

## Analysis of Teaching Material Needs for Advanced Level BIPA Learners of Chinese Students



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**ABSTRACT:** This research aims to analyze the teaching material needs of Chinese BIPA students at an advanced level. In BIPA learning at Ahmad Dahlan University and Yogyakarta State University. The research subjects were Chinese students taking part in the BIPA program at UAD and UNY. Data collection using questionnaires, interviews. The research results show that in general Chinese students experience difficulties in memorization and grammar in BIPA learning. In writing skills, most Chinese students have difficulty switching between academic and spoken language. In reading skills, Chinese students experience pronunciation errors, such as P, B, R, D, T and so on. In speaking-listening skills, Chinese students experience difficulties in using verbs, active and passive forms, for example Me-Kan, Me, Ber, Me-an, Di-kan, and so on. these difficulties acquire their own unique and distinctive character. This can be used as a basis for preparing teaching materials and learning processes. For Chinese students, the need for adequate teaching materials is very important for them so that common problems in BIPA learning that occur among Chinese BIPA students will immediately be addressed so that Chinese students can make it easier to learn Indonesian.

**KEYWORDS:** advanced level, chinese students, need for teaching

### INTRODUCTION

On November 21, 2023, in France, the UNESCO General Assembly inaugurated Indonesian as the official language. Thus, there are now ten official languages of the UNESCO General Assembly, consisting of six UN languages, namely English, French, Arabic, Chinese, Russian, and Spanish, as well as four languages of other UNESCO member countries. Namely Hindi, Italian, Portuguese, and Indonesia. As a result, Indonesian is already recognized as an international language around the world. Various countries such as Australia, Hawaii, Suriname, England, Thailand, Japan, China, the Netherlands, and many others have studied and used Indonesian as a subject in schools, universities, and institutions. This year is the 75th anniversary of diplomatic relations between the People's Republic of China and the Republic of Indonesia. In fact, these two nations have had trade relations and mutual understanding since ancient times, and as time progresses, they are currently establishing extensive cooperation in various sectors such as tourism, culture, trade, and education.

According to reports from the Indonesian tourism ministry, as many as 2 million Chinese tourists visited Indonesia in 2019. China was one of the countries that visited Indonesia the most. If we look at the trade sector, Indonesia is China's fifth-largest trading country. China, on the other hand, is Indonesia's second-largest trading country and third-largest investor. Meanwhile, the two countries are also actively developing various educational projects to help each other. Examples include student exchange programs, government scholarship programs, and student credit transfer programs, among others. Currently, more and more Chinese students choose to study in Indonesia, not only because relations between the two countries are stable and close, but also because there are many interesting sides to Chinese students, such as culinary, culture, tourism, and others. According to a Chinese education ministry report, in 2019, there were 100,688 Chinese students in Indonesia. We anticipate an increasing number of Chinese students in the future.

Indonesian has become a global language. Indonesian for Foreign Speakers (BIPA) is one of the programs that makes Indonesia global. The BIPA learning objective is to teach Indonesian so that students can also get to know the culture (Salama and Kadir, 2022). In line with the BIPA learning objectives, the development of culturally charged BIPA learning materials explains the principles of developing culturally charged BIPA teaching materials, including the use of various languages. The materials provide easy-to-understand and practice techniques for four language aspects (Widayati, 2016). The study of BIPA teaching materials also

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addresses the need for BIPA learning by discussing the need for teaching materials and resources in the fields of economics and business knowledge (Yani et al., 2020).

Law Number 24 of 2009 confirms that Indonesian is the national language and lingua franca of the MEA (ASEAN Economic Community). According to Government Regulation Number 57 of 2014, Article 20 mandates that foreign citizens who work or reside in Indonesia must possess Indonesian language skills, as demonstrated by the Indonesian Language Proficiency Test (UKBI). The creation of competency standards for BIPA graduates and the achievement of BIPA learning at each level is underway. The Minister of Education and Culture has prepared Ministerial Regulation Number 27 of 2017, listing the BIPA learning SKL based on the UKBI and CEFR rankings. BIPA (Indonesian Language for Foreign Speakers) learning is based on CEFR (Common European Framework of Reference for Languages), which is a reference framework for foreign languages in the European region. We consider CEFR a relevant reference for determining competency at each level in the language field. In Indonesia, the government implements curriculum development and prepares teaching materials using Common Reference Levels, which range from 6 to 7 levels of learning. As a result, Asian countries, including China, are increasingly studying BIPA and its impact on education. Based on reports regarding the number of Chinese BIPA students in Indonesia from the Indonesian Ministry of Education and Culture, in 2022 there will be around 5000 BIPA students from 30 universities (PT) in China who will take part in the second batch of student exchange programs at 50 PTs throughout Indonesia. BIPA students will study at PT for one semester, and there are also programs available for one year. Apart from that, the Indonesian government, in order to support and encourage the spread of the Indonesian language, also provides scholarships for diligent and superior foreign speakers while promoting Indonesian culture and language to the international community.

