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LEARNERS' IDEAL L2 SELF AND SELF-PERCEIVED COMMUNICATIVE COMPETENCE: A STUDY OF CHINESE L2 LEARNERS OF INDONESIAN

ABSTRACT

Despite the growing popularity of the Indonesian language among non-Indonesians and the abundance of research on individual differences in second/foreign language (L2) learning, there is a scarcity of studies investigating the role of individual difference factors among learners of BIPA (Indonesian Language for Foreign Speakers). The present study intends to examine BIPA learners' Ideal L2 Self (IL2S) and Self-Perceived Communicative Competence (SPCC) in the Indonesian language. It also seeks to investigate how the learners' IL2S influenced their SPCC. To achieve this, the study examined a group of BIPA learners from China. Using a survey method with paper-based questionnaires, this study found that the participants reported high levels of both IL2S and SPCC. The high IL2S level could be attributed to the possibility that these learners were high-achieving, considering they had been shortlisted for a BIPA programme in Indonesia, and that they perceived Indonesian as a relatively easy language to learn. The high SPCC level may be attributed to the learners' having specific goals in learning the language and to the Indonesian language exposure

they gained during their immersive BIPA programme. This study also found that the participants' IL2S significantly predicted their SPCC, explaining 42.8% of the total variance in their SPCC. The pedagogical implications include enhancing the relevance of BIPA courses to aid the development of learners' IL2S, which may lead to a more positive perception of communicative competence in the language. This study could provide an overview of BIPA learners' IL2S and SPCC. It may prepare the ground for further relevant studies on the roles of these two affective factors in the L2 learning of the Indonesian language.

Keywords: BIPA (Indonesian Language for Foreign/non-Indonesian Speakers), Ideal L2 Self (IL2S), Self-Perceived Communicative Competence (SPCC), second language (L2)

IZVLEČEK

UČENČEV IDEALNI JAZ V DRUGEM JEZIKU IN DOJEMANJE LASTNIH KOMU-NIKACIJSKIH KOMPETENC: PRIMER KITAJSKIH UČENCEV INDONEZIJSKEGA JEZIKA KOT DRUGEGA JEZIKA

Kljub vse večji priljubljenosti indonezijskega jezika med Neindonezijci in številnim raziskavam o posameznih razlikah pri učenju drugega/tujega jezika (J2) je raziskav o vlogi dejavnikov posameznih razlik med učenci BIPA (indonezijskega jezika za tuje govorce) zelo malo. Namen prispevka je proučiti idealni jaz v drugem jeziku (IJJ2) in dojemanje lastnih komunikacijskih kompetenc (DLKK) pri učencih BIPA ter ugotoviti, kako učenčev IJJ2 vpliva na njegovo dojemanje lastnih komunikacijskih kompetenc. V ta namen smo analizirali skupino kitajskih učencev BIPA. Ti so v papirnatih vprašalnikih svoj IJJ2 in DLKK ocenili z visoko oceno. Visoka ocena IJJ2 bi lahko bila posledica uspeha anketirancev, saj so bili izbrani za program BIPA v Indoneziji; poleg tega so anketiranci indonezijski jezik dojemali kot relativno enostaven. Visoko oceno DLKK je mogoče pripisati temu, da so si anketiranci pri učenju jezika postavili določene cilje in da so bili v času programa BIPA izpostavljeni indonezijskemu jeziku. Rezultati raziskave kažejo tudi, da učenčev IJJ2 pomembno vpliva na njegovo dojemanje lastnih komunikacijskih kompetenc, kar je vzrok za 42,8-odstotno varianco v ocenah DLKK. Ti izsledki lahko pripomorejo k izboljšanju pedagoškega dela s povečanjem relevantnosti tečajev BIPA za še boljši razvoj učenčevega IJJ2, kar lahko vodi k bolj pozitivnemu dojemanju lastnih komunikacijskih kompetenc. Prispevek ponuja pregled IJJ2 in DLKK pri učencih BIPA; kot tak je lahko podlaga za nadaljnje raziskave o vlogi obeh afektivnih dejavnikov pri učenju indonezijskega jezika kot drugega jezika.

