

**LANGUAGE ATTITUDES AND MOTIVATION FOR LEARNING
INDONESIAN LANGUAGE AS A FOREIGN LANGUAGE BY STUDENTS
OF MALAY-INDONESIA DEPARTMENT, HANKUK UNIVERSITY OF
FOREIGN STUDIES (HUFS) SOUTH KOREA**

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Abstract

There are two major factors which influence a person to learn and master a foreign language. These are language attitude and motivation. The aim of this study is to understand how language attitude and motivation of students in Hankuk University of Foreign Studies (HUFS) South Korea affect learning the Indonesian Language. Questionnaires were distributed to 20 students of Malay-Indonesian Department at HUFS, South Korea. The data obtained from the questionnaires were then analyzed by using a scale for measuring attitude (Likert scale). Based on the Likert scale analysis, the results indicated that their language attitudes had an average value of 3.87 (the scale ranges from 1 to 5). This implies that they have a positive attitude. In a similar manner, the analysis of their motivations shows that their average score is 4.22. Their motivation to learn the Indonesian Language is very positive, that is, very high. This high score is in the aspect of an instrumental motivation with an average score of 4.35. The results of this study show that a positive language attitude and motivation enables the learners to achieve success in learning a foreign language.

Keywords: language attitude, motivation, foreign language

INTRODUCTION

There are two interesting views about learning and proficiency in a foreign language. The first is about perception. Some people assume that learning foreign languages will be difficult. This perception makes a negative attitude. This makes them pessimistic and not fully committed to mastering a foreign language. Secondly, some people learn a foreign language as a second language, with no clear motivation and purpose. In fact, they learn because of being forced or being demanded by the curriculum. Both of these reasons are why learners fail. They don't learn much due to the negative language attitude and lack of motivation. For example, in Indonesia,

English lessons range from junior high schools to colleges with an average of seven to eight years. However, the capability of students is below expectations.

What about the South Korean society? The Korean society is a relatively homogeneous society with respect to language. There is only one language in South Korea called Korean Language. It is a national language. Their language attitudes incorporated into their national language are very strong (positive). However, their attitude towards foreign languages is open. For Korean, they not only master and maintain the national language, but are also very enthusiastic to master a foreign language, including mastering English as an International language. The interesting thing

is that they may be using a foreign language well, but they only use it when needed. They prefer using their national language in various situations or moments. Our observation in a meeting held at the Malay-Indonesian Department, when discussing with an audience dominated by Koreans, they continued speaking Korean despite the fact that some foreigners were in the audience. Although they are generally bilingual or multilingual, an event of code transfer with the presence of a third person is very rarely done.

Koreans have only one language, known as the Korean language which also doubles as their national language. However, Koreans have long been making attempts to master the languages of the world as well as mastering English. This is evident from the efforts of South Korea on opening the University of Foreign Languages, namely HUFs which teaches 45 major languages in Asia and other important languages around the world. From the 45 languages taught, Malay or Indonesian language has a department of its own. This department has been chosen by many students and every year it produces alumni in this course. Thus, it is certain that the alumni of the Malay-Indonesia department are quite numerous and have been scattered in various places including Malaysia and Indonesia.

In HUFs, there are lots of Students who chose Malay-Indonesian majored in other courses such as Engineering, Chemistry, International Economics, Physics, Statistics, etc. The reason for this differs from one student to another. Several students have an intention to visit or work in Indonesia in the future. In addition, other students want to learn or know more about the Indonesian culture, society, and its natural beauty. This, of course, can be understood because to learn about a society,

whether related to the economic, social, political, or cultural aspects, they must master its language first. Therefore, it can be rightly said that the South Korean nation has long been doing things in anticipation of the coming globalization. In order to establish an effective cooperation with other nations, mastering the language is one of its conditions.

What about their language attitude and motivation to learn the Indonesian Language? As mentioned in language attitudes' theories where language learning is associated, it turns out that language attitudes toward a language can determine the success or failure of learners of one language. So also is the theory of motivation, which is more towards a person's goal for learning a foreign language. In general, some people confessed that by mastering a foreign language, jobs can easily be obtained. Some places or countries usually require a foreign language mastery for working in that country. That is why, it is unfortunate that there are laws or regulations made by the Indonesian government, which remove the need for foreigners to master the Indonesian language when working in Indonesia. Why? Because some foreigners, who decided to work in a country, usually have prepared themselves with mastering the language of that particular country.

Based on this background, the author is interested in examining how the language attitude and learning motivation of HUFs students of the Indonesian language affect their performance. The aim of this study is to reveal the students' language attitude and motivation in learning the Indonesian Language as a foreign language. By knowing their attitudes and motivations, the language learning model and strategy can be well designed. Therefore that learning a foreign language can be a success.