Meanwhile, Indonesian is also a very popular foreign language for Chinese BIPA students. As cultural exchange between the two countries progresses, more and more Chinese BIPA students are coming to Indonesia, so the number of universities establishing Indonesian language departments in China is also increasing. By 2020, 20 universities will already have established Indonesian language departments in China. As the number of BIPA students from China increases, the BIPA learning program also faces many problems, so it must be adjusted and perfected to suit the conditions of BIPA students' abilities and character so that BIPA learning can be more useful in efforts to spread Indonesian culture and language throughout the international world. We are creating teaching materials specifically for BIPA learners to enhance their listening skills. This teaching material aims to improve listening skills through cultural context (Amalia & Arifin, 2021). Muzaki (2021) explores the development of BIPA learning modules that integrate local Malang culture as learning content aimed at advanced BIPA learners. Apart from that, there are also efforts to use audiovisual media as a BIPA teaching tool that introduces local Indonesian culinary delights, aiming to link language learning with more in-depth cultural experiences (Farinda et al., 2023). As a teaching material, local wisdom in teaching listening skills to BIPA learners can emphasize the importance of developing teaching materials that are relevant to the learner's cultural context (Ogustina et al., 2021).

So in this paper, the researcher will focus on the need for BIPA teaching materials for Chinese BIPA speakers. The average objective of Chinese BIPA students learning Indonesian is to understand the goals of advanced Chinese BIPA students in Indonesian, as well as the teaching materials required by these advanced students. The development of BIPA learning materials with cultural content for foreign speakers explains the principles of developing BIPA teaching materials, including the use of a variety of languages that are easy to understand (Widayati, 2022). Additionally, Muliastuti et al. (2016) discuss the instructional aspects and grammar exercises of teaching materials for advanced BIPA learning. In this research, all respondents were BIPA students from China who were continuing their studies in Indonesia.

This research aligns with Imam Suyitno's study, "Development of Indonesian Language Teaching Materials for Foreign Speakers (BIPA) Based on the Results of Learning Needs Analysis." The Journal of Discourse published this article in 2007. 9 Number 1. The results of this research indicate that an analysis of IFL students' learning needs is a prerequisite for developing adequate teaching and learning materials in IFL. Furthermore, Ari Kusmiatun conducted research on the topic chosen by Chinese students studying BIPA for the credit transfer program at UNY. The journal Litera, volume 15, number 1, published this article in 2016. The results of this research show that the chosen topic is the main key to success in learning the BIPA credit transfer program for Chinese students.

### METHODS

This is qualitative research. This approach is used to describe the need for teaching materials, the goals of learning Indonesian, and the difficulties faced by advanced Chinese learners in listening, writing, reading, and speaking. The study takes into account the unique circumstances of every advanced Chinese student. The researcher serves as a key instrument in this study. The location of this research is at Ahmad Dahlan University and in Yogyakarta State in 2023 with research subjects of 30 Chinese students in advanced level classes at UAD and UNY for 2 semesters. At UAD, there are 10 students from Guangxi, China, and GUGL

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(Guangxi University of Foreign Languages). At UNY, there are 10 students in advanced-level classes from Guanzhou, GDUF (Guangdong Universities for Foreign Studies), and 10 students from Tian Jin, TFSU (Tianjin Foreign Studies University). We also obtained some data from advanced Chinese students who had already graduated. Data collection uses questionnaires and interviews. This research collects qualitative data through both written and spoken verbal means. Written verbal data can take the form of answers, complaints, comments, suggestions, criticism, or the presentation of any information obtained through a questionnaire.