Ključne besede: BIPA (indonezijski jezik za tuje/neindonezijske govorce), idealni jaz v drugem jeziku (IJJ2), dojemanje lastnih komunikacijskih kompetenc (DLKK), drugi jezik (J2)

INTRODUCTION

The Indonesian language, also known as *Bahasa Indonesia*, is the official language of Indonesia – the fourth most populous country in the world (Berlitz, 2024). However, it is not the first language (L1) for most Indonesians. Instead, it functions as a second language that facilitates mutual understanding across the country, which is home to more than 200 local languages. Indonesian is one of the most spoken languages in the world, with roughly 200 million speakers (Blank, 2024). Despite the vast number of speakers, relatively few non-Indonesians have studied the language, and there are also very few studies investigating the language or its teaching from outside Indonesia.

However, Indonesian has gained significant international recognition recently, attracting learners from diverse linguistic backgrounds. This trend has given rise to the term "BIPA" (*Bahasa Indonesia bagi Penutur Asing* or translated into the Indonesian Language for Foreign/non-Indonesian Speakers), indicating the growing popularity of Indonesian language learning among non-Indonesians (Limantoro, 2018; Srikandi, 2022; Tiawati et al., 2024). Most non-Indonesians who study Indonesian or BIPA learn the language in Indonesia, as it is necessary for their careers and travel purposes (Limantoro, 2018). Another motivating factor for studying BIPA is the implementation of mandatory BIPA programmes by educational institutions in Indonesia for international students. These aim to help students acquire sufficient fluency and communicative competence to support their academic and everyday interactions whilst studying in the country (Srikandi, 2022). The mandatory Indonesian language programmes can help create a more supportive learning environment for international students. BIPA programmes also help international workers in Indonesia communicate effectively with their colleagues, as Indonesian is increasingly chosen as the primary language of communication (Tiawati et al., 2024).

Since 2023, Indonesian has been designated as one of the official languages of the UNESCO General Conference, alongside the six official UN languages, as well as Italian, Hindi, and Portuguese (Embassy of the Republic of Indonesia, Paris, 2023), suggesting the growing importance of the language worldwide. The growing interest in learning Indonesian reflects its increasing importance in international communication and cultural exchange. Indonesia's strategic position in Southeast Asia, combined with its rich cultural heritage and economic potential, has made proficiency in Indonesian a valuable asset for individuals seeking to engage with the region (Tiawati et al., 2024). Additionally, Indonesia's active role in regional frameworks promotes inter-nation cooperation. Its geopolitical position enables it to act as a stabilizing force globally, fostering diplomatic relations with China whilst maintaining strong security ties with the United States. These roles help ensure regional stability through adept policies and skilful mediation of disputes among major world powers, ultimately cementing Indonesia's prominent international position. This growing prominence encourages individuals to recognize the importance of collaboration and maintaining positive relations with the country (Pramono &

Raharjo, 2024). Indonesia's increasing prominence on the global stage also leads non-Indonesians to learn the language in order to collaborate effectively and work within the country (Gaora et al., 2023).

