A NEEDS ANALYSIS OF CHINESE LANGUAGE TEACHING MATERIALS FOR STUDENTS OF BUSINESS AND MANAGEMENT MAJORS IN A VOCATIONAL HIGH SCHOOL

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Abstract

The purpose of this study was to identify the Chinese language teaching materials for students of business and management majors in a vocational high school. This research method was qualitative. The process of collecting data used observation activities, interviews and questionnaires. This study found that the Chinese teaching materials which have been used in a vocational high school especially in business and management majors were still general and not relevant to the needs of students. The results of this study also indicated that the expected design of Chinese language teaching materials should be specifically integrated to the students' majors and the competency levels of their expertise. In addition, the teaching materials also should be designed with multimedia to support the learning process and students' experiences.

Keywords: needs analysis, teaching material, Chinese language, Vocational High School, multimedia

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi kebutuhan model materi ajar bahasa Mandarin untuk Sekolah Menengah Kejuruan Bidang Bisnis dan Manajemen. Penelitian ini merupakan penelitian kualitatif dengan proses pengumpulan data melalui observasi, wawancara dan kuesioner. Melalui penelitian ini ditemukan bahwa materi ajar bahasa Mandarin yang selama ini digunakan di Sekolah Menengah Kejuruan Bidang Bisnis dan Manajemen merupakan materi ajar yang bersifat umum dan belum memenuhi kebutuhan siswa. Hasil dari analisis kebutuhan menunjukkan bahwa materi ajar bahasa Mandarin yang diharapkan adalah materi ajar yang terintegrasi dan relevan dengan bidang dan program studi siswa sehingga dapat mendukung keahlian utamanya. Terlebih lagi materi ajar bahasa Mandarin yang diharapkan saat ini adalah materi ajar yang dikemas dengan basis multimedia.

Kata Kunci: analisis kebutuhan, materi ajar, bahasa Mandarin, Sekolah Menengah Kejuruan, multimedia

Introduction

Chinese language is an important language in the current global era. The importance of Chinese language can not only be seen from the recognition of Chinese language as the official language of the United Nations since 2010 (2013), but also can be seen from the many demands of the company that make Chinese language skills as a requirement that must be owned by workers both verbally and writing. The global demand has been indirectly facilitated by the presence of Chinese language learning in Vocational High Schools as one of the foreign languages other than English which is learned by students. One of the Vocational Schools

which provides Chinese language training for students is State Vocational Schools 41 Jakarta Majoring in Business and Management.

The existence of Chinese language as a foreign language subject that can be learned at school refers to the Decree of the Director General of Secondary Primary Education Number 130 / D / KEP / KR / 2017 concerning Vocational Education Curriculum Structure. In addition, Endang Rohana (2014) who represented the school also stated that Chinese language is a foreign language that is closely related to the business and management fields which include expertise in Financial Accounting (FA), Office Management (OM), and Marketing Business (MB). If students have Chinese language skills, the student will have more distinctive values when entering the workforce.

In order to achieve these goals, the learning process of Chinese language requires appropriate and effective teaching materials. In accordance with the principles of teaching material from Tomlinson in Richard (2001) states that teaching material must have an effect and impact on students, must provide relevant benefits, and must have authentic content. From this opinion, it can be seen that the correct and targeted Chinese teaching material here is teaching material that must contain material with the language context and the situation of the application of language in accordance with what students will face. This opinion is supported by the results of research conducted by Sutami (2007) that learning Chinese language must be unique. The research shows that Chinese language teaching materials must be in accordance with the level of education and academic fields. As an example of learning Chinese language at the senior high school level, it will be different from Chinese language learning in the Tourism High School. With the learning objectives that lead to the adjustment of the material with the learning objectives, the teacher must understand the material that is needed by students. This is in accordance with the opinion of Kayi (2008) in his research that teachers need to analyze the needs of teaching materials provided so that language learning becomes more focused and directed. The results of his research produce English language education products as a second language with specific objectives based on observations, interviews and questionnaires about learning needs. The implication of the results can provide input to the teacher to design an English language curriculum for specific purposes at the college level.

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The views and opinions mentioned above contradict the real conditions that occur in the Chinese language learning process at SMK Negeri 41 Jakarta. Since 2006-2016 Mandarin teaching materials used in schools containing general material, not containing specific material that leads to the business and management fields, do not have significant differences with learning in high school, so the results achieved do not support the main expertise of the expertise program each. In addition, problems also occur when students use foreign textbooks that use English as the language of instruction. Even based on the results of interviews with researchers and colleagues and students also stated that there was a sentence structure that was considered quite difficult to practice in school. Students are more interested in using simple sentences to communicate, especially in the context of the scope of their expertise. Therefore, the use of teaching materials in schools can be said it is not supported the needs of students maximally as vocational students in the fields of business and management.

