



Islamic junior high school students' English proficiency test scores and their L2 motivational self-system: a correlational study

Andri Jamaul Rifiyani¹, Mutmainnah Mustofa², M. Faruq Ubaidillah^{2*}, Huan Yik Lee³, Suatmo Pantja Putra⁴

¹Master's Program in ELT, Universitas Islam Malang, Malang, Indonesia

²Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Malang, Malang, Indonesia

³Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Johor Bahru, Johor, Malaysia

⁴Diploma 3 English Program, Faculty of Social and Politics Science, Universitas Merdeka Malang, Malang, Indonesia

*Email: mfubaidillah@unisma.ac.id (corresponding author)

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Abstract

The L2 motivational self-system (L2MSS) has been extensively investigated in multiple contexts. However, few studies have explored its correlation with Islamic junior high English students' proficiency test results. To fill the void, this study examines the relationship between the L2MSS and English proficiency test scores among Indonesian Islamic junior high school students. Data were garnered quantitatively from 30 students of an Institute for Foreign Language Development at an Indonesian private university through a questionnaire and an English proficiency test and then were analyzed using the SPSS software system. The findings revealed that the correlation between motivation and achievement was statistically insignificant. We obtained the score of three components; ideal L2 self ($r = .01, p > .05$), L2 learning experience ($r = -.204, p > .05$), and ought to L2 self ($r = -.343, p > .05$). The findings suggest that the ideal L2 self showed a very low relationship and the other two demonstrated a negative direction correlation. This study contributes insights into the understanding of the correlation between foreign language learning motivation and its influence on achievement in the Islamic boarding school

context. Further research could recruit participants from wider areas with different contexts.

Keywords: English proficiency test scores; ideal L2 self; Islamic junior high school students; L2 learning experience; ought to L2 self

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Introduction

Several scholars have examined language learning motivation among higher education students and adults in recent years. For instance, in adult language learning contexts (Matulioniene & Pundziuviene, 2014; Rice et al., 2008; Welesilassie & Nikolov, 2022) and college students (Akbulut & Altay, 2021; Alenezi et al., 2021; Setiyadi et al., 2019), research reports have yielded varied findings such as the motivation of learning language depending on intrinsic factor, extrinsic aspect, international issue, and the performers' English level competence. The description of intrinsic motivation is normally seen as the joy in learning a language, which means the individual can enjoy learning with their internal feelings. In contrast, extrinsic motivation is about the learners' performance where they tend to do the activity to get an appreciation, e.g., good scores, gifts, parents, cultural norms, and support. The international issue could refer to the learners' dream. They expected that by having better English competence, they would be able to go abroad, whether to study or to explore some countries in the world. Then, the performer's English level competence relates to the individual learning experience and background knowledge. If the performers have a wide learning experience in English, it will support their motivation to learn the language more and more. Theoretically, every individual's difference in motivation for learning will initiate any differences in academic achievement (Vu et al., 2022). Furthermore, the experience of learning the language was not just narrowed in the class but existed in every part of

people's lives; long-life learning. It means that learning a language can be with anyone and wherever they want to.

When exploring a description of motivation in learning a language, various extensive concepts appear. Motivation itself can be defined as the arrangement of exertion, wish, and mindset to succeed in the purpose of absorbing a language. Thus, when those three components exist, the learners may achieve the target language easier (Sidaway, 2022). The higher the learner's desire in learning the language, the bigger chance the learner achieves the language. As Sidaway (2022) mentioned, the learner with higher motivation in learning the language could be identified from his or her behavior. Therefore, in general, motivation has a profound correlation with the practice of acquiring languages. Ling-Xia (2019) agreed that motivation is technically considered one of the essential components shaping learners' success in absorbing a language. Much research has been broadly sustained by bringing some insights, for instance, Yung (2019) explored secondary high students' motivation in learning English in a private course in Hong Kong and Liu (2020) discovered Chinese adults' L2 motivation. Next, Akbulut and Altay (2021) distinguished language learning motivation between local Turkish students and international students. In Thailand, numerous researchers (Chanyoo, 2022; Darling & Chanyoo, 2018; Swatevacharkul, 2021; Worragittanont, 2021) compared English learners' and polyglot learners' motivation. Moskovsky (2016) did a study on the relationship between Saudi Arabia EFL learners' motivation and their achievements. Ghasemi (2022) investigated Iranian students' habitual learning motivation. Other researchers (Gertenbach, 2019; Miles & Song, 2019) established Korean EFL learners' motivation. In Malaysia, Rock et al. (2021) scrutinized motivation in the modern educational context, and Chen (2022) implemented the L2 motivational self-system (L2MSS) in EFL classrooms in Australia. Before the last, Amorati (2021) analyzed the college students' enthusiasm and desire personality in Germany. Lastly, two researchers (Subekti, 2018; Ginting, 2021) in Indonesia viewed students' engagement, motivation, and factors influencing active learning in the class. Arslan and Ciftci (2021) believed that an impulse impacted the student's process of learning the target language and caused the student's behavior transformation. In other words, motivation is a complex circumstance for learners to overcome a different language in which only a few similarities could appear with the mother tongue.

