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## MOTIVATION IN LEARNING INDONESIAN AS A FOREIGN LANGUAGE FOR KOREAN STUDENTS

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### ABSTRACT

Indonesia is now promoting the internationalization of Indonesian through Indonesian Language Program for Foreign Speakers (BIPA). Nowadays, many courses and university institutes both domestically and abroad open Indonesian program. It is actually caused by the increasing rate of Indonesian learners and one of them is people from South Korean. In this connection, the purpose of this paper is to identify the motivation they follow BIPA program. The method used was a survey with data collection through a questionnaire by adapting Attitude Motivation Test Battery (AMTB). Research conducted at the Language Center Foundation Hana (Hana Language Center), Jakarta. The respondents were 7 people. The theory used is the theory of integrative orientation and instrumental orientation proposed by Gardner. As a result, all learners' integrative orientations are wanted to communicate with the people of Indonesia, while the instrumental orientation is they all learn Indonesian as assigned in Indonesia. In conclusion, the orientations of integrative and instrumental orientation are in them all.

**Keywords:** Motivation, Learning, BIPA

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### INTRODUCTION

One of the ideals of the Indonesian nation is to internationalize Indonesian worldwide. These ideals have often discussed in the meeting of experts and observers of Indonesian. One of the meetings is the Indonesian Congress. Indonesian X Congress held at Grand Sahid Jaya, Jakarta, October 28 to 31, with the theme "Strengthening Indonesian internationally". Strengthening Indonesian becomes one of the most important languages in the world also influenced by the implementation of the ASEAN Economic Community (AEC or Masyarakat Ekonomi ASEAN, MEA). Application of MEA on 31 December 2015

is to make the State of Indonesia as one of the labor market for citizens of ASEAN member countries. It makes citizens of ASEAN member countries compete to enter Indonesia. For that, they are also trying to learn the culture of Indonesia, one of which is Indonesian. Strengthening Indonesian can also be seen with organized programs BIPA in 19 Indonesian Embassy and 176 universities/courses in 45 countries around the world across Asia, Europe, South America, and United States (Wiedarti, 2013: 34-35).

Of the few countries that hold BIPA program, in South Korea, the government of Indonesia through the Indonesian Embassy

and agencies and university courses has established BIPA program. Chung (1998, in Rivai et al, 2010) stated that in South Korea Indonesian taught at two universities, Hankuk University of Foreign Languages, and also in Pusan Foreign Language Academy. From 1964 to 1991, total students were around 1,150 people from language and culture department Indonesian/Malay graduates of two Korean universities, and each year graduating 43 people.

BIPA program development would not be separated from the foreigners who learn Indonesian. Those who learn Indonesian necessarily have different motivations as well. So even with the people of South Korea are studying Indonesian, certainly has motivation. In this connection, this present research is trying to explain the South Korean people's motivation to learn Indonesian.

According to Santrock (2008: 510), motivation is a process of encouragement, direction, and persistence of behavior. The behavior itself is behavior that is motivated energetic, purposeful and long-lasting. The same thing also expressed by Fredricks, Blumenfeld, and Paris (2004), Maehr and Meyer (2004) and Reeve (2006) in Ormrod (NO Year: 58), they wrote that motivation is something that animate (energize), directing and maintaining behavior. Furthermore, motivation is to make the student move, adjust him in a particular direction, and keep them moving. Of the two definitions above, we can conclude two things: The first is the motivation makes people move because he always has the energy for it. That is, the driving motivation of a person doing the activity. Second is the activity last long.

Moreover, Mukalel (2003: 68) said that the function of motivation is for driving the

activity. Intelligence, creativity, and reasoning power, and will not run and not be created if there is no motivation as a pusher. Motivation is one of the aspects that affect second language learning. This is in accordance with the opinion of Brown. According to him (2000: 72), the motivation is one of the elements that must be considered in language learning. "Motivation is the extent to which you the make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit".

Furthermore, it is also said that the theory of motivation can be seen from the three approaches or perspectives, namely behavioristic, cognitive, and constructivist. Behavioristic perspective views of motivation in the sense that the motivation arises because of the desire to get the rewards. In the cognitive perspective, the motivation appears as a basic human need. Motivation is seen as the decisions made by the individual for the sake of certain goals that he wanted to achieve. Instead, constructive perspective views motivation as a result of social construction in the community, the results of individual interactions with the surrounding environment, and also acts as a social status.

