

THE INFLUENCE OF GOAL SETTING, SELF-EFFICACY, SELF-REGULATION, AND COURSE ATTITUDE ON FRENCH LANGUAGE LEARNING MOTIVATION

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Abstract

Motivation to learn is very important to achieve learning goals, especially learning French language which is not the mother tongue for Indonesian students. Therefore, it is important to investigate the affective characteristics of those who motivate them to learn French. The research aims to see the effects of goal setting, self-efficacy, self-regulation and course attitude on motivation to learn French for students in Indonesia. This research used a descriptive qualitative approach, where 112 students participated in this research, and the data analysis process used was path analysis. The results of statistical testing show that goal setting, self-efficacy, self-regulation and course attitude have a significant effect on motivation to learn French. This proves that intrinsic and cognitive factors play a role in increasing students' motivation to learn a second language. In an indirect relationship, course attitude mediates the relationship between goal setting and self-efficacy on motivation to learn and also shows positive and significant results. This research contributes to evaluating the factors that influence student motivation in increasing effectiveness in learning a second language, namely French for Indonesian students.

Keywords: *course attitude; goal setting; learning motivation; self-efficacy; self-regulation*

1. Introduction

Language is a vital method of communication in the present international world and modern organizations, and its volume and spectrum are increasing and diversifying as a result of dynamic socio-cultural, economic, professional, and political settings (Milcu, 2012). Many of the world's languages are used internationally and spoken by millions of people. French is one of the most popular languages in the world, according to research by Intan (2021), because it is the official language of the Olympics and the International Red Cross. Furthermore, French, along with English, is regarded as the primary language during UN conferences. According to Satiakemala (2019:32), who explains Translocalize data, French is the world's ninth most often used language. There are approximately 77 million people who speak French as their first language and 128 million who speak it as a second language.

Because Indonesian is the official language, learning French is considered as a second language. For pupils, learning a second language is tough, demanding, and stressful

(Krashen, 1981). Adults studying a second language encounter additional hurdles because they must communicate in a language other than their original tongue. It is assumed that various persons have varying abilities to learn a foreign language (Racmadhany et al., 2020). Some people can easily acquire and speak a foreign language, while others appear to struggle or make little progress despite their greatest efforts (Zandi, 2012).

According to goal setting theory, people who set clear hard goals (usually called "stretch" goals) are more successful than people who set general goals, such as "do your best" or easy specific ones. Goal setting can be a driving force to increase a person's efforts; the person will work harder with a goal than without a goal (Locke & Latham, 1990). It is clear that goal setting is one of a person's intrinsic motivations for learning. Next, self-efficacy has a very important role in everyday life, so that a person focuses attention on their beliefs about their maximum potential (Rustika, 2012). Self-efficacy is the self-confidence that students must have in order to achieve satisfactory results in learning activities (Jumroh et al., 2018). The presence of self-efficacy is a key factor that stimulates pupils to learn, increasing their motivation to learn. According to other research, Self-regulation is essential for human functioning, including learning and academic achievement. Classroom self-regulation, according to most experts, is not an all-or-nothing procedure, nor is it a part of the educational system. This demonstrates that in order to enhance learning, students must be competent and ready to handle self-regulation in order to motivate themselves while also responding to their social surroundings. pupils' attitudes toward French language studies are also vital in encouraging pupils to understand French language concepts, improve French language abilities, and value information in the future. When students have a good attitude, their learning efficiency improves and they are better prepared to learn (Garcia & Revano, 2021). As a result, this suggests that attitude has an effect on motivation to learn French.

Self-efficacy is emphasized by researchers as a factor of an individual's level of confidence in completing a task or succeeding in a specific area (Osborne & Dillon, 2008). Self-regulation influences learning motivation significantly (Burhan et al., 2022). This is because the capacity to regulate behavior and carry it out as a strategy affects a person's performance in accomplishing objectives or achievements as proof of improvement. Ince (2023) in his research finds a significant effect of course attitude on learning motivation. The significant association between attitudes and motivation for scientific subjects among secondary school students can be attributed to the idea that positive views toward such subjects will improve motivation. Students who find science engaging, important, and applicable to their lives are more likely to participate in learning activities and excel in the subject. No one has evaluated motivation to learn French in any of the previous studies, so this research is novel in this area. As a result, the following study question is posed: Does goal setting, self-efficacy, self-regulation, and course attitude affect French language learning motivation?