Recently, many scholars (see Lamb, 2017; Nguyen, 2022; Roshandel et al., 2018) have argued that motivation is one of the factors increasing individuals' achievements. Therefore, it could be classified that motivation is one of the foremost disciplines of target language acquirement (Huhtala & Kursisa, 2019;

Kim & Kim, 2021; Ling-Xia, 2019; Oz & Bursali, 2018; Setiyadi et al., 2019). Additionally, motive learning and accomplishment are objects that could not be parted. Wong (2018) reasoned that the attainment in learning a language was inclined by individuals' learning eagerness, in which learners were encouraged to acquire a target language progressively. Thus, the L2MSS aimed to ascertain the correspondence between a pupil's character and language learning (Chen, 2022; Donyei & Al-Hoorie, 2017; Glory & Subekti, 2021; Lee et al., 2020; Wang, 2018). Viewing the L2MSS, Dornyei (2009) drew three possible selves: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self comes from within every personality or individual's objective. Moskovsky et al. (2016) argued that the self-L2 identity is all about the characteristic of every learner to gain language. To acquire this competence, the learners have some aspirations inside their soul, such as fortune, pleasure, accomplishment, and attainment, to help them in attaining the target language itself. Then, the ought-to L2 self can be defined as a collaboration of learners' characteristics they have, to reach what is likely to be (Moskovsky, 2016), and the individual's look or image becomes the source of the ought-to self. The last is the L2 learning experience component. Technically, this component is directly opposed to the previous self-guides; both components are oriented toward the future, while the L2 learning experience fundamentally relays to the situation in the past. The learners' memory and inputs become the underpinning of the L2 learning experience.

Moreover, the recent certainty in motivational language learning is ruled by the L2MSS principle (Henry & Thorsen, 2018; Papi et al., 2018), and the L2MSS itself has grown into a convincing belief in acquiring language (Oz & Bursali, 2018). In conjunction with that, it is strongly committed that L2 motivation has lingered the prosperous issue in teaching and learning a language. Anyhow L2 motivation principles have grown, the primary models are the ideal L2 self (the learners' inner desire to be active L2 users), ought-to L2 self (societal burdens occurring from the learners' environs to address the L2), and the second language learning experience (the genuine practice of being involved in the second language learning process). In addition, some professionals (Bobkina, 2021; Liu, 2020) have roughly concerned and demonstrated this framework in frequent EFL contexts, and measured with surveys as well as question and answer sessions (Dornyei & Al-Hoorie, 2017; Liu, 2020; Zhao et al., 2022). These scholars argued that the self-L2 identity worked as a critical responsibility in language learning motivation and showed a positive correlation among the L2MSS, achievement, behavior, and proposed exertion to acquire the target language. For instance, Cruz and Al-Shabibi (2019) explored college students'

enthusiasm for learning L2 in Oman. The result data demonstrated that the students' ideal L2 self-acquired a pleasing engagement and highly impacted the students' reason to learn English. In the meantime, the other two components did not impact the students' motivation in absorbing English.

