Effectiveness of Gboard Application on Motivation to Learn Indonesian Language Through Direct Learning

Randrianatolotriniavonirina Mendrika Vatosoa Idealy, Andi Mariono, Andi Kristanto

Universitas Negeri Surabaya

INFO ARTIKEL	ABSTRAK
	Abstract: This study explores the impact of the Gboard application, a virtual keyboard offering instant translation for voice or text, on motivation for learning the Indonesian language through English. Conducted in 2023 among students from diverse countries studying Bahasa Indonesia, the quantitative research employed an online survey with Likert scales. Findings indicate that a majority of students using Gboard for social media interactions with Indonesians perceive it as beneficial for improving their proficiency in Indonesian. Gboard is recognized as a highly efficient educational tool, with a significant number of participants reporting increased motivation attributed to its use as a direct learning system. The study underscores the significant role of technology, particularly Gboard, in boosting motivation for new language acquisition from English. **Abstrak:** Studi ini mengeksplorasi dampak aplikasi Gboard, sebuah papan ketik virtual yang menyediakan terjemahan langsung untuk suara atau teks, terhadap motivasi belajar bahasa Indonesia melalui bahasa Inggris. Dilakukan pada tahun 2023 di antara mahasiswa dari berbagai negara yang sedang belajar Bahasa Indonesia, penelitian kuantitatif ini menggunakan survei online dengan skala Likert. Temuan menunjukkan bahwa sebagian besar mahasiswa yang menggunakan Gboard untuk interaksi media sosial dengan orang Indonesia melihatnya sebagai bermanfaat untuk meningkatkan kemampuan mereka dalam bahasa Indonesia. Gboard diakui sebagai alat pendidikan yang sangat efisien, dengan sejumlah besar partisipan melaporkan peningkatan motivasi yang signifikan yang diatribusikan pada penggunaannya sebagai sistem pembelajaran langsung. Studi ini menegaskan peran penting teknologi, khususnya Gboard, dalam meningkatkan motivasi untuk mempelajari bahasa baru dari bahasa Inggris.

Correspondence Address:

Randrianatolotriniavonirina Mendrika Vatosoa Idealy
Fakultas Ilmu Pendidikan, Teknologi Pendidikan
Universitas Negeri Surabaya
Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Surabaya, Jawa Timur 60213
E-mail: vatosoaidealy@gmail.com

INTRODUCTION

The 12th Indonesian Language Congress (KBI), which took place in Jakarta from October 26 until 29, 2023, was a major event that focused on the pressing need to make Indonesian a world language. The congress aims to make Indonesian more widely spoken around the world, especially for foreign students who want to study in Indonesia.

Several studies in the field of educational technology have looked at how using digital tools can help students learn new languages better (Abimbola, 2017; Ahmadi, 2018; Naba'h et al., 2009). Abimbola (2013) looked into how smartphones could be used to teach language. In the same way, Abu Naba'h et al. (Naba'h et al., 2009) looked into how Computer Assisted Language Learning affected the performance of students, focused on English grammar lessons. Ahmadi and Reza (2018) also did a thorough study of the research on how technology can be used to help people learn English. There are some researchers who have focused on language practice with technology, like Hudaa (2021) looks into how foreign students can use the SPAI application to learn Bahasa Indonesia. Sahrihatin (2020) focuses on how media and motivation affect student understanding. Riana (2020) uses a program in Australia to look at how the immersion method can be used to teach Bahasa Indonesia. Syanurdin and Hakim (2023) talk about how Bahasa Indonesia is becoming more popular around the world. This last one relates to the challenge of the Indonesian government.

