Exclamatory Responses: Foreign Students Difficulties in Learning Indonesian (A Case Study at JIKS Jakarta)

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Abstract

This study outlines the difficulties faced by foreign students, specifically Koreans, in learning Indonesian at the Jakarta International Korean School (JIKS). The difficulties are analyzed based on students' responses. Survey techniques with questionnaires and interviews were applied to explore their experiences in learning Indonesian. The objectives of this study are: 1) to identify the difficulties faced by foreign students in understanding and mastering Indonesian, and 2) to recommend several problem-solving solutions to enhance students' abilities in overcoming difficulties in learning Indonesian. The results of the study indicate that the learning difficulties in Indonesian for Korean students, particularly at JIKS, are predominantly due to external factors. The opportunities to practice Indonesian outside the classroom are very limited. Internal factors include the alignment of materials with learning needs, the students' varying abilities to absorb lessons, and the constant anxiety and lack of confidence in using Indonesian in front of others. The implications of this research will provide feedback for Indonesian language teachers who teach foreign students, particularly expatriate children from Korea.

Keywords: *Indonesia, Korean, Indonesia, International School, Interaction*

INTRODUCTION

Difficulties in learning a foreign language are a common challenge faced by many students (Rahman, 2018). One of the languages often studied by foreign students is Indonesian. The main challenges that arise in the process of learning Indonesian involve its unique pronunciation characteristics and diverse regional accents. Indonesian has distinctive pronunciation, and the variation in accents across different regions of Indonesia can be a particular obstacle for foreign students. These accent differences not only affect the understanding of word meanings but can also make it difficult for students to express themselves correctly in spoken language.

For foreign students whose native language is different, such as Korean, one of the main challenges is the lack of understanding in the pronunciation of Indonesian words. Indonesian has a phonetic system that differs from Korean, causing students to often struggle with producing correct sounds and intonation.

Accurate pronunciation plays an important role in effective communication, and the differences between the phonetic systems of Indonesian and Korean can cause difficulties in clearly conveying thoughts. For instance, the use of different vowels and consonants, as well as differing syllable stress between the two languages, can make it difficult for foreign students to produce appropriate sounds. Therefore, methods that can assist foreign students in learning Indonesian are necessary. The researcher will present learning methods to support the abilities of foreign students at the Jakarta International Korean School (JIKS), as pronunciation and articulation issues can undoubtedly be major obstacles. These learning methods pay special attention to structured pronunciation lessons and focused articulation practice.

By identifying the main problems and designing responsive learning methods, this study aims to make a positive contribution to curriculum development at the Jakarta International Korean School (JIKS) and encourage better progress in learning Indonesian for foreign students.

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Indonesian Language Learning at JIKS Jakarta

Jakarta Indonesia Korean School (JIKS), known in Korean as 자카르타한국국제학교, is a South Korean international school located in East Jakarta, Jakarta, Indonesia. In 2005, it became the largest South Korean school outside of South Korea, with 1,450 students. In 2009, the school's student body divided, leading to the establishment of the Korean International School, HCMC in Ho Chi Minh City, the next largest South Korean international school.

The school was originally established on February 1, 1975. Korean companies in Jakarta built JIKS. At that time, the number of students was only 26, but it continued to grow. In 1990, the Indonesian government granted international licensure to the school. Leeeunjung (2016) noted that the Jakarta International Korean School (JIKS) is the only Korean school in Indonesia. JIKS was built for Korean students in Indonesia.

As of 2024, the school has seen significant growth, with an increasing number of students and the development of its facilities. As one of the international schools in Jakarta, JIKS implements an education system that meets international standards. The students' achievements are also quite notable, both academically and non-academically.

Based on academic data from 2024, the number of Korean students at the school is 92, spread across various levels and classes. The Indonesian language subject is a mandatory course at the school in line with Indonesian government policy. As mentioned by Leeeunjung (2016), each class has two teachers, one Korean and one Indonesian. They teach using books created by the teachers themselves.