Extensive studies on second language motivation have been enacted recently. For instance, the initial research was led by Yung (2019) in Hong Kong which formed the secondary high students' L2 behavior in an exclusive English course. The outcomes exposed that the ideal second language self and ought-to L2 identity were significantly correlated. The following study was carried out by Mackay (2019) in the form of an English as a foreign language (EFL) classroom framework. To address the development of the student's motivation in gaining the language, the L2 motivational self-scheme was employed in the research study. The outcomes set up that prior background knowledge experiences and attitudes enhanced the learners' interest in the classroom to absorb the language, in this context English as a foreign language. Later, the study employed by Alenezi et al. (2021) concentrated on the L2 motivational classification and the instructional excitement to be in touch using the EFL context. The findings of the research study interpreted that the second language motivational approach and the learning accountability aspect of the instructional willingness to interact significantly had a positive correlation. Next, Sidaway (2021) explored women's motivation to study English in class. The learning experiences and ought-to L2 self gave massive power to the participants' impulses in this framework. Lastly, Irgatoglu (2021) piloted a study that scanned the L2 motivational procedure and learning approaches. The researcher found a significant relationship that was settled by the procedure of students' learning policies.

Empirical evidence has indicated that religious institution background, such as Islamic boarding schools, was rarely examined by researchers concerning the individual's intention to learn a language (Farid & Lamb, 2020). Islamic boarding schools with current systems proposed to use English intensively in the class (Latif, 2019), yet there was an anecdotal sign that Islamic values were still more comprehensively instructed (Farid & Lamb, 2020). For instance, throughout visiting this Islamic boarding school, the students slept and did their daily life in boarding school; therefore, they were distant from their families. Daily, the students went to school from 7:00 AM until 3:30 PM, and the rest of it, starting from 5:00 PM to 9:00 PM and 3:00 AM to 5:00 AM, the students had time for memorizing the Holy *Qur'an*. In addition, the curriculum in this Islamic boarding school added more religious subjects by extending the hours of studying in the school and reducing the other subjects like sports and

art, so that is why the students had to go to school from morning till afternoon. Interestingly, the students were still demanded to study English 3 hours per week and 15 minutes to have an English conversation class. Besides, the students also got an English proficiency test as the exceptional program before graduation to substitute the national examination from the government. However, the program English proficiency test was the first year implemented in this Islamic boarding school. To succeed, the students had additional English classes around 2 months before doing the test. The additional English classes were only concerned with how to pass the test of listening, structure, and reading comprehension.

Several decades ago, Raimes (1990) informed that National Council on Testing English as a Foreign Language had expanded the English proficiency test; commonly known as the test of English as a Foreign Language. Several scholars (Akmal et al., 2020; Kurniasari, 2018; Netta & Trisnawati, 2020; Nimasari et al., 2019; Soruc et al., 2021) explored certain contexts correlated to English proficiency tests in Indonesia, e.g., teachers' challenges in teaching the English proficiency test, the precise approach applied in completing the test, and the role of English proficiency on students' academic achievement. These facts expounded that the English proficiency test is a reliable tool measurement. In several countries, such as Indonesia, individuals frequently saw the English proficiency test as a practice to evaluate pupils' literary results at schools and colleges (Meisani et al., 2020). The students' aptitude to master English is correlated to their English proficiency test results.

Additionally, in some academies, English proficiency test score is also employed as a demand to assess the students' English expertise (Astri et al., 2022; Netta & Trisnawati, 2020; Samad et al., 2017). Moreover, in Indonesia, English proficiency tests also can be utilized as a requirement for admission to university students, professional elevation, job vacancies, and teachers' authorization (Karimullah & Mukminatien, 2022). Therefore, this variety of assessments has become more widespread in non-English speaking countries, partially due to the student's needs to apply for scholarships or study abroad. But at the moment, despite the use of English proficiency tests to assess students' ability in communication and scholarship requirements, it is also regarded as a factor of international recognition. Thus, EFL students should have good skills to comprehend the required scores. In the English proficiency test, the three skills tested are listening, structure, and reading. First, listening as a receptive skill is frequently seen as the most required ability. Language learners should obtain well because this skill also influences speaking ability. The purpose of the listening comprehension section is to measure the ability to

understand the conversations. In the listening part, the students or test takers are implied to have high-order thinking skills and focus because the time given is only thirty minutes for fifty questions. The next is the written structure section. In this part, the written section measures the skill to identify proper diction based on the grammatical rules and examines the test takers' knowledge of the correct way to express themselves in English writing.

