

# Korean as a Foreign Language Learners' Motivation: Language Learning Stories from Indonesian Learners

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## Abstract

Although the Korean Wave has grown exponentially in Indonesia, much of the linguistic landscape has not received enough attention in the literature, especially the motivational aspect. Based on the L2 Motivation Self System (L2MSS), the present study focuses on the language learning stories of Indonesian learners of Korean as a foreign language (KFL)—consisting of two females and one male. Their language learning stories cover the past, present, and future trajectories of their language learning. Four salient themes are generated through the interview—the questions of which were partially based on the Language Learning Story Interview. The first theme is related to the pure interest in the popular culture of Korea—mostly related to the exponential growth of the Korean Wave. The second theme is characterized by the aspiration to get jobs in Korea. The third theme concerns education or the desire to pursue higher education in Korea. Lastly, parental support and intercultural marriage form the last source of motivation and contribute to creating a supporting learning environment. Conclusively, this study reveals that Indonesian KFL learners mostly exhibit both ideal L2 self and ought-to L2 self—with the former being more dominant than the latter. Implications of the study are also provided.

**Keywords:** ideal L2 self; L2MSS; language learning story; Korean as a foreign language; motivation

## Introduction

Korean language learning in Indonesia (hereafter KFL) has seen a significant rise due to the popularity of the Korean Wave. Related to this rise, Indonesian learners also appear to have diverse motivations to learn Korean, ranging from cultural interest to academic or career-related goals. However, existing research on KFL in Indonesia has not thoroughly explored these

motivations. Furthermore, KFL education aligns with Indonesia's language policy, mandated by Act 37 of 2012, which emphasizes foreign language learning to enhance students' linguistic abilities in response to global competition (Hamied & Musthafa, 2019). Scholars note that this policy reflects the increasing demand for languages beyond English, such as Korean, highlighting its growing popularity among

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Indonesian learners. In this context, the present study aims to reveal the motivations of Indonesian KFL learners to learn Korean by exploring the language-learning stories of three KFL learners from Indonesia.

In the area of language learning, “motivation is the one that has been subject to the most thorough theoretical overhaul” (Dörnyei & Ryan, 2015, as quoted in Boo et al., 2015, p. 145). While motivation has long been a key study area, numerous theories have emerged in response to challenges against previous models. Gardner's (1985) initial dichotomy between integrativeness and instrumentality gained widespread attention among scholars for its clear categorization of learners' motivations. Integrativeness involves a learner's genuine interest in the target language and desire to integrate into its community (Rock et al., 2021), while instrumentality focuses on the language's utilitarian benefits (Aatif, 2022). This dichotomy has influenced much research in second or foreign language learning. However, more studies have mainly focused on English language learning. Although there has been some exploration into motivation for learning heritage languages (Kurniawan & Suprajitno, 2019) and languages other than English (Al-Hoorie, 2017; Nikitina et al., 2020), motivation to learn Korean has not widely been studied, especially in Indonesia.

Despite the prolific use of Gardner's motivational dichotomy in the academic arena, debates have arisen regarding the applicability of integrativeness, particularly in contexts where learners do not seek emotional identification with the target language community, such as learning English as an international language. A study conducted by Ishag (2021) investigating

the motivational orientation of Sudanese learners of English and German raises the argument that integrativeness alone is not applicable in the context of foreign language learning. It has been suggested that integrative motivation should be understood as an internalized process within the learner's self-concept, acknowledging the complexity of motivation beyond mere emotional connection with the target language community (Dörnyei & Al-Hoorie, 2017).

Dörnyei's (2005, 2009) development of the Second Language Motivation Self-System (L2MSS) adds more explanatory power to language learning motivation, which Gardner fails to explain. L2MSS consists of three main components: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. This framework offers a deeper insight into motivational dynamics in language learning and provides a new study approach.