This study seeks to link several variables associated to affective qualities to motivation, proposing a novel research paradigm in the process. The findings of this study contribute to studies on second language learning and can be utilized as an evaluation tool for students in order to boost their enthusiasm to learn French and maximize their ability to acquire French language skills.

2. Literature Review

2.1 Affective Domain

The affective domain is concerned with our values, attitudes, and behaviors. It includes, in a hierarchy, the ability to listen, respond in interactions with others, demonstrate attitudes or values appropriate to specific situations, demonstrate balance and consideration, and, at the highest level, to demonstrate a commitment to principled practice on a daily basis, alongside a willingness to revise judgment and change behavior in the light of new evidence. The affective domain includes students' motivation to study as well as their emotional state when learning (Beard et al., 2007). According to Miller & Partlett (1974), these include learning theories (based on positive reinforcement and cognitive dissonance) and social learning theories (based on social constructivism). Miller emphasizes that emotive aims are prevalent in education even when they are not expressly expressed. In this study we tried to test affective factors that influence motivation including goal setting, self-efficacy, self-regulation, and course attitude.

2.2 Goal Setting

Rowe et al. (2017), define goal setting as a specified success that must be reached in a certain field with measurable results, such as actions and achievement timetables. Goal setting gives meaning and purpose to what was previously regarded a dull and physically draining chore. As stated by Latham (2004), there are at least four factors that contribute to good goal setting: First, when a person commits to a goal, he or she decides to move his or her attention away from goal-irrelevant activities and toward goal-relevant activities. Second, goals motivate people. Challenging goals necessitate more work than easy aims. This is true whether the goal needs physical or mental effort to obtain. Tight deadlines contribute to a faster work pace than loose deadlines; high goals delay effort. Fourth, goals inspire people to use the knowledge they already have to assist them reach the goal or to learn new knowledge to help them achieve the goal. Goals must be specific, quantifiable, actionable, reasonable, time-bound, and committed to, as well as provide feedback (Locke & Latham, 1990). Goal setting can be a motivator to increase one's efforts, since a person will work harder with a goal than without one (Locke & Latham, 1990).

2.3 Self Efficacy

Self-efficacy is the subjective assurance that one will be able to meet new and challenging challenges using one's competencies. This applies not only to everyday tasks, but also to difficult ones that necessitate an investment of work and endurance to attain achievement. Bandura's social-cognitive theory (Bandura, 1992), personal beliefs, such as those about the results of a certain course, are thought to impact and manage cognitive, motivational, emotional, and action processes. Expectations, behaviors, and self-efficacy are essential for success. Outcome expectancy refers to the expected consequences of an action, such as how articulating a conflict will facilitate conflict resolution, whereas self-efficacy refers to feelings of subjective competence to carry out a successful action (for example, a student feels confident articulating a conflict in a dispute situation. Personal evaluation of one's own action competence is a necessary component of self-efficacy. Beliefs in one's own efficacy, according to Bandura (1992), are strongly tied to conduct because they play a significant role in developing attitudes. This is an important mechanism that

explains the interactive relationship between internal and external inputs that influence human behavior (Lee & Mendlinger, 2011). It is the individual's personal characteristics that explain why he is involved in a certain task (Puzziferro, 2008).

