



## THE ORIENTATION FOR LEARNING BAHASA INDONESIA AMONG TIONGKOK EXCHANGE COLLEGE STUDENTS

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**Abstract:** Learning orientation is one of the important things in learning process. In this study, learning orientation was identified as learning motivation. The learning orientation can affect the quality of graduates. The Chinese Language Education Study Program at the State University of Malang in 2018 opened the first year class of Indonesian and Chinese student exchanges. This study aims to determine the learning orientation of Chinese students who study Bahasa. This study uses interview instruments and uses a snowball sampling technique. When the data obtained reaches saturated data, the interview is stopped. The results of this study found that the learning objectives of Chinese students learning Bahasa Indonesia are future career-orientated. In accordance with the learning orientation, the motivation of Chinese students to learn Indonesian is extrinsic motivation and has instrumental functions. The results of this study are expected to be able to provide input on the preparation of Indonesian and Chinese student exchange curriculum programs so as to optimize learning outcomes.

**Keywords:** Orientation Learning, Bahasa Indonesia, China College Students

### INTRODUCTION

In 2018 Malang State University and Guangxi Normal University collaborated in terms of student exchanges. The collaboration underlying the Malang State University Faculty of Literature opened the Guangxi International class. The class is filled by Chinese students who study Bahasa Indonesia. This program was first held in the 2018/2019 school year with nine students. The program was attended by fifth-semester Chinese native students majoring in Chinese language education for foreigners. The program runs for one year. To support the smooth teaching and learning process of the program, one of the important things that must be considered is the orientation of learning Indonesian language Chinese students.

Learning orientation is important for learning and has an impact on the quality of graduates. This is in accordance with the opinion of Ghee, Kee, Ismail (2012: 104) that it is very important for students to learn something congruent with their orientations. It can be very de-motivating for students to learn something that is not corresponding to their orientations. The curriculum that suits the needs of students can lead to motivation to learn for students so as to encourage the results of good quality learning. The opinion is in accordance with the opinion (Dörnyei, 2001) that if the students' learning orientations are known, then syllabus, materials and activities can be tailored to appeal to their values and interests.

Research on learning orientation has been carried out both at home and abroad (Eshlaghy, 2011; Ghee, 2012; Nybakk, 2012; Martinette, 2014; Setyawan, 2015; Chenous, 2015; Serna, 2016, Octavio, 2019; etc.). This shows that research on learning orientation is important. The purpose of the study was to know the orientation of students and the relevance of learning orientation to students' abilities so that the learning process carried out can obtain maximum results. Likewise with this study, the results of this study can add information for BIPA lecturers in designing the BIPA curriculum and syllabus, especially those who teach BIPA programs for Chinese students so that students will learn better and can improve their Indonesian language skills.

Learning is known as the acceptance of the process of learning in organizations (Rhee, 2010). In this study, the object of research was native Chinese students who learned Indonesian for the first time. So, the context of learning orientation in this study is the orientation of learning in foreign language learning. The research results of Robert Gardner and Wallace Lambert (in Spada, 56: 1993) state that we examine motivation as a factor in a number of different learning orientations. This opinion is supported by Ghee (104: 2012) who



states that in a second or foreign language learning, motivation has been identified as the learner 's orientation with regard to the goal of learning a second or foreign language (Ghee, 104: 2012).

Purba (2018: 49) states that motivation has been defined in terms of two factors: learners' communicative needs and their attitudes towards the second language. In line with Purba, Robert Gardner and Wallace Lambert (in Spada, 56: 1993) define motivation in language learning into two terms namely integrative motivation and instrumental motivation. The integrative motivation refers to a favorable attitude towards interacting or identifying with another ethno-linguistic group. Integrative motivation emphasizes self-development and integration into culture. Whereas the instrumental motivation is the motive for utilitarian purposes, for short purposes or practice, for example, getting a better job, improving social status, enhancing job promotion prospects.

Besides integrative and instrumental motivation, the Self-Determination Theory (SDT) (in Ghee, 2012: 105) also divides motivation in learning foreign languages or second languages into intrinsic motivation and external motivation. Intrinsic motivation is the behavior of individuals who carry out an activity only for pleasure and satisfaction, and there is no reward and control. While extrinsic motivation is an individual behavior that is done to receive something positive and avoid something negative, such as gifts and punishments.

## METHOD

This research is a qualitative research. This study wants to examine in depth about the phenomena that occur in the field naturally. The researcher wanted to find in-depth information about the orientation of Chinese students while studying Indonesian for one year in Indonesia through learning motivation. This is in accordance with the qualitative understanding proposed by Creswell (2016: 4) that qualitative research is methods for exploring and understanding the meaning that is ascribed to social or humanitarian problems. This study describes the research findings in the form of words and sentences.

The researcher is the main instrument which means that researchers are fully involved starting from the data collection stage to interpreting the data that has been obtained in the field. At the stage of data collection, researchers use supporting instruments namely interview guidelines. The researcher uses Snowball sampling when collecting data. When the data collected is felt to be in saturated data, the researcher does not continue collecting data. After obtaining the required data, then the data is analyzed using the Miles Huberman data analysis technique which consists of three stages, namely data reduction, data display and drawing conclusions: verification.

Data sources in this study were nine Chinese students who participated in the Guangxi international class. The student is a fifth semester student with a Chinese language teaching department for foreigners. The nine students first studied Indonesian for two months to prepare for student exchanges to Indonesia. The data in this study are the results of interviews from nine Chinese students. The type of interview chosen is an open and unstructured interview. At the time of conducting the interview the researcher brings the interview guide to facilitate the researcher during the interview.