The motivation of language learners has been a major topic in many scientific reports, as Fryer (2019) pointed out. He stressed the need to create long-lasting desire and pleasure to learn a new language. Also, Teeter's (2017) study used a self-study shadowing app to get Japanese students more motivated to learn English. This looks at the part that technology plays in students 'motivation. The bigger picture of education is shown by studies like Zhannat (2023) on extracurricular activities as a way to keep motivation. Kubś and Michałowska-Kubś's (2020) on how to keep strangers motivated to learn the Lithuanian language. The factors of teaching a language to people who aren't native speakers are also looked at. For example, Putra Gotama's work from 2023 on how to teach Bahasa Indonesia to foreign speakers looks at this. Language education is changing, and the effects of technology on the COVID-19 pandemic (Saro, 2022). As the field develops, theories like connectivism (Siemens, 2004) and the important role of intrinsic and extrinsic motivations (Ryan & Deci, 2000) continue to shape talks on the best ways to learn a language. This is something that teachers need to think about. These backgrounds permitted us to recognize the significance of the use of modern technology for facilitating the language learning process.

This study, which is set in the year 2023, looks into how Gboard affects the motivation of international students to learn the Indonesian language. The main goal of the study is to find out how Gboard's features, such as real-time translation (text or voice) and predictive text, help people feel more confident, get quick feedback, and learn languages better overall. Multiple features of the system are figured out, like predictive typing and real-time translation, to emphasize its interactive components. In order to respond to the need for efficient tools for learning Indonesian. It shows the relevance of technology in making language learning easier and effective. So that people who are learners can enjoy the learning process and grow fast.

It is part of constructivist learning theories, to help learners to practice the new language more effectively. Research like Ningsih (2018) and Rohayati (2018) look into how constructivist learning theory and language learning techniques can impact language learning. The study goes into more detail about the problems that international students in Indonesia face when they try to learn the Indonesian language. The findings show that Gboard is seen as useful and easy to use for learning languages. Foreign students in Indonesia are increasingly utilizing language learning models with technology.

In conclusion, this study gives a further understanding of the significant role of the Gboard application in language learning. It provides a more complete picture of how this tool helps foreign students to learn Indonesian and become motivated to upgrade their level

METHODS

The goal of this study is to find out how the Gboard application affected the enthusiasm of international students in Indonesia in 2023. The study uses a quantitative method and an online poll with Likert scale questions to gather information (with answers given on a scale from 1 to 4 to rate variables). A stratified random sampling method was used to make sure that the sample was fair and representative. It is made up of foreign students who are currently studying Indonesian in 2023. Eight different countries' students are in the sample. They are from Chad, El Salvador, Tanzania, Madagascar, India, and Zimbabwe. Out of all the answers that were gathered, 10 met the criteria and were chosen for analysis. The online survey has been sent to the students. The questionnaire is to find out how Gboard is used in language learning systems, how motivating learners think it is, and how well it works as a learning tool.

Descriptive statistics are used in data analysis, to sum up how respondents thought Gboard affected their desire to study a new language. Methods of statistical analysis, with SPSS, are used to find links between the frequency of using Gboard and motivation to learn a language (by finding means and ranges). The analysis is mostly about checking for regularity, homogeneity, and statistical variable analysis for the following two variables: The independent variable is the use of the Gboard, and the dependent variable is the motivation to learn the Indonesian language. When the importance value (Sig.) is more than 0.05 (P>0.05), the data is said to be normally distributed. If the Sig. value is more significant than 0.05; it means that there is no difference in the data between the groups. This assumption is essential for carrying out statistical analyses to ensure the integrity and reliability of the study results.

The employment of random sampling ensures that the chosen sample is a robust representation of the entire population. It facilitates the interpretation of study results. The selection of all foreign students currently studying Bahasa Indonesian in 2023 is significant. The study considers their diverse origins and language learning experiences. With thorough statistical analysis, the outcomes will be valuable for the field of language teaching, especially in educational technology, aiming to enhance the learning process.
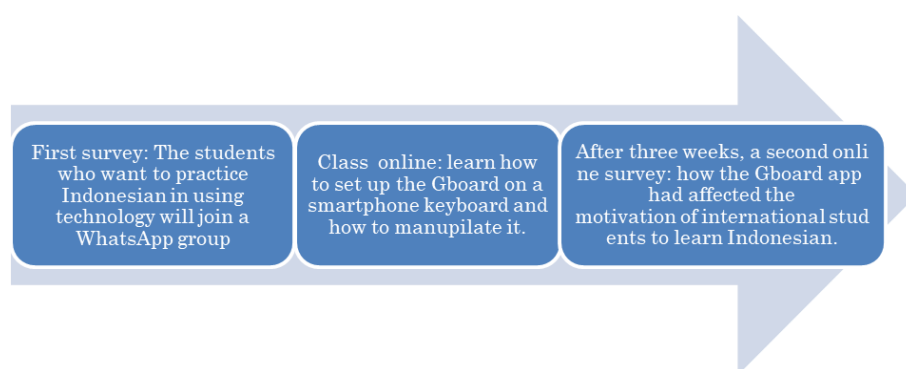

