that occurs when certain situation or condition is fulfilled which can either motivate or even demotivate them towards learning English.

The reciprocal effects model deduces that self-concept corresponds to the increases of motivation and vice-versa. Higher degree of motivation corresponds to the improvements of self-concept (Barker, Dowson & Mclnery, 2008). Green et al. (2006) describe the reciprocal effects paradigm to be the most supported design by some scholars. The researcher also concurs with the support of this model. The researcher considers that self-concept and motivation complement each other.

According to Green et al. (2006), the reciprocal effects paradigm has huge implications for self-concept as a mechanism for enabling other desired academic outcomes. This is implied by their assertion that if

students' self-concept is improved without improving their drive, the improvements in self-concept are insignificant.

Numerous of studies have also encouraged the notion that self-concept and motivation mutually complement one other to the point that a positive or negative transition is comparable to a change in one (Yara, 2010). A simple exposition of it is that greater self-concept leads to motivation, and motivation leads to enhanced self-concept (Green et al., 2006).



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research was conducted to figure out students' opinion on self-concept as a process of inducing motivation towards learning English and the relationship between self-concept and motivation towards learning English. It was elaborated in the previous chapter that students' opinion is divided into two, pupils with positive self-concept and pupils with mixed self-concept.

- a. Based upon the first research question, most of the students have a relatively positive self-concept towards learning English. The functionality of self-concept brings forth motivation towards learning English. Hence, self-concept can be utilized as a tool to emerge the desire to learn English. The rest of the students considered self-concept to be double-edged. It could either motivate or even demotivate them towards learning English since there is a negative self-concept as well.
- b. Based upon the second research question, the relationship between self-concept and motivation is definite. A psychological phenomenon is closely related to self-concept and motivation since both are a mental composition of thoughts that happens inside the subject's mind. All of the students came to an agreement that self-concept is linked to

motivation due to the psychological process that occurs within the mind which could alter the state of someone's motivation.

In alignment with the findings of the research questions above, out of the three elements of self-concept (self-image, self-esteem and the ideal self), students' self-concept was more leaned towards their self-esteem. Self-esteem had the most effect on students' motivation towards learning English.

B. Suggestions

The intention for conducting this study is to aid students in learning English optimally and to bestow knowledge for teachers/lecturers so that they would have a better depiction of what self-concept can do to a student. The researcher strongly advises students to have a positive self-concept towards learning English because it can help them in learning English optimally. It is also advised for teachers/lecturers to recognize students' self-concept in creating an effective learning strategy.

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