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RESEARCH ARTICLE

The Characteristics of Good Language Learners in Indonesia EFL Context

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Abstract: This research aims to see and identify the characteristics of good language learners according to English language education students, at the Faculty of Languages and Literature, Makassar State University in 2023. The subjects of this research were fourth-semester students of the English Education Study Program, Department of English, because in that semester there were Learning and Teaching courses. This research wants to see what the student's language learning model are students in the fourth semester who took this course in 5 classes consisted of 210 students. However, this research was only carried out in 2 (two) classes, namely classes D and E with a total of 82 students. This research uses a qualitative approach, namely Qualitative Descriptive research. The results of this research show that Characteristics of good language learners (Good Language Learners) according to students include: Continuously practicing to hone their abilities/consistent/enthusiastic/patient/disciplined/diligent; Utilizing technology; Self-confident; Choosing a suitable and comfortable/adaptable environment; Adjustment; Motivation to learn/enthusiasm; Risk Taker; Self-habituation; Adapting the right learning style/strategy/method; Know the concept of language skills and language elements; Not easily give up; Have a Growth Mindset; Implementation of knowledge/ application/ practice/ active/ brave; Not afraid of being wrong; Search for solutions; Self-evaluation/self-reflection; High curiosity; Communication; Having a loud and loud voice; Know at least 3 languages; Creative; Use good/friendly/humble/polite/attitude language; Open to new cultures/adaptations; High awareness (Awareness); Long term commitment; Role models; Professional; Smart; Increase vocabulary; and read diligently.

Keywords: English, Characteristics, Good, Learners.

1. Introduction

In a world increasingly interconnected by the threads of globalization and digital communication, the ability to bridge linguistic divides has become an invaluable asset. Learning a new language is a formidable undertaking, one that demands dedication, patience, and resilience. However, beyond the grammatical rules and vocabulary lists, there exists a group of individuals who seem to possess a unique knack for mastering languages effortlessly. These individuals, aptly termed "Good Language Learners," have caught the fascination of linguists and educators alike (Sakkir, 2021). In this article, we will delve into the fascinating world of these linguistic virtuosos, exploring the traits and strategies that set them apart from the rest. Understanding what makes a good language learner can not only



inspire aspiring polyglots but also provide valuable insights into language acquisition for educators and language enthusiasts.

Good language learners share a common trait: an insatiable curiosity about the world and the cultures that inhabit it (Borg, 2006). They approach language acquisition not as a mere academic endeavor but as a portal into understanding the intricacies of diverse societies. Their relentless desire to explore new horizons and connect with people from different walks of life drives their language learning journey. This curiosity fuels their motivation and keeps them engaged during the inevitable challenges of mastering a new tongue.

Learning a new language is not without its obstacles, yet good language learners possess a remarkable capacity for resilience. They embrace setbacks and failures as integral parts of the learning process, understanding that mistakes are stepping stones to success. Whether faced with the complexities of grammar, the frustration of unfamiliar phonetics, or the fear of embarrassment while conversing, they persevere. Their unwavering commitment to their language goals allows them to navigate through the toughest phases of language acquisition, emerging stronger and more proficient.

In addition to their curiosity and resilience, good language learners employ effective strategies to expedite their learning process (Atmowardoyo, 2021). They understand that language acquisition goes beyond rote memorization and rigid classroom settings. They engage with native speakers, immerse themselves in real-life contexts, and leverage technology and resources to their advantage. By actively seeking out opportunities for meaningful language use and adapting their learning methods to suit their individual needs, they make remarkable progress in a relatively short time (Rubin, 1975).

In the pages that follow, we will explore these traits and strategies in more detail, shedding light on the inner workings of good language learners. By deciphering their secrets, we hope to inspire language enthusiasts to embark on their own linguistic adventures with renewed vigor and offer educators valuable insights into fostering effective language acquisition in their classrooms.

2. Literature Review

2.1. *Motivation and Attitude*

One of the key factors contributing to the success of language learners in the Indonesian EFL context is their motivation and attitude towards learning. Research by Soepriatmadji (2017) found that successful EFL learners in Indonesia exhibited a high level of intrinsic motivation and a positive attitude towards language learning. This enthusiasm for learning English helps them stay committed to their studies and persevere through challenges. Additionally, students with a growth mindset, as highlighted by Dweck (2006), tend to excel in language learning, as they view difficulties as opportunities for growth rather than insurmountable obstacles.

2.2. *Effective Learning Strategies*

Effective language learners in Indonesia are also characterized by their adeptness at employing various learning strategies. A study conducted by Fitriati and Astuti (2019) revealed that successful EFL learners in Indonesia employ a combination of strategies, such as metacognitive awareness, goal setting, and self-regulation. They adapt their learning techniques to suit different contexts, demonstrating a high level of strategic competence (O'Malley & Chamot, 1990). Moreover, these learners make efficient use of technology and online resources to enhance their language skills, showcasing their digital literacy and resourcefulness.

2. 3. Cultural Sensitivity and Interpersonal Skills

Cultural sensitivity and interpersonal skills play a pivotal role in the success of language learners in the Indonesian EFL context. Research by Kramersch (1993) emphasizes the importance of cultural understanding in language learning, and this holds true for Indonesia, a diverse and culturally rich nation. Good language learners are open-minded, empathetic, and respectful of cultural differences, facilitating effective communication with native speakers and fellow learners. Their ability to form positive relationships and engage in cross-cultural exchanges further enhances their language proficiency.

2. 4. Contextual Adaptability and Exposure

Finally, the ability to adapt to different language learning contexts and maximize exposure to the English language is another characteristic of successful learners in Indonesia. Research by Benson (2001) highlights the significance of autonomous learning and the utilization of various resources beyond the classroom. Good language learners in Indonesia actively seek opportunities to practice English, whether through extracurricular activities, language exchange programs, or online platforms. Their proactive approach to language acquisition allows them to develop a well-rounded set of language skills.