The data for JIKS students taking the Indonesian language course in 2024 is as follows:

Table 1. Number of Korean Learners by 2024

No	Class	Sex		Remark ($\sum$)
		Man	Woman	
1	First	18	13	31
2	Second	17	14	31
3	Third	18	12	30
Total		53	39	92

For the purposes of this research, researchers have purposively determined 92 students (a total sampling of class 3 of junior high school) as respondents consisting of three levels. An overview of respondents can be seen in the graph below;
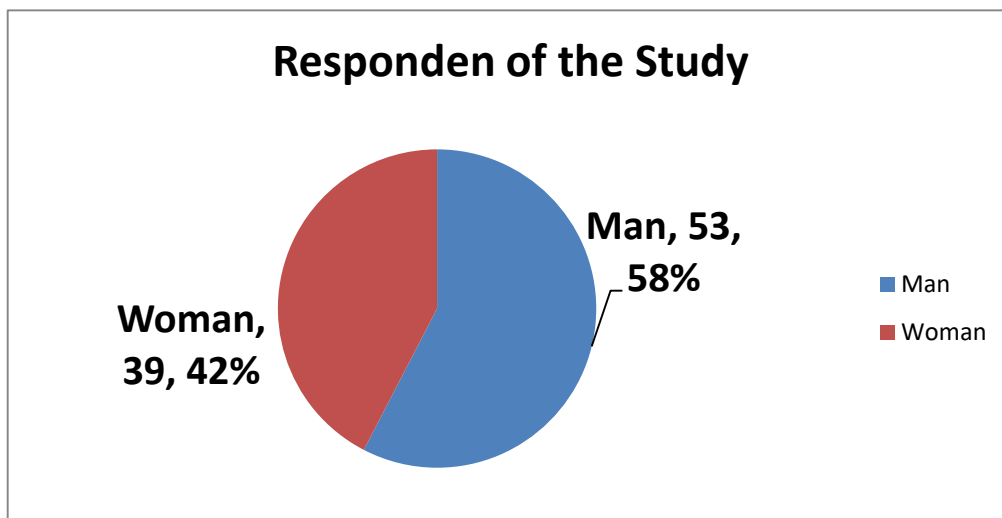

Figure 1. Respondent of the Study

The data on the distribution of respondents according to male and female data can be seen in the chat below;
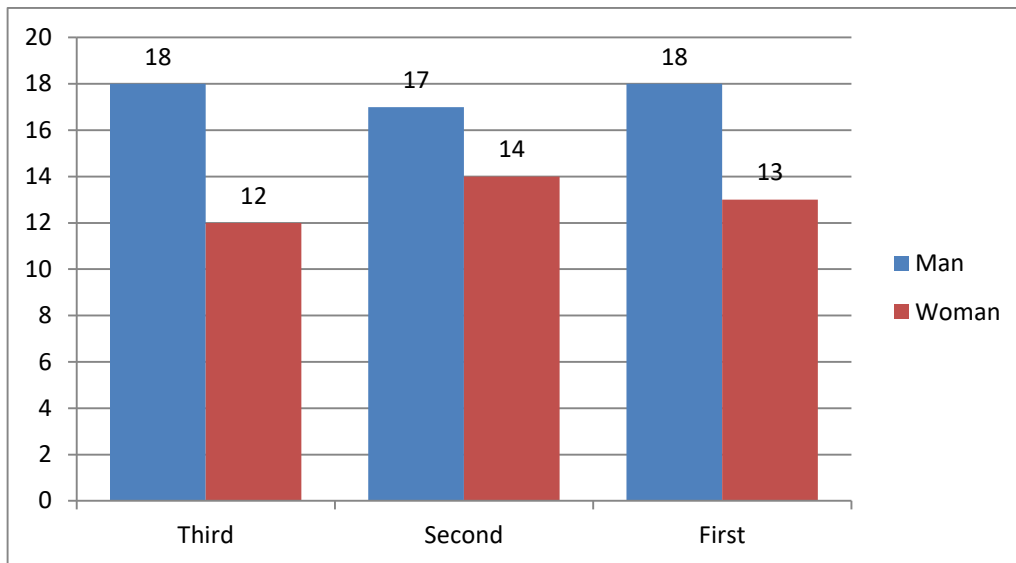
Figure 2 Respondent Cluster by Class by Sex

A number of respondents will then obtain data based on questionnaires and interviews, which will be presented in table form.

RESEARCH OBJECTIVES

The objectives of the research are formulated as follows: 1) to identify the difficulties faced by foreign students in understanding and mastering Indonesian, and 2) to recommend several problem-solving solutions to enhance students' abilities in overcoming difficulties in learning Indonesian.

The strategy to achieve these objectives involves investigating the difficulties faced by the students through their responses gathered via questionnaires and interviews. This approach addresses the first objective. For the second objective, various recommendations are sought as solutions. The answers to these two key points are presented in the conclusion of this research.

SOME RELATED STUDIES AND THEORIES

Bandura (1986) proposed the Social Learning Theory, which is highly regarded in the field of education. Bandura suggested that the environment and social interactions influence the learning process. Learning difficulties can arise if students lack good models or examples to imitate. Addressing this issue can be achieved by creating a positive learning environment and providing good role models (Rusman, 2011; Junaedi et al., 2020).