During this time, the theory of motivation can never be separated from the theory of motivation that is proposed by Gardner. Motivation to learn foreign languages initiated by Gardner was quoted by Steinberg et al. Here are the excerpt.

A number of factors which affect second-language learning operate only in certain types of situations. The question of motivation for learning of a second language for instance, is not likely to arise in a natural type of setting such as with a young child. The goal of wanting to learn a language for

the purpose of integrating and identifying oneself with the second-language people and culture (integrative motivation) has been thought by some theorists (Gardner & Lambert, 1972) to be better than learning for the purpose of using the language for some end such as getting a job (instrumental motivation) (Steinberg et al, 2013: 186)

However, the Gardner viewed motivation is more appropriately called the orientation rather than. It can be seen from Brown (Brown, 2000: 15) in following opinion

The research by Gardner and his colleagues center on a dichotomy of orientation, not motivation. Orientation means a context or purpose for learning; motivation refers to the intensity of one's impetus to learn. An integrative orientation simply means the learner is pursuing a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by the high level of motivation or a low level. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goals. The intensity or motivation of a learner to attain that goal could be high or low. Second, integrative and instrumental orientations are not to be confused with intrinsic and extrinsic motivation! They are separate issues.

Dornyei (2003: 70) also said that the division of motivation expressed by Gardner and Lambert as motivation is not really the type of motivation, but more appropriately called the orientation. Orientation is what will cause the motivation to self-learner. This orientation may be related to academic or career interests (instrumental), or social or cultural oriented (integrative).

From the quotations above, it can be concluded that Gardner's motivation more appropriately called orientation. The orientation can be classified into two, namely the integrative orientation and instrumental orientation. Interrogative orientation more emphasizes on foreigners' learning objectives to interact with the public speakers, better understand their culture and their society such as the arts and literature. Instead, instrumental orientation of language learning objectives is for the future purposes, for example: school, work, and a better life. Nonetheless, the concept of motivation proposed by Gardner is what will be used in this study, namely integrative and instrumental orientation.

Furthermore, Brown (2000: 75), Dornyei (2003: 70), and Williams and Burder (2007: 116) said that Gardner developed a measuring tool to motivate students to learn foreign languages. The tool is called The Attitude/Motivation Test Battery (AMTB). AMTB is focused to examine some of the affective components that affect language learning a second or foreign language. AMTB assess language learning into three parts, namely the behavior, motivation and class anxiety; motivational intensity; and teachers and curriculum.

Dornyei (2003: 70) also said that "The Attitude/Motivation Test Battery (AMTB; reprinted in the Appendix of Gardner, 1995) is multi-componential motivation questionnaire made up of over 130 items." Of the 130 materials (items), there are 4 materials for integrative orientation and 4 materials also for instrumental orientation. Each material is as follows.

**Table 1 Statements for Integrative and Instrumental Orientations**

| Integrative Orientation   | Instrumental Orientation   |
|---|--|
| <ol style="list-style-type: none"> <li>1. Studying French can be important for me Because it will allow me to be more at ease with fellow Canadians who speak French.</li> <li>2. Studying French can be important for me Because it will allow me to meet and converse with more and varied people.</li> <li>3. Studying French can be important for me Because it will allow me to better understand and appreciate the French Canadian art and literature.</li> <li>4. Studying French can be important for me Because I will be more freely to Participate in the activities of other cultural groups.</li> </ol> | <ol style="list-style-type: none"> <li>1. Studying French can be important for me only Because I will need it for my future.</li> <li>2. Studying French can be important for me Because it will make me a more knowledgeable person.</li> <li>3. Studying French can be important for me Because I think it will someday be useful in getting a good job.</li> <li>4. Studying French can be important for me Because other people will respect me more if I have a knowledge of a foreign language.</li> </ol> |

Motivation to learn a foreign language or a second language (B2) has been studied by a lot of researchers. In particular, the motivation to learn English as a second language, one study on English learning motivation is research by Sary (2010: 69-80) who surveyed college-students in Institute Manajemen Telkom to find out the relationship between motivation and anxiety in learning English. According to her, the average level of motivation is high enough. The respondents indicated the dominance of the type of motivation that is instrumental motivation and integrative motivation. Learners are more motivated by instrumental rather than integrative.