L2MSS draws on the theory of self, particularly self-discrepancy (Higgins, 1987, as stated in Lanvers, 2016), and integrates the concept of possible selves. It acknowledges the gap between learners' envisioned selves and their actual actions in language learning (Mendoza & Phung, 2019). By addressing this discrepancy, L2MSS aims to align learners' current and future selves, enhancing their motivation to learn the target language (Dörnyei, 2009). This approach recognizes that learners visualize their future selves, influencing their language learning efforts. The three components of L2MSS—ideal L2 self, ought-to L2 self, and L2 learning experience—work together to provide a holistic understanding of language learning motivation and how learners

bridge the gap between their present and future selves.

The Ideal L2 self reflects language learners' aspirations to achieve proficiency in the target language, motivating them to bridge the gap between their current and desired future selves. "These learners visualize [their] future self as proficient in the target language. The gap between [their] current, actual self and the ideal future self motivates [them] to take action to close this gap." (Mendoza & Phung, 2019, p. 4). Dörnyei (2009) notes that this ideal self combines integrative goals with internalized instrumental objectives, making it a powerful motivational factor. Conversely, the ought-to L2 self represents external expectations, such as societal, peer, or family pressures, prompting learners to take action to avoid negative outcomes (Mendoza & Phung, 2019). Dörnyei (2009) highlights the significance of externalized instrumental goals in this context. The L2 learning experience also encompasses factors within the learning environment that influence motivation, such as teacher impact, curriculum, peer interactions, and success experiences. This aspect of the L2MSS recognizes motivation as dynamic and context-specific, shaped by various temporal, material, and social factors (Mendoza & Phung, 2019).

Despite the importance of motivation in learning KFL, research in this area remains limited, particularly in the Indonesian context. While studies on KFL learner motivation exist in Asian contexts, including Nikitina et al. (2020), Nourzadeh et al. (2020), Song and Pornsima, (2016), and Sornsuwannasri (2020), there is a scarcity of research on Indonesian KFL learners' motivations. Furthermore, existing studies often fail to capture the subjective experiences and

trajectories of KFL learners' motivation. Fraschini and Caruso (2019) attempted to explore KFL learners' L2MSS using Q methodology. However, they did not explore the in-depth subjective experience of the learners—which serves as a key aspect in the construction of the self of the learners. Therefore, by exploring the motivational aspect using language learning story interview—which explores the stories of KFL learners about their past, present and future—the present study shall reveal how the envisioned self is constructed.

In KFL scholarship, there has been a scanty number of English publications that focus on the motivation and experience of Indonesian learners. Hence, by exploring the ideal and ought-to self through language learning story interviews, this study seeks to explore the motivation and experience of KFL learners in Indonesia. Accordingly, exploring Indonesian KFL learners' language learning trajectories may yield an understanding of how their motivation in learning KFL is constructed and intersects with larger sociocultural aspects. The study might as well contribute to the KFL scholarship, primarily focusing on exploring the lived experience, beliefs, and motivation of Indonesian learners towards the Korean language. Therefore, it behooves this study to answer the following research questions: (1) what motivates Indonesian KFL learners to learn Korean, and (2) how the learners visualize themselves as speakers of Korean.

## Method

### Participants

The study employed purposive sampling, selecting participants based on characteristics that align with the research objectives (Andrade,

2021). The sample consisted of two females and one male, all non-heritage KFL learners in Indonesia. The participants were in their thirties and were engaged in formal and informal Korean learning. One of the participants is married to a Korean man and was a Korean

language teacher in a government-funded institution in Surabaya, Indonesia. Additionally, all participants had prior experience living in Korea. Table 1 provides a summary of the participants in the study.