THEORY

Language attitude is an important factor in supporting the success in learning a second language. its attitudes usually extends to two poles, which are positive and negative. One of the language attitudes can attach to a learner. Regarding the issue on this, Kamaruddin (1992: 39) argues that when a person is objective about an attitude, they will help the object. However if a person behaves negatively to the object, they will neglect, stay away, and reject, or even damage the object. Similarly, an attitude towards language can be positive and negative. Thus, if his attitude towards a language is positive, the learner will show the attitude and positive behavior including to the second language he studied. Similarly, if the attitude of the learners is negative, he will show that he is not serious to study the language.

About the language attitude, Garvin and Mathiot's theory (1972: 371-373) divides the three characteristics of language attitudes, namely language loyalty, pride, and awareness of language norms. With loyalty, pride, and awareness of language norms will have an effect on behavior and actions on the language's usage. The three characteristics of language attitudes show a positive attitude, but if the opposite means a negative had arisen. If the language attitude is related to the language attitude of the learners, Ghazali (2010: 144) mentions that the language attitude comes from the learners' confidence learned on the second language's community and the people who speaks the second language. They may view that second language societies or users as attractive, honest, friendly, etc.

There are two motivations in learning a second language, namely instrumental and integrative motivation. According to Garner and Lambert (in Gazali 142- 143: 2010)

instrumental motivation is the motivation of learners who are interested in mastering a second language for a specific or practical purposes such as wanting to pass an exam and for the success of his career. While integrative motivation is the learner's motivation to master a second language because he has a personal interest in the person or culture of the language learned. These two motives can be the reason why a person chose to learn a particular language. Nevertheless, there is a perceptive view that these two types of motivation are difficult to distinguish explicitly. Both have an uncertain intentions as they can be said as learning a second language because of an instrumental motivation. However, after learning the language, they become more interested and motivated and no longer being just an instrumental, but has turned into an integrative motivation. They feel interested to learn more about the society and culture of the people and finally understand about the people of the said language.

RESEARCH METHODS

This research consists of a survey. The data of this research were collected through various questionnaires that were distributed to 20 respondents. Sources of data in this study is a student of HUFSDepartment of Malay-Indonesia which is in the third semester and above. The data obtained were analyzed using a Likert scale. The Likert model scale has often been used to measure attitudes, including language attitudes. As an illustration of the use of this Likert scale, the smallest value of 1 will be given for strongly disagreeing (STS), 2 for disagreeing (TS), 3 for neutral (N), 4 for agree (ST), and 5 for strongly agree (SST). Six points of statement have been proposed

for the scale of attitudes while five points of statement for the scale of motivation.

Based on the scale, it was established that the average values obtained which are 4.1 - 5 were categorized as very positive, 3.1-4 were categorized as positive, 2.1 - 3 were categorized as neutral, 1,1-2 as negative, and 0-1 categorized as very negative.

RESULTS AND DISCUSSION

In accordance with the design of this study, 20 respondents has been selected from the Department of Malay-Indonesia's students which is in the 3rd semester and above. The reason in choosing third semester students is because if they are already in the third semester, in addition to the ability to speak Indonesian smoothly. They also know a lot about Indonesia, especially related to the Indonesian language, society, and culture. With that understanding, students have been able to determine the attitudes and views about the object of their attitudes and behavior or their

motivation towards the Indonesian language, society and culture.

The data obtained through the questionnaires were analyzed using a Likert Scale. Based on the analysis, it was found that from six statements measuring the attitude indicator of the language, an average value of 3.875 had been obtained. Based on the category of scores used, it can be said that their attitude is on the positive category. Furthermore, statements that measure the motivational indicators, there are five statements and from those statements an average value of 4.22 had been obtained. Based on the category of values obtained, the 4.22 score entered in the category is very positive. In other words their motivation to learn Indonesian is very high. Their high motivation to learn Indonesian is influenced by several things, especially related to the two main motivations that encourage someone to learn a foreign language. Both types of motivation will be discussed in the discussion section.

Furthermore, a more complete result and data analysis of attitude scores can be seen in Table 1 as follows.