Although interest in learning BIPA is increasing, empirical research on the role of individual difference factors among its learners remains limited. Several studies have focused on the motivation and challenges encountered by students from various backgrounds, including Thai (Srikandi, 2022; Sujinah & Luebaesa, 2019), Korean (Defina & Sundari, 2016), and Vietnamese students (Anggaira, 2022). A study by Tiawati et al. (2022) emphasized the importance of understanding cultural discourse in thinking and speaking for BIPA learners. Another study highlighted BIPA learners' limited knowledge of Indonesian culture, particularly regional cultures, which could impact their comprehension of BIPA instruction (Tiawati et al., 2024). Despite the potential insights gained from existing studies on BIPA, further research is necessary, and involving Chinese learners is probably strategic considering the growing number of Chinese students and workers studying the language. The stronger collaborations between China and Indonesia in economy and politics (Pramono & Raharjo, 2024) may prompt a surge in the demand for Chinese people to learn BIPA. This surge in demand stems from the fact that proficiency in Indonesian facilitates smoother communication, business transactions, and cultural understanding between the two countries (Astuti & Bewe, 2020; Mardasari et al., 2022; Yingxuan et al., 2023).

Regarding second language (L2) learning of the Indonesian language, just as with the learning of any other L2, learners' individual differences in aptitudes, strategies, and motivation may be responsible for variations in eventual L2 achievement among L2 learners. For example, the Ideal L2 Self (IL2S) – a component of a motivation construct named the L2 Motivational Self-System (L2MSS) (Dornyei, 2005, 2009) – and self-perceived communicative competence (SPCC), have been identified as crucial factors influencing language learning outcomes (Dörnyei & Ushioda, 2009; McCroskey & McCroskey, 1988).

Conceptualizing L2 motivation as learners' identification with the future version of themselves, Dornyei (2005) introduced L2MSS, which consists of IL2S – one of the foci of the present study – along with Ought-to L2 Self and L2 Learning Experience. This model is inspired by the Self-Discrepancy Theory, as proposed by Higgins (1987), which states that when learners perceive a discrepancy between their current selves and their ideal, desired selves, they will be motivated to reduce this. This motivated action can be achieved by learning a new language or improving proficiency in the language being learned. Related to the theory, IL2S is defined as learners' idealized image of themselves as proficient L2 speakers (Dornyei, 2005). As an illustration, a questionnaire item on IL2S in the L2MSS framework reads, "I can imagine myself living abroad and having a discussion in English" (Taguchi et al., 2009). According to the framework, learners who have not yet reached this ideal state are motivated to take action to reduce the discrepancy between their current and desired selves.

The IL2S concept has been extensively studied in various English as L2 contexts, such as in Serbia (Safranj et al., 2021), China (Zhang, 2015), Japan (Gillies, 2023), Pakistan (Islam et al., 2013), and Indonesia (Subekti, 2018), among others. However, there is a notable gap in research investigating IL2S among BIPA learners, highlighting the need for empirical studies. The significance of IL2S in language learning is underscored by its association with learners' motivation and goal-setting behaviors (Nadarajan et al., 2020). Studies in various L2 contexts have shown that individuals with a strong IL2S tend to exhibit higher motivation levels and persistence in language learning endeavors (Dornyei, 2009; Rajab et al., 2012). In Serbia, IL2S correlated positively with the grades and willingness to communicate of L2 learners. The positive correlation indicates that learners with a higher level of IL2S tended to have higher grades and a greater willingness to use L2 (Safranj et al., 2021). Similarly, in Turkey, Sak (2020) found that IL2S was a significant predictor of willingness to communicate in L2. However, a conflicting finding was found in a study by Subekti (2018) conducted in Indonesia, which reported that IL2S had a very weak relationship with learners' L2 achievement as measured by their grades. This suggests that the interactions between IL2S and L2 learning have yet to be established, even in widely researched English learning contexts. Despite the contributions of these existing studies, they have predominantly been conducted in English as L2 contexts. The specific role of IL2S in shaping the language learning experiences of BIPA learners remains understudied despite the growing global importance of the Indonesian language, highlighting a gap in the existing literature.