In the written expression section, students are asked to analyze an error in sentences by choosing one correct underlined word or phrase based on the grammatical rules. For instance, some possibilities that might appear in the questions are subject-verb agreement, part of speech, prepositional phrases, pronouns, singularity, plurality, and many more. Although this section only has forty questions with a time of only thirty-five minutes, sometimes there can be confusion in correcting the structure. The last is reading skills. In this part, the test takers only have less than an hour to complete and comprehend the short passages followed by 50 multiple-choice questions about the main idea in the passage, synonyms, antonyms, titles, and many more. This reading comprehension section tests the reading skill and how well the short passages are understood. Commonly, the reading section becomes the last part of the English proficiency tests. Furthermore, the test takers must have a good strategy and wide knowledge of reading. Within fifty-five minutes, the participants or test takers should finish the reading section; although it is not an easy task to comprehend the passages and answer the questions. In total, the students only have two hours to answer the three sections. Thus, every test taker should have good time management to finish the test. Some possibilities could happen such as anxiety, rush, and nervousness in the students when facing the English proficiency tests.

In short, the study of the L2MSS has been extensively discussed in language teaching research (Danesh & Shahnaazari, 2020; Jiao et al., 2022; Zhou, 2022). However, the previous research focused exclusively on studying secondary school and college students, and most of the findings yielded that motivation and student achievement correlate significantly. Empirically, research studies focusing on junior high students with regard to their L2 motivation and Islamic religious background seem sparse. To fill this lacuna, this recent research examines the correlation between the L2MSS and English proficiency test scores among Indonesian junior high students in an Islamic boarding school setting. Therefore, this research is worthy to be carried out due to two reasons. First, Islamic boarding school institutions have a different school environment where the religious subjects are more qualified (Farid & Lamb, 2020). Second, the students are far from their parents because they stay in boarding schools. Those

two reasons, the curriculum (Farid & Lamb, 2020) and the role of family (Wang & Rao, 2020), could impact the students' learning motivation in school. To guide the study, one main research question is addressed, "Does the L2 motivational self-system (L2MSS) correlate to Islamic junior high school students' English proficiency test scores?"

Method

Design

This current research implemented a quantitative approach. We did a survey method to collect the data. The survey instrument used was a set of the L2 motivational self-system (L2MSS) Likert-scale questionnaires improved by Dornyei (2005). We employed descriptive and correlational models in this present study and endeavored to identify the correlation between the two variables; the students' English proficiency achievements were the independent variable and the L2MSS was the dependent variable.

Participants and instruments

The respondents in this present research study were thirty students (S1, S2, S3, and S4, for short) of Islamic junior high school in the 9th grade (Table 1). From the total of the students in the 9th grade, only those thirty students could be accessed and were eligible to contribute to this current research study. The thirty participants selected were occupied by the thirty students who caught the uppermost scores on English proficiency test results. All participants (n = 30) were male students aged around fourteen to fifteen years old and their English learning experiences were around six to eight years, whether in the formal or informal education system. In addition, these thirty participants could not generalize this quantitative research study.

We chose to use non-probability sampling from the samples. Non-random sampling authorizes the applicants to be had to purely participate in the study (Septiyani et al., 2021). The students' English proficiency data were gathered from the Institute for Foreign Language Development at a private university in Malang, Indonesia. The English proficiency test was conducted for the student's graduation requirement. Moreover, we utilized a set of the L2MSS Likert-scale questionnaires and English proficiency scores as the research instruments. In addition, this questionnaire was constructed by Dornyei (2005) and advanced by Taguchi et al. (2009). In Taguchi et al. (2009) study, the L2MSS was

employed to examine Asian EFL learners' motivation in learning English and it was followed by numerous experts (Chanyoo, 2022; Lee & Lu, 2021; Safdari, 2019; Swatevacharkul, 2021; Welesilassie & Nikolov, 2022) to implement this questionnaire in EFL contexts. Therefore, this current research study also used the questionnaire to investigate the correlation between EFL learners' motivation and their English proficiency test scores. Technically, this questionnaire survey comprised three mechanisms and consisted of 27 statements (nine items for each component). Those three aspects were (1) ideal L2 self, (2) ought-to L2 self, and (3) L2 learning experience. The participants assessed the assertions on a 5-point (reaching from 5. *Strongly agree*, 4. *Agree*, 3. *Neutral*, 2. *Disagree*, and 1. *Strongly disagree*). The L2 motivational orderliness quantity was applied to recognize the respondents' apparent rank of the L2MSS.