Eisner (2004) examined the Theory of Multiple Intelligences as proposed by Howard Gardner. This theory posits that every individual has different types of intelligence. Learning difficulties may occur when teaching methods do not align with the students' dominant types of intelligence. The solution is to understand which intelligence is dominant in the students and adjust the teaching methods accordingly.

Saputra (2016) conducted a study titled "The Relationship Between Learning Motivation and Learning Facilities." The research used a quantitative method and the sampling technique involved the entire population of 25 students. The results of this study showed a significant relationship between learning motivation and academic achievement.

According to Nani & Hendriana (2019), learning difficulties are often evident from a decline in academic performance or learning outcomes that do not meet established criteria. Essentially, learning difficulties are issues that prevent students from effectively participating in the learning process to achieve desired educational goals (Junaidi, et al., 2020).

Research conducted by Violita (2013) titled "The Influence of Family Environment and Learning Facilities on the Academic Achievement of Grade X Students at SMKN 1 Payakumbuh" used data collection techniques such as distributing questionnaires. Data analysis was performed using descriptive and multiple regression analysis. The results indicated that the family environment and learning facilities significantly affect students' academic achievement.

This current research focuses on foreign students' responses to difficulties learning Indonesian. The respondents are a number of Korean learners, children of expatriates, in a case study at JIKS Jakarta. The research data was obtained through questionnaires and interviews using the theory of Second Language Learning (SLL). It is said that second language learning is part of a very basic liberal education, which aims to educate citizens by helping them emerge from confinement, narrowness, and darkness. Learning a second language and immersing oneself in a completely new culture and worldview helps individuals become open-minded, understanding, and tolerant. Human beings are products of their culture and environment, so learning a second language means being immersed in a new culture and environment, which entails thinking in a different way (Edugna, 2022).

Macro Skills and Learning Model

Nowadays, as science develops, learning models have been upgraded and experienced quite good development (Aswad, et al., 2019). The following is an example of an Indonesian language learning model that is related to four language skills and is aimed at elementary level students, at least junior high school level, namely: a) Listening learning model; b) Speaking learning model; c) Reading learning model; d) Writing learning model.

Figure 3. The Four Macro-Skills in Language Learning

These four skills can be mapped into two categories, namely receptive skills and literacy skills. Another division is that literacy and speaking are included in the oral skills group and reading and writing are included in the literary skills group. See figure below;

	Oral Skills	Literacy Skills
Receptive Skills	**Listening**	**Reading**
Productive Skills	**Speaking**	**Writing**

Figure 4. Division and Categories of the Four Macro-Skills

In language learning process, language is expressed in four ways: reading, speaking, writing and listening. It is also defined as a macro communication skill. These macro skills apply to almost any language. Children develop language skills first by listening, then speaking, followed by reading and writing. When learning a new language (Indonesian for example), the best way is to balance each of these areas as they are interrelated. As with any skill, the more you practice, the more skilled you become. This of course also applies to second language learning (Rahman, et al., 2019).

Listening

In listening, it is found three modes; competitive, passive and active. Active listening is considered the most effective because listeners not only listen with interest, but actively listen with short responses. In general, people are not very skilled at listening. This is related to attention, some listeners only remember 30 to 60 percent of what they hear. A number of people say that listening is the aspect that requires the most attention. And that is certainly difficult for people who are just learning a language.

According to Kurnia (2019, p. 21) listening is a process of receiving messages, ideas, thoughts or feelings and then responding to the messages, ideas, thoughts or feelings. Furthermore, listening activities mean listening with full understanding and attention. Listening as a language activity is a fairly basic skill in communication activities (Weda, et al., 2021; 2021).

Speaking

Speaking can certainly be the most frightening experience, even in your native language, this can happen, especially with a new language being learned. However, to become skilled at speaking, there is no other way except to practice seriously (Crisianita & Mandasari, 2022). Forget it about various obstacles that may occur. If you have the opportunity, do it. But remember, when speaking, make sure what you say is clear. Do not be monotonous, you can add gestures. In this way, your listeners will be interested in listening to what you have to say.

According to Subhayni, et al. (2017, p. 22), speaking is the ability to produce articulated sounds or words to express, convey, or communicate thoughts, ideas, and feelings. According to Ilham (2023, p. 115), speaking generally can be defined as the act of conveying a person's intentions (ideas, thoughts, and feelings) to others using spoken language.