Another individual difference factor is the learners' Self-Perceived Communicative Competence (SPCC), which refers to learners' subjective perception of their communication abilities in the target language (McCroskey & McCroskey, 1988). Clement et al. (2003) even argued that learners' SPCC can be more influential in communication than their actual competence. This means that learners' perceived ability, at times, plays a more important role than their actual abilities in affecting whether learners decide to engage in communication. A study in Indonesia involving L2 learners of English by Subekti (2019) reported that negative past experiences of using L2 had a negative impact on their SPCC. However, the study also reported that learners were willing to communicate despite having a low SPCC, provided they used L2 only in front of familiar interlocutors. Another study in Indonesia also reported that Indonesian L2 learners of English reported a medium level of SPCC (Subekti, 2020). A study involving L2 learners of English in the US found SPCC to be a significant predictor of willingness to communicate (Lao, 2020). In a study in Indonesia, SPCC was also found to be negatively correlated with communication apprehension, suggesting that if learners had a high level of SPCC, they tended to exhibit lower levels of apprehension (Subekti, 2020). These studies further suggested the positive role of SPCC for L2 learning in general. Several other studies on SPCC have been conducted in different L2 contexts in the last decade, for example, in the Netherlands (Bakx et al., 2019; Ferla et al., 2019), Korea (Joe et al., 2017), Japan (Leeming et al., 2024), and Pakistan (Shahbaz et al.,

2016), to name a few. Generally, they reported the positive role of SPCC in several different aspects of L2 learning. Nonetheless, these studies were overwhelmingly conducted in L2 contexts of English learning. Understanding BIPA learners' perceptions of their communication abilities can provide valuable insights about learners, which can inform both BIPA researchers and instructional designers, and this is a reason for the present study.

Furthermore, it is also strategic to contemplate whether BIPA learners' motivation, as measured using their IL2S, could influence their SPCC. Although outside of BIPA learning contexts, some studies have investigated the possible interactions between motivation and SPCC. For example, a study in Malaysia reported a negative association between SPCC and demotivation (Kamarudin et al., 2021), suggesting a positive association between motivation and SPCC. Earlier, a study involving Turkish learners of English by Kanat-Mutluoğlu (2016) also found, among other things, a statistically significant and moderate correlation between learners' IL2S and their perceived intercultural communicative competence. These studies may provide valuable insights into the possible interactions between motivation and SPCC in English learning contexts. However, there are no studies investigating the relationship between IL2S and SPCC among BIPA learners. Therefore, it is essential to address this research gap to gain an early understanding of the interactions between the two constructs in the under-researched BIPA context.

The present study thus seeks to answer the following research questions: First, what is the level of the Ideal L2 Self (IL2S) among Chinese learners of Indonesian? Second, what is the learners' perceived communicative competence (SPCC) level in Indonesian? Third, to what extent does learners' IL2S influence their SPCC in Indonesian?

METHOD

Research Design and Participants

The present study employed a quantitative design, surveying participants using a paper-based questionnaire as the data collection method. The method was selected because it was deemed suitable for the research objectives of this study, which involved investigating the BIPA learners' levels of IL2S and SPCC, as well as the possible interactions between these two under-researched constructs in the BIPA literature.

Thirty-three L2 learners of Indonesian (BIPA learners) from China participated in this study. At the time of data collection, they were enrolled in a BIPA programme at a private university in Java, Indonesia. Eighteen participants (54%) were female learners, whilst 15 participants (45.5%) were male learners. They were aged between 20 and 24 years old (M = 21.55, SD = 1.00), and were from nine different provinces in China.

Ethical considerations were adhered to throughout the research process. Before the research was conducted, ethical approval was secured. Participation was voluntary,

without any coercion (Gray, 2022). On the first page of the paper-based questionnaire, we provided a consent form that the participants were asked to complete. It detailed the participants' rights and responsibilities if they decided to participate in this study (Creswell, 2022). The questionnaire was written bilingually in Chinese and Indonesian to facilitate it seamless completion, and the process took around five minutes.