**Table 1**  
*Participants' data*

Participant	Gender	Age	Years of learning Korean
Adi	Male	30	8
Sari	Female	36	15
Melati	Female	31	9

### Data collection and analysis

Data collection involved conducting semi-structured interviews, which lasted 40-50 minutes each and aimed to elicit insightful life stories about language learning from the participants. The interviews were conducted in Indonesia and were recorded with the participants' permission. Questions were tailored to explore the participants' initial encounters with the Korean language, their learning journeys, and their aspirations regarding Korean language use. While partially inspired by the *Language Learning Story Interview (LLSI)* (Hiver et al., 2019), the interview questions did not focus on specific scenes as suggested because the study primarily aimed to delve into the motivational aspects of Indonesian KFL learners. The interviews provided valuable insights into the participants' self-construction in KFL learning.

Interview data were analyzed using narrative inquiry. Narrative inquiry treats stories as data sources, which implies that "meaning is privileged as narratives are also recognized as

being embodied." (Karpa, 2021, p. 2). Therefore, as the informants have subjective experiences with learning KFL, their narrativized experiences may provide a resourceful site of meanings with which interpretations were generated. First, the recorded interviews were transcribed and translated into English. As the focus was primarily on the participants' lived experiences with learning Korean, fillers were omitted from the interview transcription. Then, the analysis proceeded to identify the themes that appeared. Lastly, the themes were interpreted by considering the existing literature on motivation in foreign language learning.

## Findings and Discussion

### Sari's story

Sari's initial fascination with learning Korean stemmed from her curiosity about non-alphabetic orthographies. She explored various languages with single-syllable units of meaning, including Chinese and Korean. Ultimately, she chose to focus on Korean because of its relatively simple writing system, despite the

language's significant incorporation of vocabulary and meaning from Chinese.

***Excerpt 1***

"I wanted to learn a foreign language that is non-alphabetic. One of the choices was Chinese but it was difficult... that is why I became interested in Korean language."

Then, during the interview, one of the most common themes related to the motivation to learn Korean appeared: education. Upon completing her Master's degree in accounting, Sari got the opportunity to immerse herself directly in Korean language teaching and learning in Korea. It sparked a deeper investment in learning Korean, driven by several purposes.

***Excerpt 2***

"I started learning Korean seriously in 2013 when I got the opportunity to go to Korea. At that time, I was already in a relationship with my husband. I traveled there... but my husband's parents asked me to learn Korean so I started learning Korean in Korea. So, [I] thought that learning Korean faster could help me communicate better. When I felt really comfortable... [I realized that] to stay longer, I needed money so I sought for a job."

Excerpt 2 above also revealed that her relationship with her husband was the foundation for her language learning motivation, as in the cases of intercultural marriages (Kolstrup, 2017; Van Mensel & Deconinck, 2019). Intercultural marriage emerged as the second motivational theme in Sari's Korean language learning story. A minute reading of her lived experiences within the discourse of intercultural marriage is

rudimentary in dispersing and enhancing theoretical understanding of self in language learning, as Kolstrup (2017) suggests.

Within the context of intercultural marriage, her Korean language learning journey intertwined with her effort to have an ample understanding of the local culture as a way to mingle with her in-laws.

***Excerpt 3***

"Learning Korean made me know the local culture more. My husband is a Korean. Starting from when we were dating, to get accepted by the family of my husband, I needed to understand the culture and tradition of Korean society. By doing so, I would not be a "blind" person towards Korean culture and traditions. Because the saying "When in Rome, do as the Romans" must really be applied in day-to-day life for us to become a person that can be accepted wherever we go. So, being able to use Korean was also very important for my marriage so far."

Based on her description in Excerpt 3, the primary motivation for her language learning appears to be the expectations of her husband's family. While she was not compelled to learn the language, she voluntarily took up the task to better integrate into her husband's family and immerse herself in their customs and culture, called cultural immersion—which appeared as the next theme of her Korean language learning story. This motivation aligns with integrativeness, as she sought to become a part of the family and engage more deeply with their way of life by enhancing her linguistic skills. In the study by Stępkowska (2021), marriage could be a driving force for a person to learn a foreign language. She explains that the female

participants in her study learned the host country's language, Polish, not only to maintain effective communication with their partners but also for their personal goals.