Table 1*Participants' demographic data*

No	Name (pseudonym)	Gender	Class	English learning experiences (years)	Age (years)
1	S1	Male	Ninth-grader	7-8	15
2	S2	Male	Ninth-grader	6-7	15
3	S3	Male	Ninth-grader	6-7	15
4	S4	Male	Ninth-grader	6-7	15
5	S5	Male	Ninth-grader	6-7	15
6	S6	Male	Ninth-grader	6-7	15
7	S7	Male	Ninth-grader	6-7	15
8	S8	Male	Ninth-grader	7-8	15
9	S9	Male	Ninth-grader	6-7	15
10	S10	Male	Ninth-grader	6-7	14
11	S11	Male	Ninth-grader	6-7	15
12	S12	Male	Ninth-grader	6-7	15
13	S13	Male	Ninth-grader	6-7	14
14	S14	Male	Ninth-grader	6-7	15
15	S15	Male	Ninth-grader	6-7	14
16	S16	Male	Ninth-grader	6-7	15
17	S17	Male	Ninth-grader	6-7	15
18	S18	Male	Ninth-grader	6-7	15
19	S19	Male	Ninth-grader	6-7	15
20	S20	Male	Ninth-grader	6-7	15
21	S21	Male	Ninth-grader	6-7	14
22	S22	Male	Ninth-grader	6-7	14
23	S23	Male	Ninth-grader	6-7	15

24	S24	Male	Ninth-grader	6-7	15
25	S25	Male	Ninth-grader	6-7	14
26	S26	Male	Ninth-grader	6-7	15
27	S27	Male	Ninth-grader	6-7	14
28	S28	Male	Ninth-grader	6-7	14
29	S29	Male	Ninth-grader	6-7	15
30	S30	Male	Ninth-grader	6-7	14

Data collection and analysis procedures

To collect the data, we disseminated a set of questionnaires on the L2MSS (Dornyei, 2005) to students of a private Islamic boarding school in Malang, Indonesia. This survey instrument was also selected by many scholars (Bobkina et al., 2021; Jiao & Liang, 2022; Lee & Lee, 2019; Zhao et al., 2022) to measure the learners' motivation level in their research study. The L2MSS which was constructed by Dornyei (2005) has been employed in more than 40 research studies (Boo et al., 2015). Before conducting the survey, the questionnaire was translated by a sworn translator into Indonesia. It could ease the participants in fulfilling the questionnaire. Akbulut and Altay (2021) believed that the aim of deciphering is to assist participants to identify the questionnaire well. In addition, the interpretation of the instrument was to broaden the document's reliability (Subekti, 2018). Nevertheless, we still provided an English description together with the Indonesian transformation. After converting and verifying the questionnaires, we spread them out to the respondents immediately. Later, to obtain the second data, we collected the students' English proficiency test scores from the English teacher in the school. Technically, the English proficiency test was released by the Institute for Foreign Language Development at a private university in Malang, Indonesia. After all, we calculated the data using the Statistical Package for the Social Sciences (SPSS) version 20 software system to amount the correspondence between the L2 motivational scheme components and the pupils' English proficiency test scores.

Findings

Although in total 160 participants from different tertiary levels participated in the preliminary research, this study only focused on 30 students (18.75%) whose scores were the highest among others where they were also given a set of the L2 motivational self-system (L2MSS) questionnaires. To address the research problem in scrutinizing the correlation between students' English proficiency

and their second language motivation, a descriptive statistical analysis was used. The results of the statistical analysis of the two variables were elaborated further in this chapter. Before analyzing the correlational results between the English proficiency scores and the L2MSS, we tested the level of the instrument's reliability. The result of the reliability level of the L2MSS questionnaire can be observed in Table 2.