Instruments

The paper-based questionnaire used in the present study consisted of a consent form, a demographic questionnaire, a Likert-scale questionnaire on IL2S, and a Likert-scale questionnaire on SPCC. The questionnaire on IL2S was adapted from the work of Taguchi et al. (2009) on English as an L2, with some adjustments. For example, "I can imagine myself speaking English as if I were a native speaker of English" was changed into "I can imagine myself speaking in Indonesian as if I were a native speaker of Indonesian". The questionnaire on SPCC was adapted from the work of Peng and Woodrow (2010) and Matsuoka et al. (2014). Minor adjustments were also made to suit the context of the present study. For example, the word "English" in the original questionnaire items was changed to "Indonesian". Four possible responses were available for each of the statements. These were "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

The adapted questionnaires were tested for validity and reliability. Validity tests were conducted using Pearson's correlation formula, in which we examined the correlation value between each item and the overall construct. All five items of IL2S produced a statistically significant association with the overall construct of IL2S. The correlation values were also bigger than the critical value for Pearson's correlation coefficient for a two-tailed test (N = 33, df = 31) at .35. This indicated that the five items on IL2S were valid measures of the IL2S construct. Using the same procedure, the researchers also tested the five items of SPCC for validity. All of the items were found to be bigger than the critical value (N = 33, df = 31) and were significantly correlated with the overall construct of SPCC. The validity test results are shown in Tables 1 and 2.

Table 1: Validity Test Results for Items on Ideal L2 Self

		Ideal L2 Self	Item 1	Item 2	Item 3	Item 4	Item 5
Ideal L2 Self	Pearson Correlation	1	.519**	.662**	.519**	.620**	.657**
	Sig. (2-tailed)		.002	.000	.002	.000	.000
	N	33	33	33	33	33	33
**. Correlation is significant at the 0.01 level (2-tailed).							

Table 2: Validity Test Results for Items on Self-Perceived Communicative Competence

		SPCC	Item 1	Item 2	Item 3	Item 4	Item 5
SPCC	28,667	1	.710**	.571**	.570**	.688**	.699**
	Sig. (2-tailed)		.000	.001	.001	.000	.000
	N	33	33	33	33	33	33
**. Correlation is significant at the 0.01 level (2-tailed).							

Furthermore, all the questionnaire items were tested for reliability. The five items on IL2S produced a Cronbach's alpha coefficient of .75 and a McDonald's omega coefficient of .74, indicating acceptable reliability. Likewise, the five items on SPCC had a Cronbach's alpha coefficient of .76 and a McDonald's omega coefficient of .75, indicating acceptable reliability.

Data Collection Procedure and Data Analysis

The paper-based questionnaires were distributed to the participants during an international BIPA programme at a private university in Java, Indonesia, from May to June 2023. The questionnaire data were then entered into SPSS 25. The responses to the Likert-scale items were coded as follows: "Strongly Agree" = 4, "Agree" = 3, "Disagree" = 2, and "Strongly Disagree" = 1.

The researchers employed descriptive statistics to answer the first and second research questions on the participants' levels of IL2S and SPCC. The data were presented as means, standard deviations, and percentages. To answer the third research question on the influence of learners' IL2S on SPCC, a bivariate linear regression formula was executed with IL2S as the independent variable and SPCC as the dependent variable.

FINDINGS AND DISCUSSION

Learners' Level Ideal L2 Self

Using descriptive statistics on SPSS 25, this study found that the average mean score of learners' IL2S was 16.97 from the possible range of 5 to 20, obtained from five Likert-scaled statements. The average mean score of each item was 3.39, from 1 to 4, indicating that learners generally reported a high level of IL2S in L2 learning. The detailed responses for each item are presented in Table 3.