Similarly, as indicated in Excerpt 2, she did not learn Korean only for communication but also for her instrumental goals, which she hoped to achieve through Korean language mastery. For that reason, even though she was already in a relationship, she believed it was out of the norm to rely on him financially while staying in Korea for a very long time. She knew that, with her ability to speak Korean at that time and sufficient cultural knowledge, she could obtain a job in Korea—which appeared as the fourth theme of Sari's Korean language learning story.

Still, regarding the instrumental aspect, she maintained that learning Korean gave her a bigger opportunity to earn a job in the host country, giving her a monetary resource to support her living there (see Excerpt 4). Therefore, despite having to toil during her stay in the country for further study, she did not feel demoralized, for she felt morally supported and driven by her interest.

#### ***Excerpt 4***

"I learned [Korean language directly] in Korea, and it automatically made me feel the benefits of being able to [use] Korean language fluently; one of them was being able to communicate with the locals... by being able to use Korean, we could understand the language and it enabled us to live there... find work, have a lot of Korean friends, work as a tour guide and [in] events that promoted culture in Korea."

Sari's motivation for learning Korean reflects a blend of instrumental and integrative factors. While she acknowledges the practical

importance of Korea for financial stability and job opportunities in Korea, her primary motivation seems to stem from a personal interest in the culture and a desire for integration into her husband's family. Her instrumental motivation is evident in her recognition that proficiency in Korean can enhance her prospects for employment and independence in a foreign country. However, she emphasizes that her circumstances and needs were the main driving forces behind her language learning journey, rather than solely external factors like job-seeking.

Sari's motivational profile can be further understood through self-discrepancy theory, as formulated in the L2MSS. This theory posits that motivation lies between a learner's current and envisioned future selves. Sari's envisioned self includes navigating life independently in a foreign country and gaining acceptance within her husband's family, requiring linguistic proficiency in Korean. As she gradually developed her language skills to meet these aspirations, her ideal L2 self was formed. Additionally, her husband's family's expectations contributed to her motivation, aligning with aspects of her ought-to self. Their support provided further motivation and reinforcement for her language learning efforts.

Overall, Sari's motivation for learning Korean is complex and multifaceted. Her motivation to learn Korean is characterized by the combination of personal interests (in the language itself), practical needs (communication in marriage, job-seeking, and education), and social expectations (understanding culture and the necessity to mingle with her husband's family)—ultimately shaping her ideal L2 self and

facilitating her integration into both the culture and family of her husband.

### **Melati's story**

During an interview with Melati, she recounted her journey with Korean dramas, noting a significant shift in her level of engagement around 2009. Because of the absence of subtitles, a circumstance that presented both a hurdle and an opportunity, Melati recognized the need to learn Korean to understand the dialogue. This realization marked a turning point in her relationship with Korean dramas, as she began to view them as a form of entertainment and a gateway to language acquisition and cultural immersion. The absence of subtitles catalyzed her determination to embark on a language learning journey and deepen her connection to Korean media. An effort to understand Korean dramas serves as the first theme in her KFL learning journey.

#### ***Excerpt 5***

“At first, I started to like the artists and because of liking them, [I also] finally [started] following the variety shows and etc. At that time, subtitle was very rare. There were not many people who subbed like today so it was not like nowadays [because] people (referring to the people who provide the online subtitles) update every week and even on daily basis.”

As her interest in learning Korean grew, she began by learning Hangeul. After mastering the Hangeul system, which she found comparatively simpler than the Chinese writing system, Melati began a comprehensive exploration of Korean language acquisition. Beyond mere alphabetic proficiency, she also learned vocabulary, grammar, and various language skills

encompassing listening, writing, reading, and speaking. This holistic approach reflected her dedication to achieving fluency and competence in Korean communication.