Writing

One of the most complex things in learning a language is writing. Like other skills, writing skills require time because it has to be combined with several other skills. The key is to train with high willpower. The more you practice, the more confident you will be of success. Writing can be a basic means of conveying information, exchanging ideas and expressing thoughts that may be useful not only for you but also for other people, namely those who read your writing.

According to Munirah (2015, p. 2), writing is a skill that consists of several components ranging from simple tasks such as selecting words, constructing sentences, assembling paragraphs, to becoming something whole. Writing is crucial in education because students will find it easy and comfortable to think critically. Writing

also provides students with the ability to experience and enjoy relationships, deepen comprehension or perception, solve problems encountered, and organize sequences of experiences.

Reading

Children learn to read by recognizing the alphabet, and trying to pronounce the letters. A mother teaches her child like that. But it is different with language learners at junior high school level, because what they learn is reading a paragraph and trying to understand its meaning. This is often also called reading comprehension. In the context of learning Indonesian, recognizing letter by letter and connecting them into words is the most practical approach. Start from a word moves to a sentence, and so on. By reading, learner can get many benefits, including improving memory by training the brain, increasing vocabulary, and being able to obtain new information.

According to Muhsyanur (2019, p. 11), reading is an action performed based on the collaboration of several skills, namely observing, understanding, and thinking. Moreover, reading is the capturing and understanding of ideas, a reader's activity accompanied by a pouring of soul in experiencing a piece of writing.

Multilingualism

Multilingual refers to the ability of an individual or something related to the use of more than one language. It can refer to individuals who can speak, read, or write in multiple languages, or it can refer to environments or communities where several languages are used simultaneously.

Multilingualism involves the use of more than two languages in the communication process between speakers. Essentially, multilingualism is common in heterogeneous societies, such as in Indonesia, including in its educational system.

Multilingualism in the educational context has both positive and negative effects. One of the positive effects of multilingualism in education is the creation of linguistic diversity.

On the other hand, the negative effect arising from multilingualism in education, particularly in the mastery and use of foreign languages, is interference from one language to another, which can disrupt the focus of language learning. For instance, interference from a foreign language, such as English, occurs in the construction of phrases, the use of conjunctions, sentence structures, and so on.

One alternative solution to such conditions is to remind learners that it is permissible as long as it is to fill lexical gaps in the language being learned, but not to be maintained. By using code-switching and code-mixing methods, this can be an alternative to maintaining conversational flow while learning a new language.

METHOD AND SOURCES OF DATA

This research data was obtained in two ways, namely through questionnaires and interviews. The questionnaire was carried out by compiling 20 questions, to find out the extent of the respondents' obstacles in learning Indonesian. The interview questions were prepared based on the results of the questionnaire to confirm and explore more in-depth information that was not obtained from the questionnaire.

The list of questions for the questionnaire is below, then the number of respondents who answered according to the answer column is displayed along with the percentage. The results of the questionnaire can be seen in the table below;

Table 2. Learners' Responses in Indonesia Learning

No.	Questions	Responses		
		Yes (A)	Neutral (B)	No (C)
1	I have an average score in the Indonesian language subject.	75 (81%)	11 (12%)	6 (7%)
2	I have difficulty in completing the assignments given by the teacher at school.	81 (88%)	4 (4%)	7 (8%)
3	I find the textbook material less engaging.	87 (95%)	4 (4%)	1 (1%)
4	Throughout the lesson, I ask questions to the teacher about unclear matters.	22 (24%)	53 (58%)	17 (18%)
5	I always make an effort to answer questions given by the teacher during class.	77 (84%)	13 (14%)	2 (2%)
6	I feel happy when the teacher gives praise for completing assignments.	85 (93%)	5 (5%)	2 (2%)
7	I always jot down new words and look up their meanings myself using a dictionary.	25 (27%)	35 (38%)	32 (35%)
8	I always jot down new words and look up their meanings myself using a dictionary.	24 (26%)	13 (14%)	55 (60%)
9	I feel less interested in studying the Indonesian language subject.	9 (10%)	19 (21%)	64 (69%)
10	I am able to observe the examples provided by the teacher in class.	32 (35%)	33 (36%)	27 (29%)
11	I am able to apply the values of politeness in Indonesian language in everyday life.	53 (57%)	32 (36%)	7 (7%)
12	I always make an effort to communicate in Indonesian, even though it is very limited.	38 (42%)	13 (14%)	41 (44%)
13	I am willing to participate in study groups outside as well as inside the class.	65 (70%)	18 (21%)	9 (9%)
14	I consider all the material taught by the teacher to be important and beneficial.	12 (13%)	56 (61%)	24 (26%)
15	I easily get bored receiving lessons from teachers with less engaging methods.	82 (90%)	2 (2%)	8 (8%)
16	I feel the teacher explains the learning material too quickly.	52 (56%)	29 (32%)	11 (12%)
17	The teacher often provides assistance when I encounter difficulties in learning.	87 (95%)	3 (3%)	2 (2%)
18	The learning outcomes I achieve are balanced with the effort I put into studying.	40 (43%)	43 (47%)	9 (10%)
19	I have difficulties especially in listening and reading.	78 (86%)	6 (6%)	8 (8$)
20	I struggle with speaking and writing.	63 (68%)	17 (19%)	12 (13%)