Table 3: Learners' Ideal L2 Self

No	Statements	Mean Scores	SD	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I imagine myself as someone who is able to speak Indonesian.	3.36	.49	12 (36.4%)	21 (63.6%)	0 (0%)	0 (0%)
2.	I can imagine myself speaking in Indonesian as if I were a native speaker of Indonesian.	3.18	.64	10 (30.3%)	19 (57.6%)	4 (12.1%)	0 (0%)
3.	Whenever I think of my future career, I imagine myself using Indonesian.	3.45	.56	16 (48.5%)	16 (48.5%)	1 (3%)	0 (0%)
4.	The things I want to do in the future require me to use Indonesian.	3.67	.48	22 (66.70%)	11 (33.30%)	0 (0%)	0 (0%)
5.	I can imagine myself writing Indonesian emails fluently.	3.30	.59	12 (36.40%)	19 (57.60%)	2 (6.10%)	0 (0%)

As shown in Table 3, items 1 and 4 were endorsed by all of the participants (100%). All of them either strongly agreed or agreed with the statements "I imagine myself as someone who is able to speak Indonesian" in item 1 (M = 3.36, SD = .49) and "The things I want to do in the future require me to use Indonesian" in item 4 (M = 3.67, SD = .48). As seen with item 2, 29 participants (87.90%) reported that they can imagine themselves speaking in Indonesian as if they were a native speaker of Indonesian. Only four participants (12.10%) reported they could not. Furthermore, 32 participants (97%) supported the third statement, "Whenever I think of my future career, I imagine myself using Indonesian". Only one participant (3%) disagreed with it. Likewise, 31 participants (93.90%) reported that they could imagine themselves writing Indonesian emails fluently. Only two participants (6.10%) reported they could not. All in all, these findings suggest that Chinese L2 learners of Indonesian generally exhibited a high level of IL2S in their L2 learning of Indonesian.

As there seem to be no existing studies investigating BIPA learners' IL2S, the present study's findings should be compared with available studies on IL2S in other language learning contexts with caution. For example, unlike the findings of this study, which suggest a high level of IL2S, Moskovsky et al. (2016), who studied Saudi learners of English, and Subekti (2018), who studied Indonesian learners of English, reported medium levels of IL2S. The difference is speculated to be attributed to several factors. The first

was the different perceived difficulty of the L2s being learned. For example, unlike English, Indonesian does not conjugate verbs to indicate past, present, and future. Instead, time markers, adverbs, or context indicate time in Indonesian. In terms of pronunciation, each letter has a consistent sound, so words are generally pronounced as they are written. This perceived ease may lead to confidence in what learners projected themselves to be able to achieve as L2-speaking selves. Secondly, these participants were chosen by their home universities in China to study BIPA at a university in Indonesia. This fact may indicate that, compared to their fellow BIPA learners in China, these participants were likely higher-achieving learners and thus had higher IL2S levels. Moreover, considering that they had been studying BIPA in Indonesia for several months by the time of the data collection, these participants may have seen the growing relevance of learning the language for their futures. The combination of these possible contributing factors may have created a higher IL2S, as the participants perceived the language as critical to achieving promising careers in Indonesia. That said, further conclusions should be avoided due to the scarcity of relevant studies in BIPA contexts. The findings on BIPA learners' IL2S in this study offer an initial understanding, but more comprehensive investigation is needed in future research.

Learners' Level of Perceived Communicative Competence

Using the same descriptive statistics method of data analysis on SPSS 25, this study found that the average mean score of the participants' SPCC was 16.94 from the possible range of 5 to 20, obtained from five Likert-scale items. The mean score for each response was 3.39, within the possible range of 1 to 4. The mean score indicated that learners had a high level of SPCC in Indonesian. The detailed findings for each item on the SPCC are presented in Table 4.