### DISCUSSION

China and Indonesia have always enjoyed extraordinary relations. The two countries initiated their relations centuries ago and received official recognition in 1950. Both countries are large among Asian countries in terms of territory and population; China is the most populous country on earth, while Indonesia has the 4th largest population in the world. Both countries are APEC members and major G-20 economies. Meanwhile, what unites the two countries is language. Indonesian and Mandarin have similarities in everyday vocabulary, for example: *angpau* in Mandarin is *hongbau*, the word *noodle* in Mandarin is *noodle*, and the word *tofu* (food) in Mandarin is *doufu*. Not only do the two countries share a common vocabulary, but their cultures also share many similarities. For instance, in Indonesian culture, visiting relatives' and grandfather's houses during the Eid al-Fitr celebration is a tradition, while in Chinese culture, giving *angbau* to children is a common practice, symbolizing health and happiness. As is widely known, there are many similarities in the culinary delights between Indonesia and China. For instance, one of Indonesia's typical culinary delights is chicken noodles imported from China, while *bakpau*, a popular dish among Chinese students, is a staple throughout Indonesia. As a result, Chinese students learn Indonesian, unlike other foreign students whose culture and language are different from Indonesian. Every year, thousands of Chinese students travel to Indonesia to study Indonesian culture and language, but they encounter numerous challenges. Based on this introduction, if you want to know the teaching material needs of advanced Chinese BIPA students, you must know the difficulties they are experiencing in learning BIPA and the goals of learning Indonesian. The aspirations of BIPA students to learn Indonesian are diverse. Some students are deeply interested in Indonesian language and culture, leading them to pursue a master's program in the Indonesian language department to delve deeper into the language and culture. Meanwhile, some students seek to acquire practical conversation skills, such as listening, reading, writing, and speaking, to enable them to work in companies where Indonesian is the primary language of communication. The goals of learning Indonesian among BIPA students vary, as do their learning material needs.

#### Determine the Challenges Faced by Advanced Chinese Learners When Using Indonesian.

Generally, the 30 students encountered issues in the areas of phonological, morphological, syntax, and discourse. For instance, the words "broken", "busy", "zamai", and "disciplined" become "lajin". This is influenced by the habit of Mandarin speakers who often pronounce the sound (r) at the beginning of a word to become (l), such as (rau) to (lau) which means 'vegetable', and (t) at the beginning of a word becomes (d), (p) at the beginning of the word becomes (b). Their first or second language, namely Mandarin and English, generally influences BIPA students. Therefore, we must identify these difficulties and gather recommendations for China's advanced BIPA learning. Sound level One of the factors contributing to this difficulty is the sound level. This is actually common among advanced-level BIPA students from China because of the differences in memorization methods between Indonesian and Mandarin. However, the following description highlights the common language difficulties among Chinese BIPA students.

- (r) at the front and end disappears  
Based on the cases of 30 native Chinese advanced BIPA students, it was found that most of them had difficulty pronouncing the sound (r) inanimate. This is a common challenge among native Chinese BIPA students. The same thing happens to basic-level Chinese BIPA students, advanced and high. They struggle with pronouncing the sound (r) at the end of words like "basic", "hard", "think", and so on. This difficulty also arises when pronouncing words such as "light", "diligent", "recommendation", and so on. Out of a total of 30 Chinese advanced-level BIPA students, 25 reported that they encountered difficulties in pronouncing the sound (r) during their Indonesian language learning process. For instance, the words "low" become "ledah", "bed" becomes "lanjang", and "risk" becomes "lesiko". Mandarin speakers, who frequently pronounce the sound (r) in the word as (yi), influence this habit.
- The sound (P) in the word transforms into (b) or vice versa.  
Chinese advanced BIPA students typically struggle with pronouncing (b) and (p), as they struggle to distinguish between the pronunciation of (b) and (p). They will struggle to pronounce the sounds (b) and (p). For instance, we pronounce "journey" as "walking", "long" as "banjang" or vice versa, "many" as "panyak", "wake up" as "pangun", and so on. This is

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because the pronunciation of (b) and (p) is very similar, whereas in Mandarin the pronunciation of (b) and (p) is very different.