The 20 questions in the questionnaire above summarize the four skills, reading, writing, speaking and listening with all the difficulties that may occur in learning Indonesian. Through this questionnaire, it is hoped that he will be able to provide accurate information about what students face in learning Indonesian.

Next, the researcher formulated 5 questionnaire questions based on the summary of the questionnaire to confirm what was obtained from the previous questions.

Table 3. Learners' Summarized Responses on their experience in Learning Indonesian

No	Questions	Responses	N (%)
1	What are your difficulties in learning Indonesian? Please mention them.	a. Difficult pronunciation due to sounds that do not exist in my native language.	35%
		b. Complex grammar, especially the use of suffixes and constructions.	33%
		c. Difficulty in understanding new vocabulary and phrases related to Indonesian culture.	32%
2	Do you make an effort to interact in Indonesian with your Indonesian friends?	a. I will try to speak Indonesian with my friend.	49%
		b. I often look for opportunities to practice speaking in everyday life.	34%
		c. I also participate in study groups or extracurricular activities that use Indonesian language.	17%
3	What are the main challenges for Korean students in learning Indonesian?	a. Different pronunciation.	53%
		b. Different sentence structure.	14%
		c. Expressions or phrases in Indonesian related to culture are difficult to understand by foreign learners.	33%
4	How do you overcome difficulties in learning Indonesian?	a. Additional courses	11%
		b. practice speaking with native speakers	57%
		c. Using interactive learning resources such as application technology	32%
5	How the teacher helps you overcome difficulties in learning Indonesian	a. Providing adapted learning material	21%
		b. Creating an inclusive and supportive learning environment	27%
		c. Using the gaming and picture method	52%

Respondents' responses vary with their own language and statement. The researcher summarizes these answers based on the clue and keywords of each answer, and then restrained as seen in the responder column on the table above. Based on the response, the percentage of answers is calculated. The percentage of answers can be seen in the bar below;
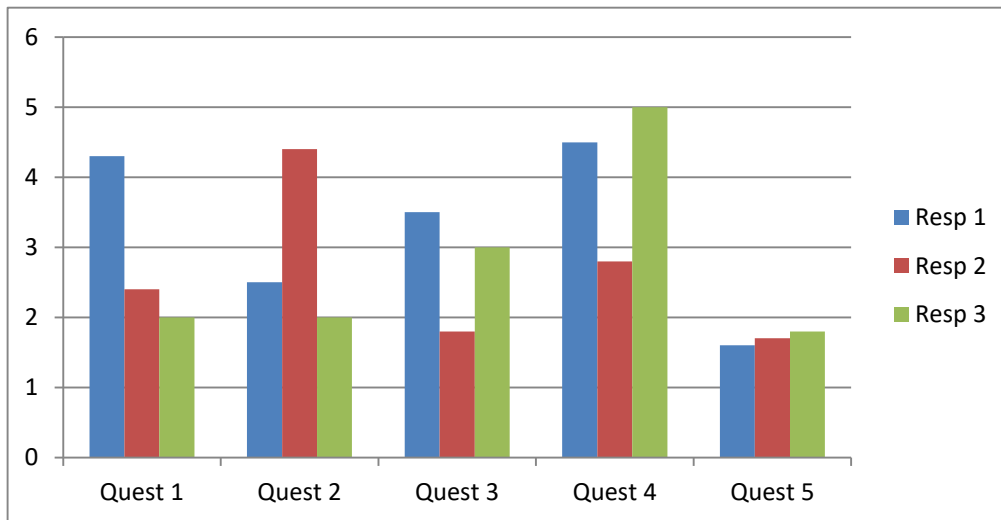

Figure 5. Learners' Responses Based on Interview

Based on the data, also found factors that influence learning difficulties namely internal and external factors are further described.