2.4 Self-Regulation

Although numerous definitions exist, most people believe that self-regulation is a multi-component, iterative, and self-directed process that changes a person's moods, cognitions, and actions, as well as external elements, to serve the self (Boekaerts, 2010). Self-regulation theory defines the process of an individual defining goals, monitoring progress toward those goals, and controlling actions and behavior to attain those goals (Carver & Scheier, 2012; Locke & Latham, 1990). To characterize this process, self-regulation theory emphasizes four components: standards to establish ideals and goals, monitoring to track self-regulation, willpower to enhance self-regulation strengths and resources, and motivation to meet standards and achieve goals. (Baumeister & Vohs, 2007). Self-regulation theory describes how students in a flipped learning setting directly manage their learning process and pace based on their goals, monitoring, resources, and motivation. Students' self-regulation influences their learning outcomes in both traditional classrooms and online learning contexts (Dabbagh & Kitsantas, 2005; Greene et al., 2012). Students who lack self-regulation methods, according to Zheng et al. (2020), may struggle to understand or connect ideas during pre-class studying, which can lead to inadequate learning results during in-class activities. In flipped learning, students' relevant learning experiences are determined by how well they prepare for learning prior to class (Sun et al., 2016).

2.5 Course Attitude

Individual attitudes are cognitive, affective, and behavioral preparations for events in their environment based on their knowledge, experience, and feelings (Giannakos et al., 2017). Positive and negative attitudes regarding a specific issue are seen to be related to an individual's behavior in situations related to his life, ownership, and respect for society. This theory is used to interpret individual attitudes and identify whether they are sentimental, cognitive, or behavioral in nature (Al-asqah, 2018). Attitudes have recently gained a lot of attention from first and second language scholars, and they are usually cited as one of the most important aspects in second language learning (Durer & Sayar, 2013). Students' attitudes and views of language courses demand careful consideration because these two factors influence the teaching and learning processes of these courses. Their attitude will also influence their language skills outside of class, such as while conversing with other students. This also motivates students to enroll in higher-level courses (Gal et al., 1997). Furthermore, investigations of students' attitudes toward language courses are critical in encouraging students to learn language concepts, enhance speaking abilities, and value knowledge in everyday life.

2.6 Motivation to Learn

Motivation is critical in the learning process. A student's success is affected by his or her way of thinking, feeling, and acting (Chen & Schmidtke, 2017), and students who struggle at university typically have lower levels of motivation (Bokayev et al., 2021). Motivation is at the heart of the second language acquisition process. Motivated pupils are more likely to study more and better. Motivation is critical in the teaching-learning process because it

encourages people and makes them want to engage in behavior (Chen & Schmidtke, 2017). There are two sorts of motivation in learning: internal and extrinsic motivation (Zhao, 2012). Zimmerman (2000) intrinsic drive arises from within the individual and is fueled by internal benefits rather than external rewards such as money. Intrinsically motivated pupils receive enjoyment from existing activities or their surroundings. Intrinsically motivated students like the activity or the gratification of completing a task. In daily life and education, intrinsic and extrinsic motivational factors are crucial for acquiring, modifying, or maintaining behavior. According to Ryan & Deci (2000), someone who is motivated is someone who takes action to do something. Everyone has a distinct level and type of motivation. Attitudes and goals that lead to action are related with this type of motivation.