Furthermore, comparison of the motivation to learn Indonesian and English was made by Budiawan (2008: xii). Research resulted that in terms of motivation students have the motivation to learn low against Indonesian and English. However, when compared to their motivation to learn the language of both the two subjects, they

tend to be more interested in English than Indonesian. Meanwhile, research on learner's motivation to learn Indonesian has not been found yet. For that purpose, this present study aims to get a deep understanding about the motivation in learning Indonesian particularly for people from South Korea.

#### **METHODOLOGY**

This study is a survey research. The respondents of research were 7 learners of Indonesian for Foreign Speakers (BIPA) in the Foundations Language Center Hana (Hana Language Center) Jakarta. This institution was chosen because the learners are the people of South Korea. Data collection was through questionnaires. Results of the questionnaire will be analyzed quantitatively and descriptively. The statements in the questionnaire are an adaptation of Attitude Motivation Test Battery (AMTB). The questionnaire consists of 13 statements consisting of integrative

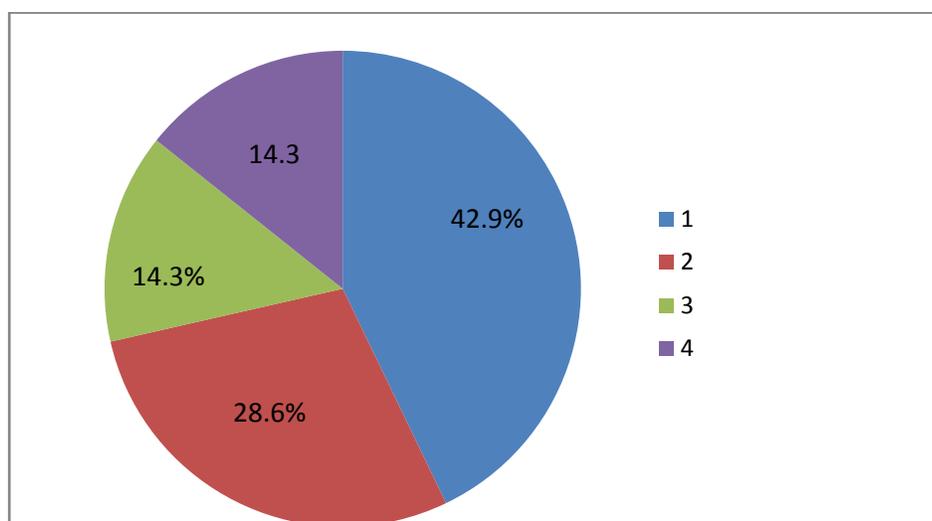
orientation (6 statements) and instrumental orientation (7 statements). Data processing techniques is data that has been collected, processed, classified, analyzed and described quantitatively.

Measurements used a Likert scale. According Sugiyono, Likert scale used to measure attitudes, opinions, and perceptions of a person or social group of social phenomenon, ie, strongly disagree (STS),

disagree (TS), Agree (S) and strongly agree (SS) (Sugiyono, 2014: 93).

## RESULTS AND DISCUSSION

This present study aims to describe motivation on learners Indonesia for foreign speakers (BIPA) particularly people from South Korea. The respondents in this research were 7 people (3 male and 4 female) from South Korea aged from 21 to 62 years old (see table 1).



Based on educational background, all respondents got at least bachelor degree, even 2 of them has master degree. All respondents work as volunteers in Indonesia and have been living for about 1-2 months. 3 out of the respondents have learnt Indonesian for 2 months, the rests only one month. All are in grade A1 in BIPA Level; it indicates that in learning Indonesia they are beginners.

From data analysis, learners' integrative orientations primarily are due to their needs

to communicate with the people of Indonesia. All respondents (7) stated strongly agree that they would like to learn Indonesian language in order to communicate with the people of Indonesia. This statement is closely linked with the statement that they learn Indonesian language because they want to live in Indonesia and have a friend of Indonesia. 57% of the respondents chose strongly agreed and 42.9% agreed. (see Table 3).