FINDINGS AND DISCUSSION

Discussion of research data (questionnaires and interview results) is carried out on finding. Furthermore, the discussion, based on Finding is broken down in more detail in the Discussion Section.

Findings

Data Presentation

Based on the data presented in the previous section, researchers present data processing from questionnaires and interviews. The sequences of difficulties faced by students based on the highest percentage sequence of each answer group are as follows;

Table 4 Top Ten Difficulties Faced By Korean Students in Learning Indonesia

No	Sources	Contents and Clues	Comments
1	Data1 (75/81%)	Improvement of average scores in Indonesian subjects	Assessment is one of the learning instruments that must be done by measuring the achievement of learning objectives
2	Data2 (81/88%)	Class assignments should be accompanied by a complete explanation so that students do not experience difficulties	Each student's ability is different, some are smart and some may need remedial, so when giving assignments, there needs to be a complete explanation of what needs to be done.
3	Data3 (87/95%)	One concern is the availability of interesting teaching materials	The availability of books and good teaching methods also determine the achievement of learning outcomes.
4	Data5 (77/84%)	Making an effort to answer the teacher's questions during class.	In language classes, students' activity in answering questions using the language being learned is a good thing.
5	Data6 (85/95%)	Teacher appreciation in the form of praise is very important in motivating students to learn.	Teachers may praise students who excel and provide motivation to other students.
6	Data11 (53/57%)	Applying the values of politeness in Indonesian language in everyday life.	This is part of character education that should be instilled in students, this is evidence that learning language is learning the culture of that language.
7	Data13 (65/70%)	Active and participating in study groups both outside and inside the class.	To accelerate language absorption, especially in speaking and listening, it is necessary to be active in study groups.
8	Data15 (82/90%)	Teaching methods need to be enjoyable and not boring for students.	Creative teachers have strategies and teaching methods that adapt to the needs of students. This is what is meant by teaching is an art.
9	Data17 (87/95%)	It is the duty of teachers to help students who are experiencing difficulties in learning.	Teachers should be ready to assist students who are experiencing learning difficulties; teacher support is crucial for students to remain enthusiastic about learning.
10	Data19 (70/81%)	Difficulty in learning Indonesian, especially in terms of listening and reading.	Listening and reading are two receptive skills that require extra ability to master them in the context of learning a foreign language.

The top ten findings need special attention for improving teaching strategies and methods. Evaluations like this need to be conducted by schools and teachers to understand and ensure what students are facing in their learning process. Students' constraints can be synchronized with the interview results (see results in table 3).

As for the interview data results, they can be used as recommendations from this research, once again aimed at addressing the constraints faced by students in learning Indonesian. Successively, the recommendations are presented below:

1. Difficulties in learning Indonesian; a) Difficult pronunciation due to sounds that do not exist in my native language (35%), b) Complex grammar, especially the use of suffixes, and constructions (33%), and c) Difficulty in understanding new vocabulary and phrases related to Indonesian culture (32%).

2. Efforts to interact with friends using Indonesian; a) I will try to speak Indonesian with my friend (49%), b) I often look for opportunities to practice speaking in everyday life (37%), and c) I also participate in study groups or extracurricular activities that use Indonesian language (14%).

3. Several main challenges faced by Korean learners in learning Indonesian; a) Different pronunciation (53%), b) Expressions or phrases in Indonesian related to culture are difficult to understand by foreign learners (33%), and c) Different sentence structure (14%).

4. Ways to overcome these difficulties include; a) Practicing speaking with native speakers (57%), b) Using interactive learning resources such as technology applications (32%), and c) Additional courses (11%).

5. It is hoped that teachers will take action to help students overcome their difficulties in learning Indonesian; a) Using gaming and picture methods (52%), b) Creating an inclusive and supportive learning environment (27%), and c) Providing tailored learning materials (21%).

Internal and External Factors

There are two factors that can be observed as causes of learning difficulties, namely internal factors and external factors. Internal factors are factors that originate from within the individual themselves to achieve learning goals. These internal factors have a significant influence but are often unnoticed because they are considered commonplace.

In various studies, these factors can generally be divided into two parts, namely physiological factors and psychological factors. Physiological factors are known to originate from within the individual, and this is closely related to bodily issues, especially regarding the functions of the sensory organs (eyes, ears, and speech organs), because these sensory organs are the gateway for stimuli from the outside to the individual learning, especially in cases of hearing and vision impairments.