First survey: The students who want to practice Indonesian in using technology will join a WhatsApp group

Class online: learn how to set up the Gboard on a smartphone keyboard and how to manupilate it.

After three weeks, a second online survey: how the Gboard app had affected the motivation of international students to learn Indonesian.

Fig 1. Data collection process.

RESULTS

The results of this research show the influence of the Gboard application on the motivation of international students to acquire proficiency in the Indonesian language. The findings demonstrate that most participants rated the Gboard system with a high score, indicating a firm conviction that it is a valuable instrument for language acquisition. This system can establish a productive and pleasurable learning atmosphere. Most respondents consistently gave scores above 3 for each facet. That result demonstrated their strong preference for using Gboard actively. In addition, international students currently studying Bahasa Indonesia clearly felt their progress after 3 weeks of using this direct learning method.

A total of ten students provided accurate responses to the survey, representing a diverse range of eight countries: Tanzania, Madagascar, India, El Salvador, Ukraine, Zimbabwe, East Timor, and Chad.

The Kolmogorov-Smirnov test resulted in a p-value of 0.107, indicating statistical significance. This discovery is essential in ascertaining the normal distribution of the data. A p-value equal to or greater than 0.05 indicates a statistically significant normal distribution, which is crucial for generating a more precise analysis. The homogeneity test of gain values revealed that the use of the Gboard application and motivation for learning the Indonesian language exhibited equal variance. The p-value of 0.698 exceeds the significance level of 0.05.

An examination of the attributes of the independent variable (X), namely the utilization of the Gboard application, revealed that participants exhibit a propensity for active usage. Most respondents also reported high scores in the dependent variable (Y), which represents the motivation to learn the Indonesian language. Let's see in this table the result of the average score provided by the sample with a scale of 1 to 4 with the Likert model:

Table 1. Conclusion of the research findings

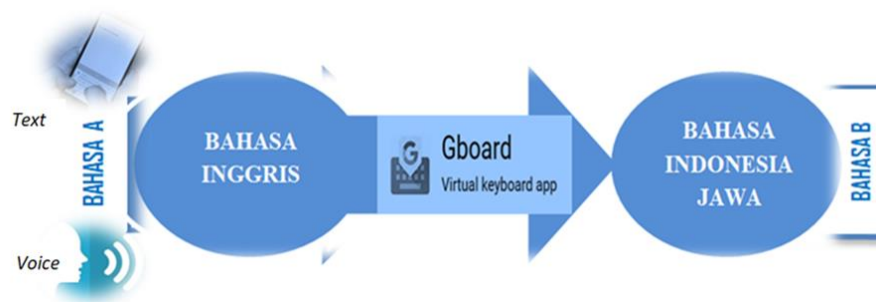| No.	Conclusion	Average Score
1	Gboard Usage Frequency (X1)	3.6
2	Understanding of Gboard Features (X2)	3.5
3	Effectiveness of Gboard in Learning (X3)	3.9
4	Motivation to Learn Language with Gboard (Y1)	3.7
5	Desire for Achievement in Indonesian Language with Gboard (Y2)	3.6
6	Perception of Gboard Assistance in Language Learning (Y3)	3.8