Table 1. Respondent's Language Attitude towards Indonesian Language

No	Statement	SS	ST	N	TS	STS	Average
1.	Indonesian is the easiest language that can be learned	10	48	12	4	-	3,75
2.	Learning Indonesian is an interesting activity.	30	44	9	-	-	4,15
3.	Indonesian Speakers are considered as a great and interesting speaker.	5	56	15	-	-	3,8
4.	Indonesian Speakers are considered as an honest individual	15	32	24	-	2	3,65
5.	Indonesian's interaction as if they were best friends.	15	52	12	-	-	3,95
6.	Indonesians are considered as a friendly society.	15	52	12	-	-	3,95
Average							3,87

Table 1 illustrates that the respondents' language attitudes based on the average score obtained from six attitude

indicators had reached 3.87. Based on the score category guidelines it turns out that they generally have a positive attitude

towards the Indonesian language. The highest score is on the second indicator, which they feel that learning Indonesian is an interesting activity with an average value of 4.15 which means a very positive attitude in the attitude's language category. Then, following fifth and sixth indicators, each of which reached 3.95, which means approaching the attitude's language category as very positive. Thus, the language attitude like this enables them to successfully learn and master the Indonesian language. With a positive attitude towards a language, a foreign language learner will have a high optimism for successfully achieving their goals.

Among the six statements made as an attitude's indicator, the second statement, "Learning Indonesian is an interesting activity", reaches the highest score, which is 4.15. This shows that they are interested in learning Indonesian and their response are based on their previous experience in learning Indonesian for at least three semesters. Compared to other second language learners, there's often a complaint that learning X language is very difficult, unattractive, boring, etc. As a result, they

can never work well. The results would be different if they had thought of it as an interesting object to learn in the first place. The high score on the statement may be due to the nature or character possessed by the Indonesian language which is different from other languages. Linguistically, Indonesian is known to have a simple character, either from the side of the sound or phonemes it has and from the grammar side, which includes the word formations and sentences structure.

In addition to the Indonesian character itself, their views on Indonesians or their society also shows a positive attitude. Indonesians are still regarded as an interesting companion, still seen as an honest, and friendly person. It is no longer a common secret that foreigners are asked about how Indonesians from their perspective, the answer is always Indonesians being friendly. In fact, they sometimes say that Indonesian people are not only friendly, but sincere.

Furthermore, to see how their motivation in learning Indonesian can be seen in Table 2 as follows.

Table 2. Motivation Learning Indonesian

No.	Statement	SS	ST	N	TS	ST S	Average
1.	I'm learning Indonesian because it will help me in getting a job	40	48	-	-	-	4,4
2.	I'm learning Indonesian because I want to use it to communicate with my Indonesian friends.	45	32	9	-	-	4,3
3.	I must pass in foreign language studies because it is a part of my college program requirements	15	40	21	-	-	3,8
4.	By learning Indonesian, I can get to know its society and culture	40	40	6	-	-	43,3
5.	Mastering other languages enables me to meet and communicate with a lot of people	40	40	6	-	-	4,3
	Average						4,22

Table 2 shows that the average score they get from the five selected motivational indicators is generally above 4, except for the third indicator which scores only 3.8. The average score overall they earned is 4.22 and this means that based on their category, it considers as very positive. In other words, if the categories are very positive, which differentiate between a high or low motivation, they can be categorized as a highly motivated learners. The highest score is obtained by the first indicator, which is 4.4 relating to the purpose of learning a foreign language which is believed to help them obtain a job.

If it is related to the theory of motivation in learning a foreign language, Gardner and Lambert (1972) which says that there are two motivations that encourages someone to learn a foreign language, namely an instrumental and integrative motivation, it can be concluded that the main motivation of respondents in learning foreign languages is through an instrumental motivation. Nevertheless, the respondents still have integrative motivation as reflected in the third indicator with a score of 3.8 or similar with a high motivation. Thus, the instrumental motivation of the respondents is at a very high position while integrative motivation is only in a high position.

With a very high positive language attitude and motivation to learn Indonesian, the success of respondents learn a foreign language (Indonesian) can work well. As stated by Garner and Lamber, 1972 (in Gazali, 2010: 146) mentioned that one thing is certain that the motivation and attitude both have a big influence on the level of proficiency achieved by learners. It was also confirmed by Savignon (1976) in Ghazali (2010) that attitude is an important variable in learning a second language.

CONCLUSIONS

Based on the analysis and results of the discussion, it can be concluded in this research: HUFSS students' language attitude shows a positive attitude toward the Indonesian language. They considers the Indonesian language as not difficult to learn and even interesting. Their learning motivation is very high. This is interesting because if the language attitude to a positive language combined with a very high motivation, the learners can successfully achieve better goal of learning a second language.

This study is only limited to see how the language attitude and motivation to learn Indonesian language and not to the effect on the mastery and level of their ability to speak Indonesian. Therefore, there should be further research to see the correlation between the language attitudes and learning motivation in learning a foreign language (Indonesian) and the ability to speak Indonesian.

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