Next is psychological factors. These factors greatly affect an individual's learning process. At least five things are related to these psychological factors: 1) Intelligence (intelligence), 2) Talent, 3) Interest, 4) Motivation, and 5) Learning style.

In addition to internal factors as mentioned above, learning difficulties can be influenced by external factors. External factors are factors that originate from outside the student. It is known that these factors often influence a person's learning success. There are three external factors that can affect a person's performance: family factors, school factors, and community environmental factors. Please refer to the figure below.
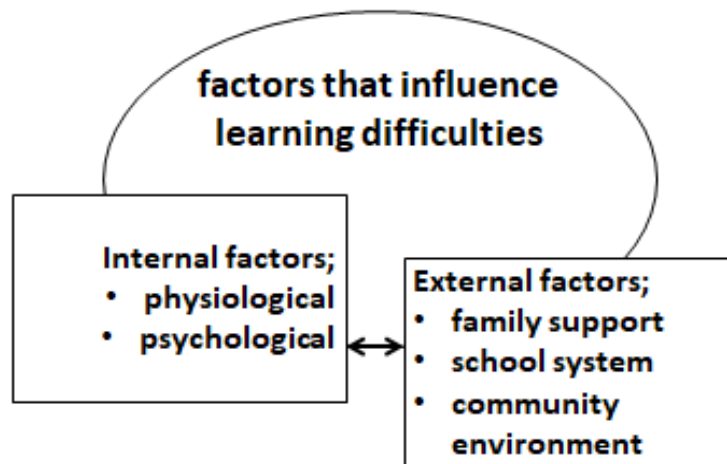

Figure 6. Factors that influence learning difficulties

The relationship between these two factors gives each other influence each other, however, family support can be a dominant factor.

DISCUSSION

Data Description

Based on the questionnaire data, it can be seen that learning difficulties in Indonesian language for Korean learners are mainly in the aspects of speaking and listening. The data obtained from 63 students (68%) indicate challenges in pronunciation due to some sounds in Indonesian not present in their native language (question 1a), and they find Indonesian grammar complex (question 1b). Another difficulty is encountered with new vocabulary and phrases related to Indonesian culture (32%), following pronunciation differences with Korean (53%), some expressions that are difficult to understand (33%), and also different sentence structures and patterns (14%).

How to overcome these difficulties? Some steps include practicing speaking with native speakers (57%) (question 4b), trying to utilize interactive learning resources such as technology applications (32%) (question 4c), and taking Indonesian language courses (11%) (question 4a). These are the methods that respondents

have in mind to address their learning challenges.

The presence of teachers is indeed crucial as they are expected to assist students in overcoming their difficulties in learning Indonesian. In learning, respondents hope that teachers use gaming and picture methods (52%) (question 5c). Additionally, they expect teachers to create an inclusive and supportive learning environment (27%) (question 5b), and provide materials tailored to the learning process (21%) (question 5a).

In addition to the factors of difficulty and efforts to overcome them, there are also students' efforts to improve their language skills, such as trying to speak Indonesian with fellow peers (49%) (question 2a), seeking opportunities to practice speaking daily (34%) (question 2b), and participating in study groups or extracurricular activities that use Indonesian (17%) (question 2c).

Thus, the relationship between the difficulties faced by students and enjoyable aspects suggests that Indonesian language learning for Korean learners at JIKS is quite promising and provides hope for achieving learning goals, that every student is capable of receiving lessons in Indonesian and can also use this language in interactions outside of school, including within the family environment.

Furthermore, regarding the interview results, the percentages for each question vary considerably, and several keywords and clues were found, indicating the conditions respondents face in learning Indonesian. 1) Sound of the language not found in Korean (35%), complex grammar (33%), vocabulary and phrases (32%), 2) interacting in Indonesian with friends (49%), more diligent language practice (37%), and participating in extracurricular activities to get used to using Indonesian (14%), 3) different pronunciation (53%), expressions or phrases in Indonesian related to culture are difficult to understand (33%), and different sentence structures (14%), 4) practicing speaking with native speakers (57%), using interactive learning resources like YouTube (32%), and taking additional courses (11%), and finally, 5) learning with gaming and picture methods (52%), creating an inclusive and supportive learning environment (27%), and having materials that meet learning needs (21%).

With responses as mentioned above, it indicates that the alignment between participants' internal conditions and learning targets should be conditioned in three aspects: teachers' teaching skills, interesting teaching materials (books), conducive learning environment, and language environment in interactions outside of school, including practicing Indonesian at home. Some students admit that opportunities to use Indonesian outside of class are only obtained with drivers who take them to school and housemaids who take care of their homes.