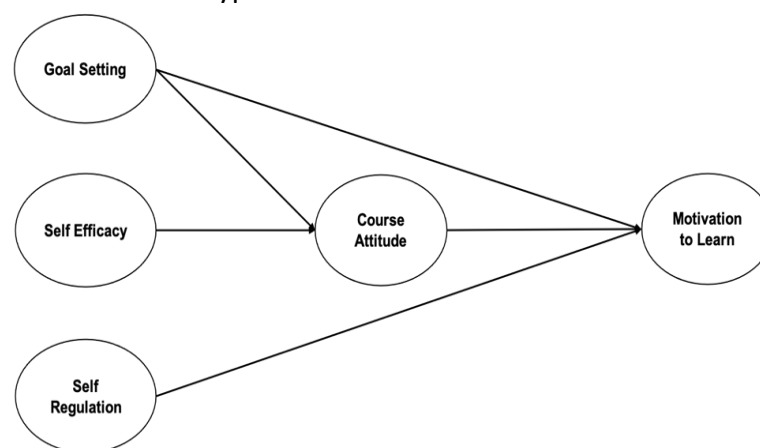


Figure 1. Conceptual Framework

3. Research Method

This study is a quantitative descriptive study that seeks to uncover the impact of setting, self-efficacy, self-regulation, and course attitude on French language learning motivation in students of French language education. Descriptive research seeks to elucidate a specific scenario by defining and explaining the issue in detail, as well as revealing links between occurrences (Ince, 2023). We try to discover whether the variables change simultaneously or not in the relational survey model, and if so, how the change occurs (Creswell, 2012). This study's population comprised of students who were still enrolled at the Indonesian Education University from the beginning to the end of the semester. The questionnaire was designed exclusively for active French language education students at the Indonesian Education University, and it was given to them via an online form through student social media groups. This seeks to streamline the distribution process and increase filling efficiency. The number of samples in this study was established using sample calculations from Ferdinand (2014) specifically, selecting the optimal number of models (between 5 and 10 times the number of indicators). It is okay to choose a multiplication between 5 and 10, and if the results are insufficient, put them together to yield a multiplication of 10. The researcher chose to start with a multiplication of 7 since it is the middle value between 5 and 10, not too small or too large, and hence an example of 7 is required. There were $16 = 112$ responses.

Purposive sampling is used in the sample collection process. The researcher decided to utilize this technique to collect information about students studying French who were

current students (not on leave, not yet graduated) and did not speak French as their first language. The questions were distributed online using a 5-point Likert scale.

Latent Variable	Definition	Dimension	Source
Goal Setting	Goal Setting entails creating an action plan to encourage and steer an individual or group toward a goal.	(1) Meaningful; (2) Personal Improvement; (3) Data-Based	Noonan & Erickson (2017)
Self-Efficacy	Self-Efficacy refers to an individual's belief in the ability to conduct the behavior required to achieve particular performance outcomes.	(1) Magnitude; (2) Strength; (3) Generality	Suwarno (2022)
Self-Regulation	Self-Regulation is the ability to recognize and control a person's behavior and reactions to feelings and events in his environment.	(1) Receiving; (2) Evaluating; (3) Triggering Change; (4) Searching for Option; (5) Formulating Plan; (6) Implementing Plan; (7) Assessing Plan	Suwarno (2022)
Course Attitude	An individual's attitude is the preparation of cognitive, affective, and behavioral responses to events in their environment based on their knowledge, experience, and feelings.	(1) Course Attitude	İnce (2023)
Motivation to Learn	Motivation is a state of mind that triggers and sustains activity toward a goal. This is critical for lifelong learning and achievement in both informal and formal learning situations.	(1) Intrinsic Motivation; (2) Extrinsic Motivation	(Pg Redzuan, 2020)

Source: Authors 'Compilation

Table 1. Details about Latent Variables

For data processing, component-based SEM with the Partial Least Squares-Structural Equation Modeling (PLS-SEM) method is used. Some of the advantages we evaluated before opting for this strategy versus regression analysis The following are the results of Hair Jr et al. (2023); Ramli et al. (2018) 1) PLS-SEM enables for the evaluation of complicated connections with many components and indicators in the model; 2) PLS-SEM can handle several data types in one model; and 3) Outliers and missing values have no effect on PLS-SEM outcomes. Several stages were carried out in order to achieve all of the research objectives. The first stage examines two components of PLS-SEM: structural submodels and measurements (Latan et al., 2017; Ramli et al., 2018).

