



International Students' Motivation and Self-Confidence in Learning Indonesian

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Abstract:

Motivation and self-confidence are important aspects to increase engagement in learning and indirectly to conversation. The success of learning Indonesian can be seen from how students can convey their ideas and can connect with the other persons in communication, also, it can happen because of the balanced self-confidence and motivation. Therefore, this research article aims to study the relationship between motivation and self-confidence toward the ability to speak Bahasa Indonesia of foreign students who took an intensive Indonesian course. As to explain the correlation among speaking ability, motivation and self-confidence, the combined methods both qualitative and quantitative were applied. Thirty-eight participants participated in this study. At the end of the course, questionnaires were distributed to get information about motivation and self-confidence in speaking Indonesian. Additionally, the evaluation of their speaking ability was also collected for analysis of correlation. Both motivation and self-confidence highly correlated with speaking ability, with $r=0.827$, $r=0.851$, respectively. This finding shows that there is a significant correlation between motivation and self-confidence and their ability to speak bahasa Indonesia, students who had high motivation and good self-confidence managed to improve their speaking abilities. However, instructors should focus on building students' motivation and self-confidence by creating a supportive classroom environment that encourages students to talk as much as possible and participate in verbal activities without fear or embarrassment because students who are unmotivated and lack self-confidence are unsure of their speaking abilities. Therefore, further studies can be conducted to examine more specifically the causes of low motivation and causes of lack of confidence in the participants.

Keywords: Indonesian, motivation, oral skill, self-confidence.

国际学生学习印尼语的动力和自信心

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摘要:

动机和自信是增加学习参与度和间接参与对话的重要方面。学习印尼语的成功可以从学生如何表达自己的想法以及如何在交流中与其他人建立联系,也可以因为平衡的自信和动力而发生。因此,这篇研究文章旨在研究学习印尼语强化课程的外国学生在说印尼语能力方面的动机和自信心之间的关系。为了解释口语能力、动机和自信之间的相关性,采用了定性和定量相结合的方法。三十八名参与者参与了这项研究。在课程结束时,分发了调查问卷以获取有关说印度尼西亚语的动机和自信心的信息。此外,还收集了他们对口语能力的评价,用于相关性分析。动机和自信心均与口语能力高度相关, $r=0.827$, $r=0.851$ 。这一发现表明,动机和自信心与他们说印度尼西亚语的能力之间存在显着相关性,具有高动机和良好自信心的学生能够提高他们的口语能力。然而,教师应该通过创建一个支持性的课堂环境来培养学生的积极性和自信心,鼓励学生尽可能多地交谈和参与口头活动,而不要害怕或尴尬,因为没有动力和缺乏自信的学生他们不确定说话的能力。因此,可以进行进一步的研究,以便地检查参与者动力不足和缺乏信心的原因。

关键词: 印尼语, 积极性, 口语能力, 自信.

1. Introduction

Motivation is known as an indicator that influences success in doing various things, including in learning a foreign language. Since the 1950s, when Gardner and Lambert (1972) became pioneers in research on the role of motivation in learning foreign languages, several studies have been conducted since then until now that have focused on the role of motivation, for example Fandiño et al. (2019), which concluded from the results of their research that motivation to learn English in the Colombian context has a significant effect. Pourfeiz (2016) through research conducted based in Ankara, Turkey, concluded that academic motivation and attitudes toward the language being studied can improve a person's learning experience. In language acquisition, listening, speaking, reading and writing are known as the four language skills (Atmojo & Putra, 2022). Of these four language skills, speaking and listening together are considered the most important, especially when learning a foreign language. Speaking skills can be interpreted as a process of constructing and sharing meaning verbally and non-verbally in various contexts (Vattøy, 2020). Speaking is an important language skill in learning a second or foreign language. It is an art of communication and one of the four productive skills, which must be mastered in learning a foreign language (Singh, 2019).

Speaking is the most needed skill in real life situations (Toro et al., 2019). It is an important part of everyday interactions and most often a person's first impression is based on his or her ability to speak fluently and easily understood.

Many people have good communication skills, but when required to speak a language other than their native language, they fail to express their ideas (Liando & Tatipang, 2022). They are afraid to say something wrong or incomprehensible. One way to encourage them to speak a foreign language is to motivate them and boost their self-confidence.