**Table 2 Percentage of Integrative Orientation**

| No | Statement  | Respons (%) |      |      |      | Total (%) |
|----|--|-------------|------|------|------|-----------|
|    |  | STS         | TS   | S    | SS   |           |
|    | Learning Indonesian language is important<br>Because it will facilitate me in understanding<br>And appreciating Indonesian cultures. | 0           | 0    | 42.9 | 57.1 | 100       |
|    | Learning Indonesian language is important<br>Because I want to live inIndonesia.   | 0           | 0    | 42.9 | 57.1 | 100       |
|    | I want to be able to speak Indonesian fluently<br>So that it is easier for me to talk to Indonesian<br>people                        | 0           | 0    | 0    | 100  | 100       |
|    | I want very much to understand and appreciate<br>Indonesian arats and literature   | 0           | 71.4 | 0    | 28.6 | 100       |
|    | I want to have as many Indonesian friends<br>as possible.  | 0           | 0    | 57.1 | 42.9 | 100       |
|    | I want to study the local cultures in Indonesia<br>For example, Javanese, Bataknese, Madurese,<br>Minangese, Sundanese.              | 0           | 42.9 | 28.6 | 28.6 | 100.1     |

Although they agree and strongly agree to live and have a friend in Indonesia, they quite disagree to learn Indonesian language to understand the art and literature of Indonesia. More than half of respondents (71.4%) disagree that the purpose of studying Indonesia to understand the art and literature. However, for the purpose of studying Indonesian is willing to study the tribes in Indonesia, more than half (57.2%) of respondents agreed and strongly agreed respectively 28.6%

Furthermore, the instrumental orientation of South Korean people for learning Indonesian is as almost the same as the

integrative orientation, to communicate. However, communication in the instrumental orientation refers to communicate in the world of work or in the workplace; in the fact that 71.4% respondents stated strongly agree. It is meant that they think learning Indonesian to get ease at work particularly in communication. All respondents strongly agree that they are studying Indonesian as they are assigned in Indonesia. Thus, no respondents who studied Indonesian to continue studies (all respondents had a bachelor, and two of them had master) or looking for work. (see Table 3).

**Table 3 Percentage of Instrumental Orientation**

| No | Statements  | Respons (%) |      |      |      | Total (%) |
|----|---|-------------|------|------|------|-----------|
|    |   | STS         | TS   | S    | SS   |           |
| 1  | Saya belajar bahasa Indonesia agar jabatan saya di tempat kerja tinggi.                 | 71.4        | 28.6 | 0    | 0    | 100       |
| 2  | Saya belajar bahasa Indonesia agar penghasilan saya bertambah (gaji naik)               | 71.4        | 28.6 | 0    | 0    | 100       |
| 3  | Saya menginginkan agar dapat berkomunikasi dalam dunia kerja dengan berbahasa Indonesia | 0           | 0    | 28.6 | 71.4 | 100       |
| 4  | Belajar bahasa Indonesia penting karena saya ingin mencari pekerjaan di Indonesia.      | 57.1        | 42.9 | 0    | 0    | 100       |
| 5  | Belajar bahasa Indonesia penting karena saya ingin melanjutkan studi di Indonesia.      | 42.9        | 42.9 | 14.3 | 0    | 100.1     |
| 6  | Belajar bahasa Indonesia penting karena saya akan menulis tentang Indonesia.            | 57.1        | 14.3 | 14.3 | 14.3 | 100       |
| 7  | Belajar bahasa Indonesia adalah penting sebab saya ditugaskan di Indonesia              | 0           | 0    | 0    | 100  | 100       |

All respondents are working as the volunteers (based on the questionnaire) in Indonesia, yet they stated strongly disagree (71.4%) and disagree (28.6%) that the purposes of learning Indonesian are to obtain higher positions in the workplace and to get higher salary.

### CONCLUSION

There are several important things that can be summarized in this paper; firstly, all respondents are adult learners and they have all had a bachelor degree. They've been

working as a volunteer in Indonesia. Secondly, the orientations of all respondents learn BIPA is to facilitate them in communication with Indonesia; it can be categorized as integrative orientation. As a result, even with the instrumental orientation, BIPA learners particularly from South Korea learn Indonesian because of the demands of the job, which is assigned in Indonesia. At last, all respondents have both integrative orientation and instrumental orientation.

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