Furthermore, Melati elaborated on how immersing herself in Korean media, particularly watching Korean shows, contributed significantly to her acquisition of Korean vocabulary. Additionally, she highlighted how the enjoyment and entertainment value of watching Korean shows made the language-learning process more enjoyable and motivating for her. Melati's experience underscores exposure to Korean media's significant role in enriching language acquisition and fostering a deeper connection with the language and culture.

#### ***Excerpt 6***

“Because I watched a lot of Korean [shows], I learned a lot of vocabulary. Surprisingly, I even learned some difficult words and understood the grammar too as the time went by. Because of this, I didn't have any difficulties when I studied Korean....”

It finds support from Khong, Hassan, & Ramli (2017), who assert that integratively motivated learners acquire much vocabulary. In Melati's case, her investment in watching Korean shows is not only for her amusement or entertainment but also to further her linguistic adroitness. Therefore, integratively motivated learners, as exemplified by Melati, might showcase better language achievement.

Moreover, Melati's aspirations extended beyond mere language proficiency; she harbored dreams of living and working in Korea—this serves as the second theme of Melati's Korean language learning journey.

These aspirations were not merely personal ambitions; they garnered significant support from her mother. As the third motivational theme, maternal support bolstered Melati's determination and created a supportive environment conducive to her language learning journey. The encouragement and endorsement from her mother catalyzed Melati's ambitions. Further, they fueled her commitment to realizing her dreams of living in Korea.

#### ***Excerpt 7***

"I hope that it would develop even more, enough to make me able enter the embassy... I want not only to understand but also skillfully speak and write. [I want to reach] at least near native level [of proficiency].... I, as an Indonesian, also want to help strengthen the relation between Korea and Indonesia although my help might be very small and want Indonesians and Koreans to understand each other's culture deeper, not only the stereotyped [facts]."

All the excerpts above also indicate that Melati subscribed not only to instrumental motivation but also integrative motivation. Her wish to learn and use the language for obtaining work can be described as her instrumental attitude that further conveys how language learning and practice are imbued with instrumental values (Curdt-Christiansen, 2016).

Based on the three premises that underlie learners' learning motivation, Melati's motivational account conforms to the "internal desire to become an effective L2 user" (Dörnyei & Chan, 2013, p. 439). This internal desire is mapped out as an ideal L2 self. Her present self was primarily considered as a Korean culture admirer who had developed an imagination of becoming a proficient user of Korean in order to

penetrate the educational sphere in Korea, which consequently and expectedly would grant her the validation to work in the embassy—with the hope that she could become a bridge that linked both nations to understand each other's culture. This imagination constituted her future self, which she needed to achieve through the employment of language skills. For Higgins (1998, as stated in Wang et al., 2021), such behavior must be understood in the frame of promotion rather than prevention since the focus is not primarily on other aspects but growth, achievement, and goal-reaching. Melati had set her goals, and she had idealized herself as the person she aspired to be. The discrepancy between her current sense of self and her future self appeared to be empowering, grounded in the hypothesis that discrepancy between the current and ideal selves causes 'discomfort'. The discomfort creates a space for motivation to thrive. In Melati's case, the discrepancy motivated her to act. It regulated her learning process by exhausting available means and resources and planning her study. From the perspective of language learning, the exhaustive venture that she undertook served as evidence that, at the apex of this process, the Korean language and her command of it played a crucial role.

#### ***Adi's story***

#### ***Excerpt 8***

"What made me interested in Korea was Kpop and K-drama. It was more towards the art."

The excerpt above was Adi's response when asked why he became interested in anything related to Korea. The case of Adi was particularly engrossing. He could be considered a much



invested person in consuming Korean dramas, which he believed to be the most contributing factor to his Korean language acquisition. He also attributed Korean songs to his acquisition of Korean.

**Excerpt 9**

“The art is very interesting because it doesn’t look cheap. It seems like it needs high effort to create it and it’s also not cheesy. The execution is also neat. It has characteristics that can make it (the art) a fun trademark.”