2. Review of Literature

Many studies on motivation and foreign language

learning (languages other than native language) were led by Gardner and Lambert (1972), who have conducted research on this subject since the 1950s in Canada. Two types of motivation were identified in learning languages other than the native language, namely integrative and instrumental motivation. Integrative motivation occurs when the learner wants to integrate with the culture and society of the language being studied. Instrumental motivation refers to the type of motivation that encourages the mastery of language because they want to improve their career, get recognition and economic benefits.

Numerous studies on student motivation in learning foreign languages in elementary, secondary and university schools have been conducted. For example, Hu & McGeown (2020) examined 631 students in China who were learning a foreign language and found that foreign language learning motivation and learning outcomes were mutually influential. Rehman et al. (2014) examined the motivation of 50 Pakistani students. The research results show that motivation plays a role in choosing learning strategies. Shin and So (2018) investigated the relationship between motivation and learning strategies of several students in South Korea and their relationship with socioeconomic status. De Burgh-Hirabe (2019) examines the motivation for learning Japanese as a foreign language in New Zealand. The research was conducted through an open questionnaire that linked the experience of learning a foreign language and intrinsic motivation. Oga-Baldwin and Fryer (2020) examined the differences between motivation to learn a foreign language and a native language and found similar patterns between the two.

Furthermore, Shilova et al. (2020) investigated the motivational factors and their role in learning English of two groups of students from two different programs in Tyumen and found that they had a medium to high level of motivation to study. Dang and Chou (2020) investigated the effect of extrinsic motivation of Vietnamese workers in Taiwan. The results show that extrinsic motivation has a significant impact on the success of foreign workers. Calafato and Tang (2019)

engaged 114 non-Arab expatriate respondents in their study and investigated the concept of motivation. It was found that the participants had motivation to learn English and it did not affect their motivation to learn other languages. Liando (2009) also examined the motivation to learn foreign languages of Indonesian students.

A study by Liao et al. (2018) involved 257 participants. The findings of this study indicate that creative teaching techniques can increase learning motivation. Another study by Wen & Piao (2020) examined 20 university students and their motivation for learning Chinese as a second language. The results of their study show that the concept of positive motivation interacts with the learning experience as a reaction to various difficulties encountered. Kazakova and Shastina (2019) in their article discuss the importance of intrinsic motivation as the focus in language learning. The interaction of the social and cultural environment can serve as a tool in the development strategy. Lin et al. (2017) in a study involving 466 participants, found that learning motivation is central to the success of online learning.

Apart from motivation, self-confidence (self-confidence) is also an important factor to overcome the shyness and fear of learners to speak a language that is not their own. Several definitions of self-confidence support this research. Self-confidence influences improve learning achievement in learning, especially in foreign language learning, as stated by (Akbari & Sahibzada, 2020) as follows: self-confidence is a variable that greatly affects learning. Self-confidence is one of the main drivers in humans. It can have a decisive influence on a person's life, for better or for worse. Confidence is a personal factor, which plays a supporting role in the achievement of foreign language learning. Several studies claim that no language learning activity will be successful without self-confidence (Kumar et al., 2022).

The description above informs us that learners' self-confidence is one of the important factor in developing their learning achievements, and they maintain the courage to ignore shyness to improve their skills in speaking English. In situations like this, Liando and Tatipang (2022) and Liando et al. (2022) pointed out that the teacher is critical to preparing each student and any classroom situation so that students can have their confidence to speak casually, without feeling embarrassed and afraid to make mistakes.

Self-confidence has a significant effect on filtering out feelings of shame and fear so that it can improve verbal language skills. These two negative feelings can be a barrier for humans to stay focused and concentrate in regulating the words that will be produced by the human speech organ. The lack of self-confidence can be considered a psychological and behavioral barrier that makes it difficult for learners to speak a language other than their native language (Kansil et al., 2022). Although speaking requires physiological competence and physical suitability of the environment, a study of

self-confidence is important because the results of this study can help language teachers to facilitate classroom situations so that learning conditions can be appropriate to improve oral language skills.

Numerous studies have been conducted on oral language skills and learning methods. Regarding the topic of correlation between self-confidence and speaking skills, several researchers have conducted studies in their own countries (Ozdemir & Papi, 2021; Kansil et al., 2022; Akbari & Sahibzada, 2020; Hadi et al., 2021). From these studies, it can be concluded that speaking skills have a close relationship with self-confidence.