- The pronunciation of (t) in the word can change to (d) or vice versa. Similar to the conditions discussed in the previous section, Chinese BIPA students often struggle to distinguish between (t) and (d) because (d) can be pronounced as (t) or vice versa. For instance, Chinese BIPA students tend to pronounce (with) as (tengan), (came) as (tatang), or conversely, (hand) as (dangan), and so on.

### Teaching materials are necessary for advanced level BIPA students from China.

Based on the results of interviews and questionnaires, these students, with intermediate level Indonesian language skills, excel in various scenarios. For instance, they understand that they must use formal language when addressing lecturers or teachers, but they can use informal language when interacting with close friends. Even though they already know how to use language in a variety of scenarios, errors in transitioning between formal and spoken language frequently occur. For example, one of the advanced level BIPA students at UNY said that he often used the wrong form of spoken language in papers or essays. Grammar was what bothered him the most. For instance, he struggled with the application of prefixes and suffixes, Me-kan, role-playing, and the incorrect use of passive and active forms. Meanwhile, according to one of the advanced level BIPA students at UAD, the most challenging aspect of learning Indonesian is the pronunciation of R, B, P, D, Q, K, and G. This is because the Mandarin pronunciation of R, B, P, D, Q, and K differs significantly from the Indonesian pronunciation. As a result, 20 out of 30 Chinese advanced level BIPA students struggle with this issue. These difficulties acquire their own unique and distinctive character. Next, we will explore the genuine needs of native Chinese advanced BIPA students. Following this discussion, we should concentrate on strengthening the areas of weakness in the BIPA teaching materials designed for Chinese advanced-level BIPA students, ensuring each lesson is both efficient and functional for these students. Therefore, we must add advanced BIPA teaching materials specifically for Chinese students to the following learning sections:

- Training and guidance on the use of active forms and passive forms in grammar;
- Targeted teaching on speaking skills (particularly the letters R, B, P, D, Q, K, G, and so on);
- Special learning on prefixes and suffixes in grammar (me-kan, ber, enhance, oddness, done, and so on); and
- How to use Yang in grammar.

The most effective way to improve memorization is to talk a lot in front of the class. According to Ahmad Dahlan University's BIPA learning course for advanced BIPA speakers who cannot differentiate the letters B, P, D, T, K, G in Indonesian, the lecturer will take students to traditional and central markets. The lecturer takes students to the city to engage in conversations with locals, enhancing their speaking skills and their ability to recognize letters such as B, P, D, Q, K, and G. For instance, respondents from UAD reported that during a speaking course, they were required to visit the Malioboro terrace market to purchase souvenirs, but had to bargain with local vendors. This implementation not only piques students' interest in speaking courses, as it allows lectures to take place in a market environment, but it also enhances their speaking abilities and bolsters their memory of challenging letters.

The second strategy is to strengthen the ability to use Indonesian formally for advanced-level BIPA learners native to China. This strategy aims to enhance the use of Indonesian in both formal and spoken contexts. For instance, Yogyakarta State University's BIPA advanced level students revealed that they frequently received invitations to participate in various campus and national level presentations, providing them with diverse experiences and enhancing their formal Indonesian language skills. Based on these questionnaires and interviews, it is clear that, in addition to providing adequate teaching materials, it is crucial to specifically address the grammar deficiencies of Chinese advanced-level BIPA learners.

## CONCLUSION

Language errors among native Chinese advanced BIPA students are a common problem. We can use this to identify the learner's characteristics. As is the case in advanced BIPA classes at UNY and UAD, BIPA students have unique characteristics in learning Indonesian language and culture. They have difficulty pronouncing some sounds in Indonesian. Apart from that, they also experience difficulties at other linguistic levels, such as morphology and syntax. Indeed, challenges also emerge at the discourse stage. Therefore, we can conclude that the teaching material needs of native Chinese advanced BIPA students are divided into two main areas: the first is the use of active and passive forms in grammar, and the second is the pronunciation of Indonesian sounds, specifically in letters. R, B, P, D, Q, K, and G are examples of these sounds. Prefixes and suffixes in grammar, such as me-kan, ber, enhance, oddness, di-kan, and so on, are the third area, and the use of errors between spoken and formal language in Indonesian is the final area. This has positive implications for the next period of BIPA learning for Chinese advanced-level BIPA

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students. We can use these findings to enhance the development of teaching materials and policy formulation for BIPA teaching programs, particularly for Chinese advanced-level BIPA classes.

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