With the existence of gaps that occur theory, research results, ideal conditions with real conditions at school then it conducts research to identify and analyze students in relation to the teaching materials that are suitable for the needs and characteristics of class XI students of State Vocational Schools 41 Jakarta but it is still in harmony with the curriculum and basic competencies that apply at school. In addition, this research also identifies what kind of learning media is appropriate to give to students so that they can be in line with technological developments and can support classroom learning activities and independent learning activities outside the classroom. The target of this research is class XI students because the students are considered to have basic knowledge of Chinese language so that they are eligible to obtain specific teaching materials and lead to their expertise programs.

Method

This study is to analyze student needs related to teaching materials needed by students both in terms of material content and learning media. The needs analysis of this teaching material combines Briendley's theory (1995), Hutchinson and Waters (1991) theory and the theory of Nation and Macalister (2010), namely by dividing needs analysis

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into objective and subjective needs, objective needs include analysis of identification and background of students while subjective needs include an analysis of necessity, lacks and wants. In addition, researchers also integrate target needs with learning needs into one in subjective needs. The dimensions of the questions in the analysis of objective needs consist of learning experience, application knowledge of Chinese language in the real world, and supporting media in learning, while the dimensions of questions in the analysis of subjective needs consist of 1) learning objectives, 2) themes, 3) learning material, 4) learning activities, 5) learning media and evaluation.

Research on the needs analysis is a qualitative research with research techniques through interviews and questionnaires to 3 teachers and 100 class XI students at State Vocational Schools 41 Jakarta. The data obtained are qualitative data (from interviews) and quantitative data (from the results of filling out the questionnaire). The results of the data obtained by the researcher will be described descriptively and analytically. The following is a grid of questionnaires used in this study.

Table 1

Framework of Needs Analysis Questionnaire for Students and Teachers

No	Type of Needs Analysis	Aspects of Needs Analysis		The Form of Collecting Data
1	Objective Needs	Identification of students background	Dimensions : 1. Background and environtment 2. Learning experience 3. Knowledge of Chinese language application in	Questionnaire for 100 students

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			the working world	
			4. Supported media in learning	
2	Subjective Needs	*Necessities*	Dimensions :	Interview with the teacher
			1. Learning Objectives	
		Lacks	2. Themes	Questionnaire for 100 students
			3. Learning Material	
			4. Learning Activities	And 3 teachers
			5. Learning Media	
		Wants	6. Evaluation	Questionnaire for 100 students
				And 3 teachers

Results and Discussion

Results of Identification Analysis and Student background

In this needs analysis, information was obtained that first, 100% of students were not from Chinese families and were not from Chinese families or users. Second, 91% of students only gain knowledge of Chinese language at school while 9% of students gain additional Chinese language knowledge at the course institution. For the third information, 70% of students understand the importance of Chinese language skills to have in today's business world. Even students stated that they wanted learning that focused on the needs in dealing with the world of work. Fourth, 11% have computers, 38% of students have laptops and 51% of

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students have smartphones. 70% of students are accustomed to using electronic / digital devices to do tasks and practice online. In addition, 92% of students said they were interested in learning by using electronic media with students' private facilities or school facilities. Then 87% of students also stated that private facilities and schools' facilities were sufficient to be used in the Chinese language learning process.

Results of Necessities Analysis

From the results of interviews with researchers and colleagues showed that the direction of Chinese language learning now refers to Core Competencies (CC) and Basic Competencies (BC) applied by the government. However, the CC and BC that must be achieved before 2017 are Chinese CC and BC which are basically intended for high school, so the learning achievement is still not maximal. This is because the number of hours of vocational schooling is less than that of high school and the existence of industrial work practice activities that require students to study independently for 2-3 months. In addition, textbooks used so far also use general textbooks that are commonly used for high school students so that students do not direct their learning to situations related with the scope of their expertise program. Material topics and vocabulary learned are still general. Then there is still a lack of learning that utilizes technological means so that the improvement of language skills with supporting audio and audiovisual media has not been maximized. Therefore, to optimize the achievement of Chinese language learning and with the Decree of the Director General Number 330 / D.D5 / KEP / KR / 2017 then Chinese language learning can refer to CC and BC which are intended specifically for Vocational School. This is because the weight of the material and the number of class hours are in harmony with the real conditions at school. However, because Vocational Schools have various fields and vocational fields, the content of the material needs to be re-aligned with the needs of students.