Although self-confidence is predicted to be the main influence in improving speaking skills, there is still one other aspect that can also contribute to self-confidence so that it can further improve oral language skills, the aspect is motivation. The motivational aspect can come from the teacher to encourage students to be interested in the language being studied by explaining to them the benefits that can be obtained by having these speaking skills. Teachers can also facilitate classroom situations to create a conducive atmosphere for learning and an attitude that is ready to help when they experience difficulties in learning.

In this study, the cooperative learning strategy was adopted because this strategy can create flexible interactions between teachers and students as stated by Shermatova and Tuxtayeva (2022) that in the classroom, good cooperation between teachers and students is essential to achieve goals. That in cooperative learning, the teaching and learning process is centered on the learner (Nakata et al., 2020). They can work in small groups with opportunities to work together and help each other. The atmosphere of working in groups can reduce the fear and shame of making mistakes when speaking (Dwijayani & Musigrungsi, 2022). This can cause them to be more confident in speaking, and a feeling of comfort can encourage them to participate more in learning. The results of this study support the effectiveness of learning activities in developing language skills. For these reasons, this study was conducted to explain the relationship between motivation and self-confidence, respectively, the oral Indonesian language skills of foreign students who are studying Indonesian.

3. Method

This study combines quantitative and qualitative approaches, which explain the correlation between oral language skills and motivation and self-confidence so that quantitative research methods are used. The correlation is a statistical technique that can show whether and how strong a pair of related variables is as mentioned (Taherdoost et al., 2022). Thirty-eight BIPA (English for Foreign Speakers) class participants from four waves participated in this study. In collecting quantitative data, the questionnaire used was adapted from (Gardner & Lambert, 1972) and (Park, 2015).

This questionnaire consists of a 30-item

questionnaire with a 5-point Likert scale to measure participants' motivation and self-confidence. 10 items were used to measure the motivation of the participants and 20 items to measure their level of confidence. All items in the statement are positive so that the highest score indicates a high level of motivation and self-confidence. The thirty items of this questionnaire were translated into Indonesian, then the level of reliability was measured. Gliem and Gliem (2003) state that the rules of thumb for Cronbach Alpha as follows: >0.9 - Excellent, > 0.8 - Good, > 0.7 - Acceptable, > 0.6 - Questionable, > 0.5 - Poor, and <0.5 - Unacceptable. Generally, a score of more than 0.7 is considered acceptable. Cronbach Alpha for the 30 items in the questionnaire used is 0.855 and according to the classification by Gliem and Gliem (2003), the score is good. Aspects were evaluated to measure speaking skills such as: conversation length, vocabulary, intonation, correct word choice, correct grammar, and proper pronunciation. The test is given after the lesson is over. Data in correlational research must be collected simultaneously (Aytaç & Kaygısız, 2021).

The qualitative approach through interview techniques obtains more specific information that cannot be summarized through the questionnaires distributed. Three participants volunteered to be interviewed regarding their opinions on motivation to learn Indonesian. The three participants interviewed were postgraduate students at an Australian university. They study in the same major but they come from 3 different countries. These three participants were coded P1, P2, and P32.

4. Results

Data in the form of questionnaire calculations and Indonesian language learning outcomes were collected after the course had ended. The Indonesian language course that the participants take is essential to prepare them before going into the field as part of a research project in North Sulawesi. Statistical calculations were performed to measure the mean and standard deviation of the questionnaire and the results of speaking skills. The results of the calculation of the standard deviation show a small variability value so that the calculation results can be trusted. The results of the descriptive statistical calculations are shown in Table 1.

Table 1. Statistics description ($N = 38$, M - mean, SD - standard deviation)

Construct	Min.	Max.	M	SD
Motivation	3,6	4,8	4,29	0,37
Confident	3,6	4,6	4,18	0,32
Speaking ability	3	4,5	3,6	0,48

Then, using statistical analysis, the correlation between motivation and self-confidence with spoken language skills was calculated. The correlation between both motivation and self-confidence with participants' speaking ability was calculated using the Pearson Product Moment Correlation. The calculation results

show the relationship between motivation and speaking ability ($r = 0.828$, $p < 0.01$), and the relationship between self-confidence and speaking ability ($r = 0.853$, $p < 0.01$). The results of this calculation show a significant relationship between the two. When motivation and self-confidence increase, the ability to speak also improves.