4. Results and Discussion

4.1 Descriptive Statistics

Female students dominated the 112 respondents in this study (85 respondents or 75.9%). Meanwhile, 70 people between the ages of 20 and 22 were overwhelmed (62.5%). Furthermore, students in their third year of study dominated the respondents in this study (36 respondents or 32.1%), while the longest time students began learning French was 2-3 years (59 respondents or 52.7%). The following table shows the complete results of respondent characteristics:

Characteristics	Frequency	Percentage (%)
Gender	Female	85
	Male	27
	Total	112
Age	17 - 19	40
	20 - 22	70
	> 23	2
	Total	112
Year of Study	1 st Year	27
	2 nd Year	19
	3 rd Year	36
	> 4 th Year	30
	Total	112
French Learning Duration	0 – 1 Year	32
	2 – 3 Years	59
	> 4 Years	21
	Total	112

Source: Author'Compilation

Table 2. Respondent Characteristics

4.2 Validity and Reliability Test Result

The validity and reliability of this study were verified on 30 respondents. It is also known that each variable item has an overall *r* value greater than the *r* table and a significance value less than 0.05. According to Sekaran & Bougie (2016), the research results are valid if the *r* value is more than the *r* table and the significance value is less than 0.05.

Hair Jr et al. (2018), if the item factor loading is greater than 0.7% and the Average Extracted Variance (AVE) value is greater than 0.5, all indicators for each construct are valid. Table 3 shows that the convergent validity test was passed. For each construct evaluated, the variance explained by each indicator is more than the construct error value. As a result, all known indicators can describe the structure when compared to other components not assessed in this study.

According to Sekaran & Bougie (2016), all items in this study are trustworthy since, according to Chronbach's Alpha, items are only reliable if their coefficient value exceeds 0.6. The results of this validity and reliability test are shown in Table 3.

Variables	Item	Mean	Standard Deviation	Outer Loading	Cronbach's α	Composite Reliability	AVE
Goal Setting					0.939	0.949	0.701
	GS1	4.163	0.881	0.816			
	GS2	4.152	0.804	0.858			
	GS3	4.167	0.895	0.872			
	GS4	3.970	0.750	0.873			
	GS5	3.954	0.769	0.829			
	GS6	4.053	0.930	0.786			
	GS7	3.939	0.782	0.857			
	GS8	4.156	0.895	0.804			
	GS9	4.129	0.812	0.914			
Self-Efficacy					0.953	0.960	0.752
	SE1	4.285	0.947	0.840			
	SE2	4.099	0.821	0.831			
	SE3	4.373	0.875	0.890			
	SE4	4.125	0.815	0.893			
	SE5	4.061	0.806	0.859			
	SE6	4.228	0.855	0.871			
	SE7	4.122	0.809	0.882			
	SE8	4.118	0.812	0.869			
	SE9	4.361	0.869	0.824			
Self-Regulation					0.962	0.966	0.654
	SF1	4.407	0.974	0.819			
	SF2	4.019	0.895	0.815			
	SF3	3.848	0.686	0.828			
	SF4	3.844	0.683	0.776			
	SF5	4.186	0.863	0.815			
	SF6	3.814	0.729	0.647			
	SF7	3.821	0.762	0.798			
	SF8	4.179	0.916	0.832			
	SF9	3.939	0.820	0.817			
	SF10	4.289	0.872	0.812			
	SF11	4.114	0.819	0.831			
	SF12	3.886	0.699	0.821			
	SF13	4.388	0.837	0.836			
	SF14	4.331	0.868	0.843			
Course Attitude					0.962	0.966	0.654
	CA1	3.987	0.736	0.874			
	CA2	3.994	0.732	0.842			
	CA3	4.084	0.901	0.796			
	CA4	4.045	0.845	0.817			
	CA5	4.006	0.758	0.796			
	CA6	4.077	0.767	0.801			
	CA7	4.116	0.778	0.851			

Motivation to Learn			0.970	0.972	0.606
MT1	4.039	0.872	0.746		
MT2	3.877	0.626	0.801		
MT3	3.871	0.660	0.718		
MT4	4.200	0.838	0.779		
MT5	3.832	0.726	0.572		
MT6	3.832	0.726	0.748		

Source: Author'Compilation

Table 3. Validity and Reliability Test

4.3 Hypothesis Test Results

This study discusses the hypothesis that was designed by utilizing a bootstrapping technique to assess the path coefficient and its significance, and then the structural model is provided in Table 4:

Variable	Direct Effect	Indirect Effect	t-Score	Probability	Decision
Goal Setting → Motivation to Learn	0.393		6.368	0.000***	<i>H₁: Accepted</i>
Self-Efficacy → Motivation to Learn	0.563		10.598	0.000***	<i>H₂: Accepted</i>
Self-Regulation → Motivation to Learn	0.532		9.384	0.000***	<i>H₃: Accepted</i>
Course Attitude → Motivation to Learn	0.452		8.103	0.000***	<i>H₄: Accepted</i>
Goal Setting → Course Attitude → Motivation to Learn		0.209	4.837	0.000***	<i>H₅: Accepted</i>
Self-Efficacy → Course Attitude → Motivation to Learn		0.300	7.672	0.000***	<i>H₆: Accepted</i>

Note: (1) N = 112; (2) R² = Course Attitude (0.850); Motivation to Learn (0.916)
 *Sig. p-value < 0.10; **Sig. p-value < 0.05; ***Sig. p-value < 0.01

Source: Author'Compilation

Table 4. Hypothesis Test Results

Six relevant hypotheses were investigated in this study utilizing a statistical approach called PLS-SEM. It determines the model-fit and path coefficient because magnitude was employed in determining the overall relationship effect in the model. For the statistical analysis, successive partial models were determined. So, from the first and second hypotheses, the influence of Goal Setting (0.393, p-value < 0.05) and Self-Efficacy (0.563, p-value < 0.05) on Motivation to Learn has been tested and shows positive and significant so that H₁ and H₂ are accepted. Apart from that, the relationship between Self-Regulation (0.532, p-value < 0.05) and Course Attitude (0.452, p-value < 0.05) on Motivation to Learn was also tested and showed positive and significant results so that H₃ and H₄ were accepted. In the indirect relationship, Course Attitude mediates the relationship between Goal Setting and Self-Efficacy on Motivation to Learn and also shows positive and significant results, meaning that H₅ and H₆ are accepted.

4.4 Discussion

Motivation has been found to be critical in achieving success in general and in learning a second language (L2). A comprehensive understanding of learners' motivation to learn another language needs the investigation of various distinct but interconnected factors. As a result, all motivation theories must consider a number of factors that can explain why students choose to devote their time, energy, and even money in certain subjects such as language acquisition (King et al., 2019). The study will look at the impact of goal setting, self-efficacy, self-regulation, and course attitude on students' motivation to learn French in Indonesia. The first hypothesis in this research is accepted, goal setting has a significant effect on motivation to learn French as a second language. There is a reason for this because setting clear goals is the first step for someone to guide themselves to achieving the desired achievements at work. Many people just want to be successful but they don't know how to motivate themselves and optimize their efforts. This is supported by the opinion (Robbins et al., 2006), which states that a reduction or loss of a person's motivation can be caused by unclear goals. This becomes real because without a clear goal, a person becomes unfocused on what he is doing and wants to achieve. Specific goals are the first aspect that needs to be determined when setting goals. Likewise, a student who is studying French needs to make a target and set goals that all start from practice to taking the graduation exam. The outcomes of this study back up earlier research findings that goal setting has a major effect on enhancing motivation (Fachrezi et al., 2023).

According to Zimmerman (2000), educators understand that students' opinions about their academic performance are linked to their motivation. The results of this research succeeded in proving that self-efficacy has a significant effect on motivation to learn French as a second language, thus the second hypothesis is accepted. This indicates that students who are confident in their abilities to regulate their motivation will be more focused, innovative, and involved when putting motivation regulation tactics into practice. These increased self-efficacy beliefs could be attributed to more frequent regulatory success in the past, such as being better able to apply policies in a qualitatively successful manner. When faced with motivation challenges, a student with low self-efficacy views may try one regulation approach but quit up and not try another if it is not successful enough. The findings of this study back up previous research by (Hasanah et al., 2023) which also found a significant influence of self-efficacy on motivation; where self-confidence will lead to a stronger self-process thereby encouraging student motivation in learning.