Table 2*Reliability of the instrument*

Measure	Cronbach's alpha	N of items
L2MSS	.833	27
Ideal L2 self	.613	9
Ought-to L2 self	.741	9
L2 learning experience	.761	9

As reported in Table 2, it demonstrates that the instrument of the survey had a satisfactory quantity of reliability based on Cronbach's alpha coefficient score (.833, .613, .741 & .761) for the twenty-seven items. Tabachnick and Fidell (2012) mentioned that when the score of Cronbach's alpha was bigger than 0.6, it revealed reliability. Therefore, it can be interpreted that the questionnaire was reliable. In addition, to discover the range of each component of L2MSS, the merged mean scores for every element were interpreted in Table 3.

Table 3*Learners' L2MSS statistics description*

No	Components	Mean score
1	Ideal L2 self	37.62
2	L2 learning experience	35.80
3	Ought-to L2 self	27.50

All in all, among the three main aspects of the L2MSS questionnaire, it was observed that the ideal L2 self was chosen as the top rank with the highest mean score of 37.62. Following it, their L2 learning experience came second with a mean score of 35.80, and lastly, the ought-to L2 self arose third with the lowest mean score of 27.50 (Table 3). Next, the results of the mean score from each component of the L2MSS components are presented in Table 4.

Nearly all of the items in the three aspects shown in Table 4 received high ratings, with the exception of item 18 in the "ought-to L2 self" (If I fail to learn English, I will be letting other people down). A mean score of almost 3.00 was only achieved by one item, indicating low motivation to deal with the resulting point. The outcome of this question suggested that for some participants,

English may not be the most important skill to master. After all, not to mention that the participants of this study were students/members of Islamic boarding schools. Additionally, proficiency in English was overlooked as a crucial part of the outcomes, and students had little time to practice using it in daily activities.

Table 4

Mean score of the learners' response

Ideal L2 self		Ought-to L2 self		L2 learning experience	
Item	Mean	Item	Mean	Item	Mean
1	3.90	10	3.70	19	3.67
2	3.90	11	3.37	20	4.20
3	4.13	12	3.80	21	3.73
4	4.30	13	3.63	22	4.20
5	3.70	14	3.63	23	4.00
6	4.13	15	3.40	24	3.70
7	4.27	16	3.53	25	4.00
8	3.90	17	3.60	26	3.93
9	3.97	18	2.47	27	4.37

We used the Pearson product-moment correlation to examine whether the three aspects of the L2MSS correlate. Some indicator issues were summarized in Table 5.

Table 5

Correlation coefficient analysis

		Ideal L2 self	Ought-to L2 self	L2 learning experience
Ideal L2 self	Pearson correlation	1	.357	.573
	Sig. (2-tailed)		.053	.001
	N	30	30	30
Ought-to L2 self	Pearson correlation	.357	1	.379
	Sig. (2-tailed)	.053		.039
	N	30	30	30
L2 learning experience	Pearson correlation	.573	.379	1
	Sig. (2-tailed)	.001	.039	
	N	30	30	30

The ideal L2 self and the L2 learning components have shown a substantial link, as shown in Table 6 (Sig. value (.001) < .05) based on the Pearson correlation coefficients. The ought-to L2 self and the L2 learning experience also have a positive association (Sig. value = .039 < .05). However, there is no

statistically significant correlation found between the ought-to L2 self and the ideal L2 self (Sig. value = .053 > .05).

Table 6

Correlation between English proficiency test results and L2MSS

		Ideal L2 self	Ought-to L2 self	L2 learning experience
English proficiency test scores	Pearson correlation	.019	-.343	-.204
	Sig. (2-tailed)	.920	.064	.280
	N	30	30	30

Based on Table 6, some inferences may be drawn variously. All aspects of the L2MSS (ideal L2 self, ought-to L2 self, L2 learning experience) and English proficiency test results did not show any significant relation, as determined by the Pearson correlation coefficients. In response to the research question, it was discovered that there was no significant association between the learners' English proficiency test results and any of the aspects of the L2MSS. The correlation score with the ideal L2 self was close to zero, $r = .019$, $p > .05$, showing almost no relationship or very weak correlation. Next, the correlation score of the L2 learning experience was also low, $r = -.204$, $p > .05$, and it was fascinating that the correlation score was negative. It also happened to the correlation score of the ought-to L2 self which the correlation direction was negative, $r = -.343$, $p > .05$. Those negative correlation scores demonstrated that the lower L2 learning experience and the ought-to L2 self was, the higher learners' proficiency scores tended to be. Although these results were relatively unexpected, some explanations still could be construed.