Additionally, participants' motivation and self-confidence were also categorized according to size: low, medium and high, as shown in Table 2.

Table 2. Categories of motivation and confidence level ($N = 38$)

Category	Range	Frequency	Percentage
Low	0–50	0	0%
Currently	51–100	10	26,3%
High	101–150	28	73,7%
Lowest Score	52		
Highest Score	143		

The data in table 2 show that the motivation and confidence of BIPA course participants can be said to be relatively high. This illustrates their enthusiasm to learn Indonesian because they have something to achieve.

5. Discussion

In this study, the Indonesian language learning participants had different native language (first language) backgrounds, ranging from English, other Asian languages and languages from the Pacific islands. The results of their speaking ability were obtained from tests conducted to measure their speaking ability. Each pair is given about six minutes. They were given a choice of four communication situations, such as communication at the village head's office upon arrival at the village, the terminal, the market, and the hospital. These four communication situations had been trained to them in the week before the test was held. They are invited to imagine the four types of communication as if they were in that situation. They imagine that such a conversation can occur, for example, when they are in a hospital, they can meet other patients who are awaiting their turn to be examined by a doctor. They are trained to be brave and skillful in building communication, in this case, the skills to build questions so that communication can run smoothly. In pairs, the participants role-play and ask each other questions so that communication goes well. They should have the responsibility to have good quality conversation so the outcome of their signing will depend on each partner. The students' oral language skills were assessed from the length of the conversation, vocabulary, intonation, the right choice of words, the correct grammar, and the right pronunciation. In general, the participants showed quite high enthusiasm when doing role playing in various situations. Information about motivation and self-confidence was obtained from responses to a questionnaire distributed to them.

The results of the calculation of this significant

correlation ($r = 0.827$ and $r = 0.851$) show how important one's motivation and self-confidence are in learning a language other than the native language. In this empirical study, the ability to use Indonesian orally from foreign students is closely related to their motivation and self-confidence. However, motivation and self-confidence alone are not enough. This must be accompanied by other skills, for example, the mastery of vocabulary and simple structures of Indonesian. Additionally, it is undeniable that limited study time and cultural adaptation (Sy & Cruz, 2019) and (Mahmood & Burke, 2018) are also determinants of the achievement of Indonesian speaking skills. As a foreign student, there are many challenges that one must face when faced with different academic situations (Hunter-Johnson & Niu, 2019). The new experiences gained will enrich their knowledge and understanding of learning processes that are different from what they are used to and are expected to broaden their perspectives on various types of learning contexts (Sandgren et al., 2016).

Obviously, the results show us that there is a high correlation between motivation and self-confidence with the Indonesian speaking skills of the participants. The result of calculating the correlation between motivation and speaking ability is $r=0.885$, and the relationship between self-confidence and speaking ability is $r=0.878$. This means that the correlation between the two is quite high. The more participants who had higher motivation and self-confidence, the higher their speaking ability. The participants who had high motivation and good self-confidence managed to improve their speaking skills. This finding supports the results of previous studies (Waluyo & Rofiah, 2021; Maulina et al., 2019; Akbari & Sahibzada, 2020), which concluded that motivation and self-confidence can be a determining factors in learning a foreign language, especially speaking skills.

From the results of the interviews, the motivation of the participants in learning Indonesian can be categorized into 2 types, namely: motivation because there is a goal to be achieved, namely the requirement to conduct field studies as part of the master's program (instrumental motivation) and motivation to be able to understand various cultures so that they can mingle with the community (integrative motivation). When asked why he studied Indonesian, P1 said this.

P1: *...This field study is a requirement that I must do so that I can complete my master's degree ... because the field study is conducted here (in Indonesia) then I certainly have to learn Indonesian The desire to learn Indonesian because they want to finish their studies on time at college is very reasonable.* Similarly, stated by P2.

P2: *...When I heard from my supervisor that the field study would be conducted in Indonesia, I was overjoyed because I like learning Indonesian and I like learning anything about Indonesia. I have an Indonesian friend and he is very kind to me. I have to study Indonesian more diligently so that I can be successful in my field*

studies.

In addition to the reason for completing the study, emotional attachment is also a motivation to learn Indonesian. According to him, he has a very positive impression because he has good Indonesian friends, which adds to his enthusiasm for learning Indonesian. When asked further, if he had come to Indonesia before, P2 replied that his previous visits to Indonesia were for tourist purposes with a limited time. So P2 stated that he was overjoyed at this field study visit because he could stay in Indonesia for a longer time (3 months).