## FINDINGS AND DISCUSSION

The study was conducted on April 16, 2019 starting at 12.00 WIB. The researcher invited nine Chinese students who attended the Guangxi international class to be interviewed. The researcher used open interviews with face-to-face interviews. The researcher brought the interview guide prepared. The interview was conducted by combining the use of Indonesian and Mandarin, considering the object of research was Chinese students who studied Bahasa Indonesia. It is intended that students interviewed can freely answer questions from researchers without leaving the topic of the interview.

The interview session lasted approximately two hours. The interview session is divided into two stages. The first stage is face-to-face interview; the duration of each student is 10-15 minutes. After conducting a face-to-face interview, the researcher conducted a second stage interview, namely an interview in the forum. In the forum researchers returned to ask for information that needed to be studied more deeply. During interviews

conducted jointly in forums, researchers get additional information because each student can add answers to the questions raised by the researcher. This can add information needed in this study.

The results of the interview found three motivations of Chinese students learning Chinese. The following table shows the results of student motivation interviews.

**Tabel 1. Motivation to learn Bahasa Indonesia**

No	Code	Form of Motivation	Frequency
1	1.a.	Because it will take part in student exchanges to Indonesia	7
2	1.b.	Have similarities with English	1
3	1.c.	Bahasa Indonesia is easier than other language choices	1

The results of the interviews indicate that the motivation to learn Indonesian is purely instrumental motivation. This is consistent with the opinion of Robert Gardner and Wallace Lambert (in Spada, 56: 1993) that the instrumental motivation is the motive for utilitarian purposes, for brief purposes or practice. Motivation for Codes 1.a., 1.b., and 1.c. shows that Chinese students learn Chinese for an academic interest. Motivation code 1.a. most expressed by students, as follows some of the quotations from the interview:

- “因为要出国（印度尼西亚）。” [Yīnwèi yào chūguó (yìndùníxīyà)] (W/16/04/W)
- “因为我们的专业要求我们学习一门除了英语以为外语，为了以后更好地教外国学生。” [Yīnwèi wǒmen de zhuānyè yāoqiú wǒmen xuéyī yī mén chúle yīngyǔ yǐwéi wàiyǔ, wèile yǐhòu gèng hǎo de jiào wàiguó xuéshēng.] (W/16/04/N)
- “因为要来印尼学习。” [yīnwèi yào lái yìnní xuéxí.] (L/16/04/N)
- “因为要来印尼学习。” [yīnwèi yào lái yìnní xuéxí.] (S/16/04/N)

Selain pendapat di atas, terdapat narasumber yang menyatakan sebagai berikut.

- “印尼语与英语有同点。在印尼做交换生，要学印尼语。” [Yìnní yǔ yǔ yīngyǔ yǒu tóngdiǎn. Zài yìnní zuò jiāohuàn shēng, yào xué yìnní yǔ] (W/16/04/B)

The statement above means that Indonesian has similarities with English (alphabet). This is in line with the opinion of other speakers as below.

- “因为我觉得印尼语比其他语言容易。” [Yīnwèi wǒ juéde yìnní yǔ bǐ qítā yǔyán róngyì] (W/16/04/D)

The researcher wants to know more about the purpose of the statement, then the resource person adds the following explanation.

- “我们应该选择要去韩国，泰国或者印度尼西亚。我觉得韩国使用韩文、泰国使用他加禄语。因为我学过英语，印尼语与英语有同点，所以我觉得学印尼语更简单。” [Wǒmen yīnggāi xuǎnzé yào qù hánguó, tài guó huòzhě yìndùníxīyà. Wǒ juéde hánguó shǐyòng hánwén, tài guó shǐyòng tā jiā lǔ yǔ. Yīnwèi wǒ xuéguò yīngyǔ, yìnní yǔ yǔ yīngyǔ yǒu tóngdiǎn, suǒyǐ wǒ juéde xué yìnní yǔ gèng jiǎndān.] (W/16/04/B)

The resource person argued that the department must choose to study in one of the countries provided. This means that when choosing a destination country, they also have to learn the language of the country. There are three selected countries provided, namely Korea, Thailand and Indonesia. This is to add to their skills in foreign languages, in addition to the English they have learned. This was stated by one of the speakers as follows.

- “因为我们的专业要求我们学习一门除了英语以为外语，为了以后更好地教外国学生。” [Yīnwèi wǒmen de zhuānyè yāoqiú wǒmen xuéyī yī mén chúle yīngyǔ yǐwéi wàiyǔ, wèile yǐhòu gèng hǎo de jiào wàiguó xuéshēng.] (W/16/04/N)

Because Korean and Thai use pictograms in writing, Indonesian uses alphabet (same as English) so they feel learning Indonesian will be easier than Han gul or Tagalog. In this case, Indonesian has advantages over other languages, namely convenience. This is in accordance with the statement of Ackay et al in his study (2015: 64) that students' beliefs towards the language as they involve their views as being fun or easy. The explanation above also shows that at the same time Tingkok students learn Indonesian because of extrinsic motivation. This is in accordance with Self-Determination Theory (SDT) (in Ghee, 2012: 105) extrinsically motivated behavior are those which the actor engages in receiving positive and avoid negative incentives such as rewards, examinations and punishment.

## CONCLUSIONS

Based on the explanation of finding and discussion, it can be concluded that the orientation of Chinese students who study Indonesian in Guangxi international class is purely based on instrumental and extrinsic motivation. There are three forms of instrumental and extrinsic motivation. This shows that these students learn Indonesian only for academic purposes and there is no motivation for satisfaction or pleasure in themselves. Other important points that can be taken from exposure to finding and discussion is one of the advantages of Bahasa Indonesia than other languages provided, namely Bahasa Indonesia is considered easier than other languages. The convenience is the main attraction for Chinese students, so it is hoped that this view can be maintained so that Bahasa Indonesia can continue to be widely studied by all people in various parts of the world.

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