Likewise, the components of learning activities, teaching materials must be able to support learning activities that are related to active students. The teacher in learning activities is more as a facilitator who directs students to understand the material and apply the contents of the material. Due to the lack of use of audio and audiovisual media, students need teaching materials that cover these media with content that is in harmony with the material.

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Results of Lacks and Wants Analysis

The results of needs analysis on this aspect were obtained from questionnaires distributed to 100 students and 3 teachers. The components of the question in this aspect are broadly the same, consisting of learning objectives, material themes / topics, language and cultural learning materials and four skills, learning activities, learning media, evaluation. The thing that distinguishes between aspects of lacks and wants is the question and the category. The question of lacks aspects is emphasized more on "having difficulty in learning or teaching", while for questions on the aspects of wants emphasized on "the desires and needs related to the component to be held or improved". The category of value in the lacks aspect consists of "never, sometimes, often, very often". Whereas for the category of values in the aspect of desire consists of "not needed, sometimes needed, needed, and urgently needed. However, for the results of the analysis presented in this article, the researchers average the value of answers in the category of values often (often difficult) for aspects of lacks and needed for aspects of wants in order to see comparisons and gaps between aspects of lack and wants. However, for the dimensions of the theme or topic, the researcher averaged the value of having studied on aspects of lacks and value needed in the aspect of wants. The following are the average values of both aspects:

Table 2

Average Frequent (Difficult) Value for Lacks Aspects and Average Values Needed for Wants Aspects

Dimension	Lacks (% average value "often/often difficult")		Wants (%average value "needed")	
	Students	**Teacher**	**Students**	**Teacher**
Learning objectives (based on curriculum and student needs)	-	-	78	100

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Theme / topic (relating to the theme within the scope of the student expertise program)	15,1 (ever to learn)	16,8 (ever to teach)	74,5	100
Learning Materials				
a. Language and culture	55,6	71	75	77,9
1) Vocabulary and grammar learning	61	55,3	70,3	67
2) Chinese culture Learning	80,3	67	56,7	78
b. Skills				
1) Listening skills learning	87	67	72,6	73,4
2) Speaking skills learning				
3) Reading skills learning:	27,5	33	75	50
a) Hanyu Pinyin spelling reading	91	67	52,5	83,5
	15	33	62,5	83,5
b) Hanzi reading	88	100	51,5	83,5

4) Writing Learning:	62 (difficult)	100 (difficult)	7	67
a) Pinyin writing and type of hanzi	100 (Easy)	100 (Easy)	70	100
b) Hanzi writing manually				
c. Language of instruction				
1) Foreign language of instruction				
2) Indonesian language of instruction				
Learning Activities	40,5	55,7	66,5	66,8
Learning Media				
a. Use of manual learning devices	95	67	59	67
	0	0	68,5	89
b. Use of electronic devices and internet networks for learning	0	0	75,4	86,8
	72,3	58,5	70	75,3

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c. Use of audio,
    visual and audio
    visual media
    with electronic
    devices

d. Understanding
    of instructional
    learning

Evaluation	18.5	50	72	67

Discussion

Needs analysis is needed in designing and developing teaching materials. Kayi (2008) in his research stated that the need analysis, language learning would become more focused and directed. Needs analysis in this study produces information about identifying characteristics and background of students, what achievements must be obtained from the learning process, gaps and lacks of what is available from ideal conditions with conditions that exist in the field, and what wants and needs are needed in reach the learning process. The information conveyed in this needs analysis can become a basic in developing Chinese language teaching material that leads to the specific needs of the business and management material content, media leads to the development of learning media supported by technological tools and devices. In other words, the two things lead to the suitability of the material both from the level of difficulty and the appearance of the material in accordance with the characteristics of the students.

Based on research conducted by Sung & Tsai (2013) found that half of the population of Chinese language learners in general have learning objectives related to business and career fields. The results of the study indicate that the main skills to be achieved to support these goals are listening and speaking skills. Therefore, the required teaching material is systematic teaching material that can support the achievement of the learning objectives. Need analysis is the main step in developing learning media can be seen from the research conducted by

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Rahayu, dkk (2018) which shows that students are still difficult to understand the English vocabulary because the learning is done in conventional ways (translation) and students prefer to learn English with games because the learning process is more relaxed and interested. From the needs analysis, researchers developed media learning of game-based English vocabulary. Other studies that make needs analysis as a part and foundation in developing teaching materials have been carried out by Qiu, et al (2014) to identify student learning needs through needs analysis in the Vocational Training Council. In this case, the researcher identifies the need by analyzing data related to the planning systematics and practices that exist in the Chinese language curriculum.