P3 likes Indonesia even though this visit is the first time he has come to Indonesia and he is interested in learning Indonesian. He said: *...learning Indonesian is interesting because the teachers are friendly and helpful... I also have to finish my studies quickly because my office is awaiting me ... that's why learning Indonesian is important.*

Interest in the Indonesian language, according to P3, because he likes Indonesia and the friendliness of its people. P3 said: *...Indonesia is a country that has various unique cultures and traditions, so the entrance to discover more about Indonesia's cultural diversity is to learn Indonesian.*

6. Conclusion

The position and function and role of the Indonesian language in the global order is further strengthened by the existence of Indonesian for Foreign Speakers (BIPA) (Gesrianto, 2017). Teaching Indonesian, which has become more widespread in various countries through BIPA provides new challenges for the learners (Panji Handoko et al., 2019). Learning and using Indonesian requires good motivation and self-confidence. However, in reality, not all international students have high self-confidence and motivation in learning Indonesian, this is supported by (Ginaya, 2021) who also sees how motivation and self-confidence are important foundations in learning Indonesian. The lack of self-confidence and motivation is a problem that really needs to be considered, because a characteristic of success in learning Indonesian is when students can use Indonesian in conveying their ideas and can also connect with the other person when communicating.

From the results of this study, it can be concluded that students who have high motivation and strong self-confidence have the readiness and ability to speak in front of others. The lack of motivation and general self-confidence, on the other hand, results in a lack of interest in striving for high-quality oral performance. Students who are unmotivated and lack self-confidence are unsure of their abilities. They tend to put in less effort, which in turn leads to low levels of achievement. The findings of this study also highlight the importance of promoting general self-confidence among language learners to develop their speaking skills. Additionally, the motivation of the participants of this BIPA course can be categorized into two types, namely instrumental because the main reason they learn Indonesian is to facilitate their field study activities, which is a

requirement for completing their master's studies, and integrative because they want to get to know people better, particularly Indonesians, and the various cultures and customs that they find interesting.

During the learning process, self-confidence of students can be seen during the learning process and outside the learning process. In the learning process, it can be seen when students dare to express their opinions, dare to come to the front of the class, do not cheat and are confident in their own answers. While outside the learning process, it can be seen when the students hang out with their friends. Meanwhile, motivation is a driving force for students to do something, both in terms of learning, socializing and in other ways. With motivation, students will be able to determine what steps they must take if they want to achieve their goals. Therefore, motivation and self-confidence indirectly play an essential role and greatly affect the learning process of students, especially in learning a foreign language.

Additionally, this research has examined how the motivation and self-confidence of students in learning foreign languages and at the same time reveal their influence on the student learning process. However, the factors that influence the low motivation and self-confidence of students in learning foreign languages are not studied in depth in this study. Similarly, other individual attributes such as, attitude toward the language being studied or the courage to speak can be further investigated as factors that might influence foreign language learning.

7. Implication

Based on the discussion and conclusions above, several suggestions for improving the speaking skills of BIPA course participants can be made through building the participants' self-confidence, namely: In language learning, instructors should focus on building students' motivation and confidence by creating a supportive classroom environment that encourages them to talk as much as possible and participate in verbal activities without fear or embarrassment. Furthermore, the use of learning strategies must pay attention to the situation and conditions of the class. Instructors should help participants identify their fears and then overcome them by providing some ideas to counter negative views and beliefs.

The participants should have higher motivation and pay attention to the instructor while learning. They should participate in the learning activities prepared by the instructor and control their own fears and shame by thinking positively and being more relaxed. They should try to enjoy it and feel happy during the learning process. They should continue speaking Indonesian continuously to increase their confidence.

Furthermore, considering the correlational research nature of this study, several further experimental studies can be conducted to increase the level of confidence or speaking achievement with orientation to the results of this study. Other language learning models can also be

used for some specific class activities or organized assignments to build moderate levels of confidence and speaking skills in future studies.

Further studies can be conducted to examine more specifically the causes of low motivation and causes of lack of confidence in the participants. Similarly, other individual attributes such as, attitude toward the language being studied or the courage to speak can be further investigated as factors that might influence foreign language learning.

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