Figure 2: Modelization of the system direct learning with "Gbaord" in practice for language baths
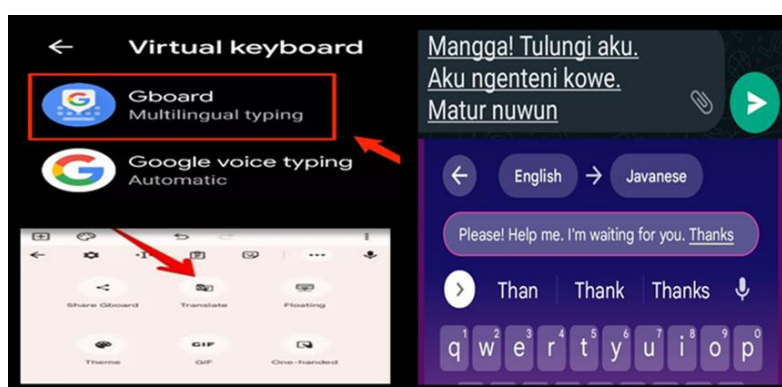

Figure 3: Practical language system modeling with Gboard.

DISCUSSION

According to the results of this study, many students in sample used the Gboard application. Majority of these students answered that the system really helped them to improve their Indonesia language. Gboard with direct learning shows could be useful for people learning a second language, especially those who are moving from English to another language. Aside from that, the study shows that the Direct Learning model built into the Gboard application has a positive impact on the process of learning a language. The technique allows them to practice directly with native speakers. It creates the best condition for learning a language quickly and easily.

The results show that technology like Gboard vitual keyboard is useful for foreign students to improve their Indonesian language skills. The result from the survey, maximal score, makes people more interesting in use of technology in language learning. This is helpful for teachers who are looking for ways or tools that make learning a foreign language easier and playful.

Concerning teaching methods, Yendrawaty (2018) focus on the learning motivation and fits well with the study's focus on good ways to learn a language. Siemens (2004) also investigated how people can learn through networked links. This gave us a bigger picture of how technology is used in education and language learning.

These works add to the ongoing conversation about new ways to teach languages, which is in line with the positive conclusions made from those study.

Collectively, the research figures out what makes people motivate to learn a new language. According to Fryer's (2019) study on keeping people motivated to learn a new language. Findings from Hudaa (2021) study on how international students use the SPAI application create a framework for comparing how technology can help language'learners. According to Zhannat (2023), leisure activities and drive in foreign language learning give clues about the things that motivate people to learn. According to Kubś & Michałowska-Kubś (2020) research, what makes people from other countries want to learn a second language is an important factor in understanding motivation. A conceptual framework for understanding motivational dynamics can be found in Ryan and Deci (2000) study on intrinsic and extrinsic motivations. Collectively, these results are useful information for helping foreign students learning Indonesian with technology in hand. This offers us the way that Gboard application can be useful to improve the motivation.

CONCLUSION

This study revealed the influence of using the Gboard application with the Direct Learning model on the motivation of foreign students to learn Bahasa Indonesia before commencing academic studies in 2023. Data were collected and analyzed using a quantitative research approach with an online survey involving Likert scale scores. The analysis was conducted descriptively, where foreign students in Indonesia used the Gboard application to practice Indonesian with local people. Most of them considered it highly beneficial in enhancing their language proficiency, particularly in terms of writing and speaking skills. Importantly, a significant number of participants showed a strong inclination to acquire competence in the Indonesian language, and their motivation was further enhanced by the combined use of Gboard and the direct learning methodology. These findings have significant implications for the internationalization of the Indonesian language, promoting the integration of technology in language instruction, and supporting the use of diverse teaching methods. Implementing this interactive strategy can improve the language learning and proficiency of international students in Indonesian, thereby fostering cultural interaction and promoting second language learning. Despite the valuable information obtained and the simplicity of this system (requiring only an internet connection), it is crucial to recognize the limitations of the research, particularly the limited number of respondents. Future research should consider larger and more diverse samples. The article also suggests examining the social and cultural effects of using the Gboard application.

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