Table 4: Learners' Self-Perceived Communicative Competence

No	Statements	Mean Scores	*SD*	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am able to do a role-play standing in front of the class in Indonesian (e.g., ordering food in a restaurant).	3.42	.61	16 (48.50%)	15 (45.50%)	2 (6.10%)	0 (0%)
2.	I am able to give a short self-introduction without notes in Indonesian.	3.39	.50	13 (39.40%)	20 (60.60%)	0 (0%)	0 (0%)
3.	I am able to speak Indonesian without being nervous.	3.30	.73	14 (42.40%)	16 (48.5%)	2 (6.10%)	1 (3.00%)

No	Statements	Mean Scores	SD	Strongly Agree	Agree	Disagree	Strongly Disagree
4.	I could speak Indonesian in public. I can do it.	3.30	.53	11 (33.30%)	21 (63.60%)	1 (3.00%)	0 (0%)
5.	I know I can speak Indonesian if I prepare for a speech well.	3.52	.51	17 (51.50%)	16 (48.50%)	0 (0%)	0 (0%)

The findings presented in Table 4 can be outlined as follows. As seen in items 2 and 5, all of the participants (100%) either strongly agreed or agreed with the statements. As seen in item 2, all of them believed that they could give a short self-introduction without notes in Indonesian (M = 3.39, SD = .50). Likewise, as seen in item 5, all of the participants also knew that they could speak Indonesian if they prepared for the speech well (M = 3.52, SD = .51). In item 1, 31 participants (93.90%) believed that they could do a role-play standing in front of the class in Indonesian (e.g., ordering food in a restaurant) (M = 3.42, SD = .61). In item 3, 30 participants (90.90%) reported that they could speak Indonesian without being nervous (M = 3.30, SD = .73). Interestingly, item 3 was the only item in the SPCC category receiving a "strongly disagree" response. One participant (3%) strongly disagreed with the statement, and two others (6.10%) also disagreed with it. Furthermore, item 4, "I could speak Indonesian in public. I can do it", was endorsed by 32 participants (97%), with only one participant (3%) disagreeing with it. Overall, the participants reported a generally high level of SPCC in Indonesian.

Several points can be outlined regarding the findings on the very high level of SPCC among the BIPA learner participants. These findings differed from those of at least two previous studies investigating SPCC among Malaysian and Indonesian English learners (Kamarudin et al., 2021; Subekti, 2020), as both previous studies reported a moderate level of SPCC among their participants. The high level of SPCC among the BIPA learners may be attributed to several possible reasons. Unlike English, a global language, Indonesian is still primarily spoken within Indonesia despite its growing prominence worldwide. Given the relatively limited use of Indonesian in international settings, BIPA learners might be more likely to have specific goals for learning the language, potentially shaping how they perceive their L2 competence. In this study, the participants' stay in Indonesia for BIPA learning may have provided them with opportunities for firsthand mastery experiences whilst communicating with Indonesian people. Moreover, a supportive environment of BIPA learning could also have contributed to the participants' SPCC. For example, small class sizes, immersive experiences, and tailored teaching methods in BIPA courses in Indonesia could facilitate more effective L2 learning, eventually leading to a higher level of SPCC.

In the case of this study, BIPA learners' high SPCC level can be viewed in a positive light. The high SPCC can be leveraged into engagement in L2 learning. Previous studies, albeit in the L2 learning of different languages, also suggested that learners with high

SPCC had less communication apprehension (Subekti, 2020) and a higher willingness to engage in L2 communication (Safranj et al., 2021). Hence, with a high SPCC, BIPA learners may seek out opportunities to use the language, both in the belief that they are capable of communicating and in pursuit of learning goals.

The Influence of Learners' Ideal L2 Self on their Perceived Communicative Competence

Using a bivariate linear regression formula in SPSS, this study aimed to determine the extent to which the participants' IL2S influenced their SPCC in the Indonesian language. The ANOVA results, beta coefficients, and model summary are presented in Tables 5, 6, and 7, respectively.