Adi's commentary regarding the Korean entertainment industry provides insight into his profound admiration for Korean culture. Unequivocally, this deep appreciation for Korean culture is a powerful motivator for him to embark on learning the Korean language.

**Excerpt 10**

“At that time, it was to the point where I wanted to be able to speak in Korean although only a little and understand basic Korean used on a daily basis or when I watched Korean dramas.”

His desire drove him to be self-taught in the language by utilizing the internet as his primary source of knowledge. He learned basic grammar in the Hangeul system and could write, read, and listen to Korean moderately. Nevertheless, he attributed the lack of native Korean acquaintances and fellow friends who were fluent in Korean to his impeded development of oral language skills.

Several years later, Adi embarked on a double-degree program in Busan, South Korea, providing him with an immersive experience in Korean culture and language. His time in Korea he proved transformative, as he gained a deeper

understanding of cultural nuances and linguistic competence. Through direct exposure to Korean society, Adi learned to distinguish between the portrayals of Korean life in dramas and the realities of everyday situations, allowing him to appreciate the culture more authentically.

Adi's firsthand experience in Korea enabled him to grasp subtle nuances in Korean culture that he may have missed through indirect exposure. This direct engagement complemented his linguistic skills, enhancing his ability to partake in social interactions and comprehend the complexities of Korean society. For instance, he gained insight into the dichotomy between formal and informal speech styles, crucial for effectively communicating with individuals of varying ages and seniorities.

Despite his deepening interest in Korean culture and language, Adi has not expressed any intention to leverage his language proficiency for career opportunities or social advancement. Instead, he consistently emphasizes that his initial attraction to the Korean language stemmed purely from its cultural allure. For Adi, the pursuit of Korean language proficiency is driven mostly by a genuine fascination with Korean culture and its rich heritage rather than any pragmatic considerations. Hence, his interest in Korean culture is the first theme of his motivation to learn Korean.

However, as reflected in Excerpt 11, his stay in Korea also drove him to understand Korean better to communicate with locals, which emerged as Adi's second motivational theme. He also expected that better Korean skills could help him with his studies and part-time work in the country. Therefore, both study and work serve as Adi's third motivational theme.

### **Excerpt 11**

“For me, it is indeed the culture that attracted me to learn Korean. However, it was my study in Korea that encouraged me [to learn the language more]. At that time, I felt Korean was important for me because if I did not know Korean, how could I talk to them. More importantly, it was because of my study and it was also useful because I could work as a part-timer a few months before returning to Indonesia due to COVID-19.”

From the elaboration above, Adi’s motivation to learn Korean language generally can be classified as instrumental—which stemmed from his learning of the language for his study and part-time job—and integrative—since it derived from his pure interest in Korean culture after being exposed to Korean dramas and music. Adi’s case can also be explained by the self-concept in Dörnyei’s L2MSS because his Korean language learning motivation is generally instigated through the cultural appeal of Korea. His instrumental motivation carries internalized characteristics without external interventions, such as those of his parents. His parents encouraged him to learn Korean for his overseas study.

### **Excerpt 12**

“Their response was so-so when they knew I learned Korean; I mean they didn’t give any comments. But, they supported me, especially my mom because she said I needed to learn Korean so that I could live well there.”

This parent-related characteristic may refer to ‘parental encouragement’ or ‘parental support’, which addresses parents’ attitudes towards the importance and necessity of language learning. The parental support that Adi

received is further supported by previous findings in the context of young learners’ English language learning (Tao & Xu, 2022)—which revealed how parental support in the learners’ quest to learn the language could generate a positive attitude toward learning the language. Similar findings in Martin’s (2023) study also corroborate the view that parents significantly influence language learners’ motivation.