Discussion

This study looked into the link between Islamic junior high school students' English proficiency test results and their motivation to learn the language. The L2 motivational self-system (L2MSS) was employed to examine the correlation between the students' motivation level for learning EFL and their achievements in English proficiency tests. To determine the correlation between students' passion for learning and their accomplishments, we objectively assessed the data obtained. Contrary to expectations, the correlation result was not statistically significant. This present study confirmed that the significance of each component may be influenced by some particular situations. For instance,

social contexts, family, the students' background knowledge, the language values in the school neighborhood, the frequent English usage as a casual language, and many other factors may all significantly impact the research findings. Despite receiving fairly good marks on their English proficiency test, this did not necessarily indicate that they had a great motivation level to learn the language.

First, the ideal L2 self was the only component showing a positive correlation score ($r = .019$) with the English proficiency test scores, yet the correlation coefficient showed very low. Although this result was slightly surprising, it was not thoroughly inexperienced. Dornyei and Chan (2013) also revealed similar to this current research study. They found a small correlation between English scores and ideal L2 self in the Chinese setting. In addition, the ideal L2 self-motivation level appeared as the first rank, shadowed by the L2 learning experience, and the ought-to L2 self. This finding generally supported some previous research studies made by Kangasvieri (2017), who mentioned that the ideal L2 self and self-concept variables served as discriminators for learners, and Al-Hoorie (2018), whose meta-research supported the notion that the ideal L2 self and language learning experience played a constructive role in enhancing proficiency. Additionally, Papi and Teimouri's (2014) study included equal mention of the ideal L2 self and language learning experience. Here, we concluded that the ideal L2 self was the main factor determining the students' willingness to learn English at the Islamic boarding school, with the language learning experience coming in second. This outcome was constant with the study done by Stamenkovska et al. (2022), which demonstrated that the ideal L2 self-aspect was more robust than the ought-to L2 self and L2 learning experience aspects. Kim and Kim (2018) also noted that the ideal L2 self significantly influenced language learning behavior among EFL students. Also, the ideal L2 self was discovered to be the dominating aspect of the L2MSS in Arslan and Cuftci's (2022) study. In other words, the student's intrinsic motivation was a big part of the language acquisition process. This indicated that students were more enthusiastic about learning the language. The more students enjoy and are enthusiastic about learning a language, the easier and more effective their studies would be.

The second aspect was the L2 learning experience. Interestingly, the correlation score ($r = -.204$) between the L2 learning experience and the English scores was negative. As seen in Table 3, the L2 learning experience was placed in the second position, and it was similar to the findings of the subsequent study by Dunn and Iwaniec (2022), who conveyed that the L2 learning experience was the second most important aspect. According to Dornyei (2019),

the L2 learning experience can be summarized as the students' active participation and involvement in the class. It signified that the learners' behavioral participation and potential for active contribution to the learning process highlighted the L2 learning experience motivation aspect. In this instance, the students in the Islamic boarding school had several outside portraits of public and private schools. There would be less competition among the students than at other schools. Competitive excitement did not become the class's primary objective, despite the fact that only male pupils were in the class. Therefore, learning experiences with an L2 were not the main factor that impacted the participants' motivation to acquire the language.