Furthermore, the findings of this study suggest that self-regulation characteristics influence motivation to acquire French as a second language, supporting the second hypothesis. In learning, self-regulation refers to the ability to manage one's own behavior in order to attain predefined goals. Students who have good self-regulation will be able to set goals in their learning process. Students create goals that are considered valuable and serve as the direction and target of their behavior. Setting goals will encourage students to try harder to achieve their learning goals, or in other words, students will be more motivated to achieve these goals (Pardede et al., 2018; Ruminta et al., 2017). Students who have good self-regulation can also be seen from their good emotional regulation (Pardede et al., 2018). The findings of this research validate previous research which found that self-regulation has a significant effect on learning motivation (Burhan et al., 2022). Students can get better results if they set rules themselves. This can help them prepare to learn, follow teacher instructions, and follow up on teacher instructions (Hadi, 2020; Pranoto et al., 2018). The

fourth hypothesis was accepted, this was proven by statistical testing which found that Course Attitude had a significant effect on Motivation to Learn French as a second language. This finding strengthens the study conducted by Ince (2023) in whose research he found that there was a significant effect of course attitude on learning motivation. This is because the capacity to regulate behavior and carry it out as a strategy effects a person's performance in accomplishing objectives or achievements as proof of improvement. The student's perspective is very important to create effective learning process activities. Students are often actively involved in learning activities, but there are also students who are less active. Students who are actively involved in learning activities are more diligent in following lessons, more courageous to ask questions if they are not clear about what they are learning from their teacher or friends. As stated by (Wardan, 2022), having a positive learning attitude allows students to learn more actively and achieve better results than students with a negative attitude. Thus, learning success can be achieved by having a positive attitude that helps students learn better.

In addition, this study investigated the role of course attitude in mediating the role of goal setting and self-efficacy on motivation to learn. The statistical test results reveal that course attitude has a substantial impact on goal setting and self-efficacy in influencing motivation to learn. As a result, the fifth and sixth hypotheses are supported. This is how it works: For starters, when students set goals, they have direction on how to behave, and regulating themselves in their conduct to reach the goal creates motivation. The higher your goal setting, the more persistent your attitude toward learning will be followed, increasing your enthusiasm to learn. Second, self-efficacy in students will bring a positive spirit of passion and strength that helps them in behaving in French class, so that when they are serious about learning the results will be followed by their high motivation. finally, the two types of self-control in the form of goal setting and self-efficacy are good capital that can create an increasingly serious attitude, thereby triggering the emergence of intrinsic motivation in learning. This supports the expression Zimmerman (2000), It asserts that intrinsic motivation is obtained from internal incentives rather than external rewards such as grades or money. Intrinsically motivated students like existing activities or their surroundings.

5. Conclusion

Affective characteristics are always associated with motivating learning. This research succeeded in validating the influence of goal setting, self-efficacy, self-regulation and course attitude on motivation to learn French. Direct test results show that Goal Setting and Self-Efficacy have a significant effect on Motivation to Learn, as well as Self-Regulation and Course Attitude are also proven to have a significant effect on Motivation to Learn. In an indirect relationship, course attitude mediates the relationship between goal setting and self-efficacy on motivation to learn and also shows positive and significant results. The findings have practical implications in that students can try to build their own goal setting, self-efficacy, self-regulation, and course attitude through various digital media or with the help of people around them such as teachers, friends, or their parents, influencing the emergence of high motivation in learning French. Thus, lecturers might assist students in demonstrating approaches or methods of self-management in order to foster good goal setting, self-efficacy, self-regulation, and course attitude in students.

The limitations of this study are that it only looks at the intrinsic and cognitive factors that influence students' motivation to learn a second language. This solely addresses a student's internal processes, implying that further research is needed to examine external elements that influence improving desire in learning a second language. Furthermore, because the respondents in this study were adults who studied French, the researchers recommend that more research into French language learning for youngsters may be conducted.

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