

Research on the Chinese Learning Motivation of Indonesian UMRAH University Students 印尼UMRAH 大学生汉语学习动机研究

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Abstract. Modern Chinese includes the basis of phonetics, vocabulary, grammar, and Chinese character teaching. Mandarin teaching has four language skills teaching, listening, speaking, reading, and writing. Mastering these four language skills often requires a combination of phonetics teaching. In addition, mastering language skills and teaching students to learn, and is also the purpose of keeping students in learning. The improvement and maintenance of learning motivation not only rely on the students' own efforts, but teachers should also stimulate students' learning motivation through various teaching designs. Statistical analysis method used in this article; this article mainly studies the study of Chinese learning motivation of Indonesian UMRAH college students. It is hoped that through statistical investigation and analysis, it can provide teachers and students of UMRAH University with more targeted teaching methods so as to further enhance students' learning motivation.

Keywords: Indonesian students, Chinese, teaching methods, learning motivation

1 Introduction

According to my long-term experience of learning and teaching Chinese and observing the actual situation of UMRAH college students learning Chinese, I found that Indonesian UMRAH college students have many motivations when learning Chinese. Among them, the one with the highest frequency of errors is Chinese. Corder (1981) once said: "As long as there is learning, motivation is needed, and motivation can enable anyone to learn a foreign language well". Motivation is the process of inner activity that causes an individual to move towards a goal. When college students encounter some difficulties in the learning process, their learning motivation will drive their learning attitude.

The most important thing about motivation is that a factor is also some kind of goal, and the goal is transformed into internal motivation. From the perspective of sources, learning motivation can be divided into two categories, internal learning motivation and external learning motivation. The internal learning motivation is the learning motivation caused by the teaching activity itself. This kind of learning motivation brings satisfaction to the students, and the students' own interests and hobbies will improve the internal learning motivation, so that the students can actively and actively learn.

External learning motivation is the learning motivation caused by outside the teaching activities. This type of learning motivation has nothing to do with classroom activities but is brought about outside the teaching activities. External learning motivations include environmental, media, social, and more. According to the relationship between learning motivation and students' learning environment, learning motivation can be divided into short-term motivation and long-term motivation. Proximity motivation is the motivation that is very close to the students themselves and is directly connected with the students' learning activities.

For example, students read Tang poetry aloud because they like to learn Tang poetry, students learn Chinese because they want to be Chinese teachers in the future, or students are willing to learn Chinese because the teacher in Chinese class is very good. The effect of this motivation is obvious, but very unstable. For example, in the first semester, a student liked comprehensive courses because the teacher taught well, but in the second semester, he changed to a comprehensive teacher, and the teacher's lectures were boring, so the student did not like to take comprehensive courses. Prospective motivation is the more distant motivation in the students themselves, and it can also be said that this motivation is the motivation brought by the society.

For example, the student's parents wanted him to learn Chinese, and the student decided to learn Chinese because he didn't want to disappoint his parents. This motivation is generally unstable and over time, especially when faced with barriers to learning, these students who study for their parents or teachers can easily choose to give up. Those students who study because they have no interest lack the courage or courage to overcome their learning difficulties. In addition to the motivation of the students themselves, there is another kind of motivation that is completely brought about by the outside world. This type of motivation is called specific motivation.

For example: the student's test scores are not good except for the Chinese class, the student will suddenly become interested in Chinese, or the teacher is very concerned about a certain student, and other teachers don't pay attention to him, the student just because he likes the teacher well Take the lessons taught by this teacher. However, this kind of motivation is generally unstable, and the things encountered in the future will suddenly change the students' learning attitude, because this kind of motivation is only temporary and will be diluted or changed for some reason.

2 Research methods

In order to improve the Chinese learning motivation of Umrah University students, we adopted the questionnaire method of survey research. A total of 88 questionnaires were distributed in order to find out whether the purpose and motivation of students from grades two to four in learning Chinese has changed. There are 20 questions in the questionnaire. The first to twentieth questions are about students' personal information, reasons for learning Chinese, students' likes and dislikes in Chinese classes, students' study habits after class, and students' teaching suggestions to teachers. To find out if there is a change in students' motivation to learn.

3 Research Results and Analysis

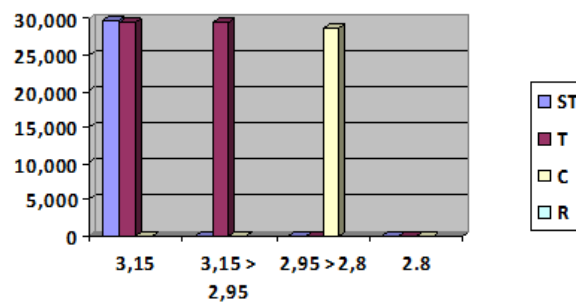
Through investigation, we found that the reasons for students in grades 2 to 4 to learn Chinese are relatively stable, that is, they want to study in China, and they need it when applying for jobs. There are many factors for other reasons, including: liking Chinese movies, TV dramas and music, being interested in Chinese, liking Chinese culture, parents' expectations, and willingness to do business with Chinese people. Statistics can illustrate the categories of motivation for learning Chinese at UMRAH University.

Students always find listening, speaking, reading and writing difficult, but they also find it interesting to learn, especially speaking Chinese. Students feel that speaking Chinese should pay attention to the tone of voice, which is very different from when we speak our mother tongue. Statistically there is an overall average of 2,983 which means that students' learning interest/attitude falls into the medium category.

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Mean		2.9830	C
Median		2.9500	R
Std. Deviation		.28747	
Minimum		2.35	
Maximum		3.75	
Sum		262.50	Rendah
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	50	2.9500	tinggi
	75	3.1500	sangat tinggi

Statistics

rata_rata		
N	Valid	88
	Missing	0
Mean		2.9830
Median		2.9500
Std. Deviation		.73933
Minimum		2.35
Maximum		3.75
Sum		262.50
Percentiles	25	2.8000
	50	2.9500
	75	3.1500



4 Conclusion

Through the investigation of Chinese learning motivation in UMRAH University, we found that most students have the same goal when they first started learning Chinese, they want to find or learn a new foreign language. At present, Chinese is the language most people use in the world. In recent years, Chinese has also become the speed is developing. From statistics, we can see that the motivation of students to learn Chinese is moderate. How to make students not feel bored while learning can also improve students' interest, become teachers, we can use different teaching methods to improve students' interest. It is hoped that it can be used as a reference for improving students' learning motivation in the future.

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