The third L2MSS section was the ought-to L2 self which produced the smallest mean score of all the segments, and it was stable with research done by Arslan and Ciftci (2021) in Turkey, Wong (2019) in Hong Kong, and Liu (2020) in China. The ought-to L2 self did not emerge as an essential function in students' language learning successes, which was emphasized in this recent research study. Since the Islamic boarding school students mostly focused on other courses, such as religious subjects, we assumed that the low ought-to L2 self was a factual conclusion. The students chose to be superior in mastering religious lessons to avoid upsetting others, especially family. Peripheral factors like culture, friends, and family can bind the ought-to L2 self together. Numerous professionals (Dornyei, 2009; Dornyei & Chan, 2013; Lamb, 2017) also concurred that the various cultural factors also significantly influenced the learners' motivation. Additionally, several studies (Lamb, 2017; Taguchi et al., 2009) hypothesized that the ought-to L2 self will have a greater impact in an Asian context due to the stronger emphasis on social morals in the region. The ought-to L2 self was at odds with the hopes of the scholars in this Islamic boarding school atmosphere. If they don't learn English, the students at this Islamic boarding school will not necessarily face any pressure from their families. For this reason, the ought-to L2 self did not have a greater influence than the other L2 motivational self-system aspects. This outcome of the "ought-to L2 self" aspect was compatible with Subketi's (2018) research in which she found that the ought-to L2 self-component was the smallest. In other words, if the students were unable to recite the Holy *Qur'an*, their families would be more upset than if they had failed in English. It implied that they had no significant obligations or responsibilities to study a foreign language.

Furthermore, this current discovery was coherent with a number of earlier studies (Basir & Kolahi, 2022; Martinovic & Buric, 2021; Moskovsky et al., 2016; Subekti, 2018), which asserted that there was no correlation between the learner's achievements and the L2 motivational arrangement. Moskovsky et al.

(2016) argued that the students' reading and writing competency scores did not substantially correspond with the L2MSS. According to the most recent study by Basir and Kolahi (2022), each component of the L2MSS had no discernible influence on students' academic resilience. Zhao et al. (2022) revealed that the ought-to L2 self had a detrimental analytical effect on the learner's academic performance. Then, Martinovic and Buric (2021) discovered that there were no discernible correlations between students' success in language learning and their motivating self-system in an L2. Similarly, Subekti (2018) did a study in Indonesia with students who participated in English for a specific purpose (ESP). She acknowledged no connection between her students' accomplishments and the L2MSS. In contrast to this recent study which revealed non-significant relation between the students' L2MSS and their English proficiency results, Takahashi and Im (2020) found different results in their investigation. They claimed that the variables investigated, the L2MSS and English proficiency test scores, were substantially connected in accordance with the guidelines. Moreover, Wong (2019) confirmed a favorable link between the L2MSS and linguistic proficiency existed. The level of motivation and effort expended in learning a language will influence the learners' objectives (Takahashi & Im, 2020).

Conclusion

The present study is designed to examine the correlation between Islamic junior high school students' English proficiency and L2MSS. The study has revealed that the self-L2 identity has correlated positively with the students' achievement, yet with a very low correlation coefficient. In contrast, the other two components have shown a negative correlation. Nonetheless, the results found that the students' scores on the English proficiency tests and the second language motivational self-system still did not statistically correlate with each other. Some factors might impact the significance of the variables such as social framework, English environment, relatives, awareness, etc. As a consequence, this finding should be noted by the stakeholders in this Islamic boarding school. English instructors must carefully consider students' perceptions related to English proficiency to enhance the students' excitement. Second, the teachers should push the students more about using English as an interaction tool with other students daily because the social culture of English greatly impacted pupils' competence.

Some limitations also rise in the present study. First, the findings cannot be generalized to Islamic school institutions in Indonesia, as this recent study only included a small number of participants from one Islamic boarding school. Second, we also highlight the number of participants. Hence, further research needs to be conducted with more respondents and focus on another gender or both. Lastly, since there was no in-depth interview in the study, we could not discuss the findings deeply and present general and complex insights from the participants' perspectives.

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ORCID

Andri Jamaul Rifiyani <https://orcid.org/0000-0003-1726-9543>

Mutmainnah Mustofa <https://orcid.org/0000-0003-0448-9651>

M. Faruq Ubaidillah <https://orcid.org/0000-0002-0275-8283>

Huan Yik Lee <https://orcid.org/0000-0003-0649-7663>

Suatmo Pantja Putra <https://orcid.org/0000-0002-4283-1860>

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