*Table 5: ANOVA Results with Self-Perceived Communicative Competence
as the Dependent Variable*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.008	1	47.008	23.178	.000[b]
	Residual	62.871	31	2.028		
	Total	109.879	32			
a. Dependent Variable: Self-Perceived Communicative Competence						
b. Predictors: (Constant), Ideal L2 Self						

*Table 6: Coefficients with Self-Perceived Communicative Competence
as the Dependent Variable*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.463	2.603		1.715	.096
	Ideal L2 Self	.735	.153	.654	4.814	.000
a. Dependent Variable: Perceived Communicative Competence						

Table 7: The Model Summary of the Bivariate Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.654[a]	.428	.409	1.424	1.639
a. Predictors: (Constant), Ideal L2 Self					

As seen in Table 5 and Table 6, it was found that the participants' IL2S significantly influenced their SPCC in the Indonesian language, $F (1, 31) = 23.18$, $\beta = .74$, $t = 34.81$, $p < .001$. As shown in Table 7, the model explained 42.8% of the total variance in the participants' SPCC, $R^2 = .428$.

These findings can be commented on as follows. First, this finding was not surprising. A study involving Malaysian learners of English also reported a negative association between demotivation and SPCC (Kamarudin et al., 2021). These similar findings could be attributed to the fairly general connection between motivation and perception of competence. Learners' IL2S, reflecting intrinsic motivation, could lead to engagement with and risk-taking behaviors in the L2 learning process. This engagement may eventually lead to a more positive perception of communicative abilities. In the case of BIPA learning in Indonesia, learners can be facilitated to integrate themselves into Indonesian society by engaging with Indonesian people, thereby maintaining and even developing their IL2S, which in turn can boost their communicative competence in Indonesian.

CONCLUSION

The key findings of the present study can be summarized as follows. It found that Chinese learners of BIPA had a high level of IL2S and a very high level of SPCC. The analysis further revealed that participants' IL2S significantly predicted their SPCC, explaining 42.8% of the total variance, with a positive relationship. This means that as the participants had a higher level of IL2S, their SPCC also tended to be higher.

Some pedagogical implications can be suggested, as follows. Since IL2S significantly predicted SPCC, teachers can facilitate learners in continually maintaining their personalized vision of themselves using Indonesian. BIPA instruction can be tailored to suit learners' diverse interests and individual goals. In the case of BIPA instruction conducted in Indonesia, assigning projects requiring learners to interact with locals may provide them with challenges to raise their language competence and opportunities to have Indonesian people act as "role models" of their language production. As learners perceive themselves as capable communicators among Indonesian people, they may develop SPCC, which is essential for maintaining their willingness to communicate, taking risks in L2 communication, and, in turn, increasing their actual L2 competence.

This study has the following limitations and contributions. First, the study involved a limited number of BIPA learner participants, and thus the findings may be unique to its context and cannot be generalized to a broader BIPA learning context. Next, using a survey as the only method of data collection may have limited the study's ability to capture the phenomenon under study more comprehensively. Furthermore, as the use of individual differences in studies on BIPA learning contexts are limited, a more comprehensive discussion of the findings in relation to previous relevant studies on BIPA may not be possible. This limitation warrants a cautious interpretation of the study's results. Despite these limitations, however, and considering the scarcity of BIPA studies in general, and even more so those investigating individual difference factors, this study contributes to an early understanding of BIPA learners' IL2S and SPCC, as well as the interactions between the two constructs, albeit perhaps superficial, given the quantitative nature of this study.

Building on the limitations and findings of this study, future research on BIPA can take the following directions. Future studies can be conducted using mixed methods, combining surveys and interviews to allow a more comprehensive understanding of the IL2S-SPCC relationships from the participants' subjective experiences. The scope of future studies can also be expanded, for example, by involving more BIPA learners from different proficiency levels and countries of origin. Such studies will potentially provide insights into the roles of IL2S and SPCC in BIPA learning, which is relatively under-represented in the plethora of L2 learning literature. Considering that BIPA studies are also generally rare in the individual differences literature, involving BIPA learners in studies investigating other individual differences factors, such as gender, anxiety, learning strategies, and willingness to communicate, could also be worthwhile.

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