In conclusion, the characteristics of successful language learners in the Indonesian EFL context encompass intrinsic motivation, positive attitudes, effective learning strategies, cultural sensitivity, interpersonal skills, adaptability to diverse contexts, and exposure to the English language. These attributes are not only essential for individual learner success but also valuable for educators and curriculum developers in designing effective language programs tailored to the needs of Indonesian EFL learners. Further research in this area is necessary to gain deeper insights and continue improving language education in Indonesia.

3. Research Method

Research that uses a qualitative approach can be called by several names, depending on where the research is viewed. From the perspective of the nature being investigated, this research can be called Qualitative Descriptive research (Oun, 2014). Qualitative Experiment Design is a qualitative research design that attempts to describe and interpret objects according to reality. The descriptive method was implemented because data analysis was presented descriptively and findings were collected in written and not numerical format.

By referring to this definition, this research seeks to find answers to what the language learning model of English, FBS, UNM students is, both regional, national and foreign languages. This research was carried out by giving tests before and after the Study and Learning course; and analyzing student percentage files and student interaction files.

The subjects of this research were fourth-semester students of the English Education Study Program, Department of English, because in that semester there were Learning and Teaching courses. This research wants to see what the student's language learning model is. Students in the fourth semester of the 2021/2022 academic year who took this course in 5 classes consisted of 210 students. However, this research was only carried out in 2 (two) classes, namely classes D and E with a total of 82 students.

As research that uses a qualitative approach, data collection and analysis activities are carried out interactively as can be adapted from Miles and Huberman. Data was collected and then analyzed. The results of the analysis are then presented and concluded. Furthermore, the temporary conclusions obtained are verified or supplemented with other evidence found through subsequent data collection activities (Stren, 1975).

4. Results and Discussions

Based on the results of data collection and analysis that was carried out on 82 students who took the Study and Learning course in the English Language Education Study Program, data was found from the sixth question regarding the characteristics of good language

learners (Good Language Learners) according to students, "Explain the characteristics of good language learners according to you?"

Characteristics of Good Language Learners according to student respondents include:

- a) Continue to practice to hone your abilities/ be consistent/ enthusiastic/ patient/ disciplined/ diligent: S1, S2, S3, S4, S5, S11, S16, S17, S18, S20, S21, S23, S25, S26, S29, S31, S32, S37, S38, S40, S43, S44, S49, S52, S53, S56, S58, S64, S68, S71, S76, S78.
- b) Utilizing technology: S1.
- c) Confidence: S1, S10, S22.
- d) Selecting a suitable and comfortable/adaptable environment: S2, S11, S20, S81.
- e) Adaptation: S2.
- f) Learning motivation/ enthusiasm: S3, S10, S11, S21, S23, S25, S32, S37, S42, S45, S55, S59, S60, S64, S68, S69, S71.
- g) Risk Taker: S3, S33, S44.
- h) Self-habituation: S3, S56.
- i) Adapting the right learning style/ strategy/ method: S3, S7, S8, S11, S14, S15, S16, S22, S25, S33, S37, S39, S48, S51, S54, S62, S64, S67, S80.
- j) Know the concept of language skills and language elements: S4, S5, S7, S9, S11, S12, S13, S23, S24, S27, S28, S29, S35, S38, S42, S50, S57, S61, S66, S73, S75, S77, S82.
- k) Don't give up easily: S5, S24, S30, S35, S72.
- l) Have a Growth Mindset: S5, S20, S60, S72.
- m) Implementation of knowledge/ application/ practice/ active/ brave: S5, S8, S9, S10, S12, S13, S28, S35, S36, S46, S47, S55, S56, S58, S70, S75, S79.
- n) Not afraid of being wrong: S6, S9, S22, S29, S34, S45, S55, S56, S70.
- o) Looking for a solution: S6, S31.
- p) Self-evaluation/self-reflection: S7, S8, S33, S45.
- q) High curiosity: S8, S23, S31, S35, S37, S55, S56, S59, S64, S65, S81.
- r) Communication: S8, S11, S32, S34, S44, S75.
- s) Has a loud and loud sound: S11.
- t) Know at least 3 languages: S12, S59, S79.
- u) Creative: S16, S19, S46, S49, S53.
- v) Use good language/friendly/humble/polite/attitude: S23, S35, S40, S49, S57, S60, S69, S74, S78.
- w) Open to new cultures/adaptation: S25, S32, S42, S44, S69, S71, S74.
- x) High awareness (Awareness): S32, S45, S46, S63, S71.
- y) Long term commitment: S33.
- z) Role model: S40.
- aa) Professional: S40, S69.
- bb) Smart: S40.
- cc) Expanding vocabulary: S41.
- dd) Read diligently: S53.

5. Conclusion

Characteristics of good language learners (Good Language Learners) according to students include: Continuously practicing to hone their abilities/consistent/enthusiastic/patient/disciplined/diligent; Utilizing technology; Self-confident; Choosing a suitable and comfortable/adaptable environment; Adjustment; Motivation to learn/enthusiasm; Risk Taker; Self-habituation; Adapting the right learning style/strategy/method; Know the concept of language skills and language elements; Not easily give up; Have a Growth Mindset; Implementation of knowledge/ application/ practice/ active/ brave; Not afraid of being wrong; Search for solutions; Self-evaluation/self-reflection; High curiosity; Communication; Having a loud and loud voice; Know at least 3 languages; Creative; Use good/friendly/humble/polite/attitude language; Open to new cultures/adaptations; High awareness (Awareness); Long term commitment; Role models; Professional; Smart; Increase vocabulary; and read diligently.



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