Given that the L2 self consists of integrative characteristics and internalized instrumental aims (Kolstrup, 2017), it shows that what Adi experiences with his language development manifested the ideal L2 self. In most cases, parental encouragement signifies the existence of the ought-to L2 self (Kangasvieri & Leontjev, 2021); however, the case of Adi must not be seen as part of the ought-to L2 self-construction. Instead, this must be classified as a projection of an ideal L2 self, given that his learning experience was internally rooted with little influence from the other party. Although there was parental support, his decision to learn Korean and his quest to master the said language were free from external intervention.

### **Summary of the participants’ KFL learning stories**

In summary, there were several emerging themes from the language-learning stories of the three participants of this study. The following table shall map out all the themes that appeared.

Based on Table 2 above, there are several salient themes. First, education appeared to drive the participants to learn Korean. Second, from the utilitarian aspect of KFL learning, the study participants also expressed that jobs motivated them. The third motivation is related

to the exponential growth of the Korean Wave, which resulted in the participants' growing interest in learning Korean to understand and

immerse in the culture. Fourth, family support also serves as a determining factor in the participants' motivation to learn Korean.

**Table 2**

*Summary of the keywords related to the KFL learning motivations of the participants*

<b>Sari</b>	<b>Melati</b>	<b>Adi</b>
Education	Effort to understand Korean dramas	Interest in culture, especially Korean dramas and music
Intercultural marriage	Living and working in Korea	Communicating with locals
Cultural immersion	Maternal support	Overseas study
Obtaining a job		Overseas work
		Parental support

## Discussion and Conclusion

In light of L2MSS, contact with Korean popular culture, work opportunities, and education represent the strongest facets. Therefore, the result of this study aligns with several motivational studies, which highlight the positive attitude of learners toward Korean popular culture (Kim, 2023; Nikitina & Furuoka, 2019). The influx of Korean popular culture has undeniably served as the engine driving learners to learn KFL to understand the culture. The effort to understand culture is never non-linguistic. It shall be understood from the linguistic point of view. The growth of Korea's soft power worldwide also provides work opportunities for language learners.

The participants also experienced the need to use their language ability to secure jobs and embody their aspirations of obtaining their desired jobs. Similarly, education, especially studying abroad in Korea, has also strongly predicted learning Korean. Similar themes were found in Fraschini and Caruso (2019) and

Fraschini (2020) studies. These themes underscore the utilitarian power of KFL to bridge the gap between the learners' current self and idealized self.

Interestingly, some informants also attributed their families to the reason they learned Korean. The presence of family here includes parents and marriage. Some studies have addressed this particular facet of language learning (Kolstrup, 2017; Van Mensel & Deconinck, 2019). However, this aspect has not been widely studied in the case of less commonly taught language like Korean. Family involvement here represents two types of L2MSS: ideal and ought-to L2 self. Most informants believed their KFL learning experiences were personal and free from external intervention. However, they did not deny that they also gained parental support in their learning journey. In the case of Sari, marriage also pushed her to learn Korean. Therefore, the family here provided the environment and emotional support for the language learning to take place. For such a

reason, for some of the informants, it is a fallacy that their learning experiences were free from ought-to L2 self. Family intervention, in their cases, supplemented several aspects of their motivation to learn KFL. It supported the formation of an ideal L2 self as they envisioned themselves.

Theoretically, this study expands the understanding of the L2MSS in the context of KFL. Particularly, the results highlight the dual role of family support in shaping learners' ideal and ought-to selves. This aspect has been underexplored in previous L2MSS studies and suggests new avenues for theoretical development.

Furthermore, this study acknowledges that the results are limited in generalizability due to the small sample size of KFL learners. A larger number of participants would be necessary to gain a broader perspective on this phenomenon. Nevertheless, this study has provided comprehensive insights into KFL learners' motivations by delving into their narratives. Future research should explore more Indonesian learners' Korean language learning experiences from diverse contexts to build on these findings.

Overall, the study underscores the multifaceted nature of motivation in KFL learning among Indonesian learners, highlighting the interconnectedness of cultural, economic, educational, and familial factors in shaping individuals' language learning journeys.

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