The results of the needs analysis data that have been recapitulated showed that all students of class XI at State Vocational School 41 Jakarta were students who did not have a family background and the environment of Chinese users. Students only gain knowledge and skills from school (91%) and course institutions (9%). In addition, students are also enthusiastic in learning Chinese language that is relevant to the field being taught because students have understood how important Chinese language is in today's business world. The results showed that more than 60% of students and teachers stated that learning was still general in terms of material vocabulary and topics. This gap is in line with students' desire to learn material on topics that can develop communication in accordance with business fields such as activities to welcome guests or customers, order to sell and buy merchandise, serve transactions at banks, provide instructions and respond to instructions with colleagues and others other. With the desire and needs of students towards the theme / topic of the material above, students will certainly learn vocabulary related to the field of business and management.

In listening skills learning, students need learning media with appropriate audio, visual and audiovisual media so that they can support skills improvement. This can be seen from the difficulties of students and teachers in learning and teaching these skills which are in line with students' needs for electronic supporting media with various media on aspects of wants. Likewise, in the reading and writing skills component, students often experience difficulties in reading and writing Hanzi, but it is easier to read and write in Hanyu Pinyin. Therefore, to improve the reading and writing skills of Hanzi, students need varied teaching

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materials in presenting Hanzi reading and writing material. Priority of words and sentences that can be read using Hanzi should be displayed again and again with various methods, both from monologue texts, dialogues and exercises. For those who have just been studied or rarely found, they should be accompanied by the spelling of Hanyu Pinyin. The focus of improving writing skills also only leads to the ability to write words with the correct shape and strokes of Hanzi and the ability to write simple sentences with Hanzi. Then to facilitate students in understanding the instruction and content of teaching materials in the language, culture, and skills components, the material should be designed using Indonesian. This can be seen from the high response of students' desire to use teaching materials in the Indonesian language of instruction.

In order, the learning is able to encourage increasing of listening, speaking, reading and writing skills, teaching materials must be equipped with supporting media for audio, visual and audio visual. This is supported by the "needed" response from students and teachers in the range of 65-90%. Therefore, students need teaching materials that lead to electronic forms so that the presentation of teaching materials can cover various media in one material document. With this form of teaching material students are considered capable of repeating lessons at home with a complete variety of examples of audio and audio visual in them both related to vocabulary, text, dialogue and how to write. Students and teachers also do not mind to maximize the use of electronics such as computers, laptops and smartphones in learning activities based on their response with a value of more than 60%. It is also in line with the characteristics of students who have these facilities or grades and are accustomed to being used in learning activities (see the results of identification analysis and background of students). In fact, with this form of teaching material, the contents of the material can be inserted with instructions that are interactive or can stimulate students to perform kinesthetic responses. So that learning activities can maximize the work of the brain through audio, visual and kinetic. This is solely to be able to improve students' understanding regarding the content of the material. In addition to interactive instruction, learning activities can be carried out systematically and structurally if learning activities are conducted in class or outside the classroom.

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For the results of student and teacher responses to learning evaluations so far students have not seen any significant difficulties whether the assignments and exercises are given to be done individually or in groups, and whether assignments and exercises are given at the end of each theme or the end of the entire theme. Students and teachers respond to the need for these components to remain and be maintained with an average required value of more than 60%.

Conclusion

Based on the theory and method used in this study, it can be concluded that the results of the analysis of objective needs and subjective needs are related to each other. The results of the identification and background of students have harmony with the gaps that occur in the learning process and the wants needs in learning activities. In addition, the results of the analysis of necessity, lacks and gaps are interrelated where obstacles in the learning objectives to be achieved are things that need to be completed based on the needs and wants of students and teachers. From the results of the research data shows that students of State Vocational School 41 Jakarta need Chinese teaching materials with content that includes 1) linguistic components that include vocabulary, sentences, discourse texts, dialogues with contexts lead to the field of learning; 2) cultural components related to the theme of the material so that it can add insight to students, 3) components of the four skills supported by appropriate supporting media; 4) instructions and explanations for materials that use Indonesian language; 5) activities learning lead to active student learning both individually and in groups; 6) teaching materials can be accessed with electronic devices such as computers, laptops and smartphones; 7) teaching material includes audio, visual, audio visual support in it; 8) teaching material uses interactive instruction so that it can stimulate student responses; 9) teaching materials have learning evaluations both tasks and exercises at the end of each material topic, and 10) teaching materials can encourage systematic learning activities when used in class or outside the classroom. From these conclusions, it can be concluded that students need teaching materials in accordance with the needs of students, both in terms of material content that has the context of leading and supporting students' competencies and expertise in the field

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of business and management as well as teaching materials presented electronically on a multimedia basis, which includes text, images, animation, audio, audio visual and interactive instructions.

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