Learning Problem and Anxiety

The first difficulty in learning Indonesian is listening comprehension. This difficulty acts as a barrier to information entering students. This obstacle can be in the form of misperception or incomplete information reaching the students. Clearly, this will have a negative impact on the intellectual development and academic performance of the students at school. In line with this, Saddhono (2012, p. 4) states that "listening ability is the first language skill possessed by humans in language acquisition".

Based on this opinion, it can be said that listening comprehension is the initial capital for someone to communicate (Weda, et al., 2021; Amirrudin et al., 2024; Dalyan et al., 2024). Speaking also becomes a difficulty for students in learning Indonesian. Based on observations in the classroom, it is evident that in learning activities, students still experience difficulties in practicing speaking. In many cases, a student finds it difficult to speak in public due to a lack of confidence in expressing themselves. There is always a kind of anxiety about their appearance when speaking. As a result, they are reluctant to express their language skills. Anxiety may lead to mistakes in grammar usage, word choice, pronunciation, stress, or intonation.

In line with this, Irham and Wiyani (2014, p. 254) state that "students are categorized as having learning difficulties when their intelligence is considered average or normal, but there are deficiencies in the learning process and outcomes such as low academic achievement".

A very fatal problem is the influence of using the mother tongue, in this case, Korean, and certain local languages that they often use in daily communication. Of course, there is a chance of interference in using

Indonesian correctly. At the same time, another problem arises that can hinder students' speaking ability, namely misconceptions in learning Indonesian.

In this context, students often do not get used to practicing using Indonesian in communication, thus causing difficulties for students to improve their speaking skills. This is evident when students want to convey their ideas, thoughts, and opinions during the learning process.

In addition to speaking, reading is also equally important with other skills. The ability to read correctly becomes the basic foundation and main determinant of success in various subjects. Conversely, failure in mastering reading skills will become a hindrance or even become one of the sources of failure in students' studies at school.

Many students do not understand the concepts in Indonesian language lessons, so they have difficulty developing their understanding of the material. For example, students have difficulty understanding texts, difficulty in writing statements correctly, difficulty in speaking in front of the class to retell what they have read using their own constructed language. According to Rahman & Amir (2019), teachers should occasionally provide reading materials that are currently trending in society. This is intended so that learners have a schema on the topic they read.

Writing is to put down or depict symbols of sounds and graphics that represent a conventional understanding, so that others can read the writing. In many cases of foreign students, they have difficulty writing sentences, students are not yet able to write properly. Generally, this is also caused by students still not understanding how to use punctuation marks, capital letters, and language styles.

Every student has the same writing ability, for example, but not every student has the same listening skills. Then, a student is said to have difficulty learning Indonesian if the final result of the student's work is still relatively low. This means that students have not yet achieved the intended learning objectives set by the teacher. Indonesian language teachers, especially for foreign learners of Indonesian, are expected to provide interesting, innovative, and supportive learning in accordance with the needs and characteristics of the students. Because the goal of learning is to overcome learning difficulties in learning, in this case, Indonesian.

CONCLUSION

Based on the discussion results, this study formulates several concluding points and at the same time answers the research problem formulation as follows:

1) The desire of Korean students to learn Indonesian is quite significant, although they experience several difficulties, such as pronunciation, vocabulary, phrases, and understanding the Indonesian context. However, they make various efforts such as participating in extracurricular activities, learning through online facilities, and taking additional courses.

2) The standard of teaching materials and teaching methods need to be adjusted to the conducive needs of the students. They enjoy learning with the help of pictures and photos, and are given ample opportunity to express themselves in Indonesian so that they feel confident using this language outside of school and speaking with native speakers.

3) The difficulty of students in learning Indonesian, especially in the areas of listening and reading. Theoretically, listening and reading are two receptive skills that require extra abilities to master in the context of learning a foreign language. However, students prioritize speaking because it is related to the need to interact with others using Indonesian.

An interesting aspect of this research is that it successfully maps the factors that influence learning difficulties into two factors; Internal factors include physiological and psychological aspects. External factors include family support, school system, and community environment. Both of these factors have been discussed previously.

The research results indicate that the learning difficulties in Indonesian for Korean students, especially at JIKS, are more dominant due to external factors. Opportunities to practice Indonesian outside the classroom are very limited. Internal factors revolve around the suitability of the material to learning needs, the ability of students to receive varied

lessons, and the constant worry of using Indonesian in front of others due to anxiety and lack of confidence. The implications of the research will provide feedback for Indonesian language teachers teaching foreign students, especially expatriate children from Korea.

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