

BAHASA INDONESIA UNTUK PENUTUR ASING (BIPA): ANALISIS KEBUTUHAN PENGEMBANGAN MATERI AJAR BERBASIS INDUSTRI

INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS (BIPA): INDUSTRY-ORIENTED MATERIAL DEVELOPMENT NEEDS ANALYSIS

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ABSTRACT

BIPA has gained significant momentum on a global scale since the Indonesian language (IL) became the official language. Due to the high demand for industry-specific material development, researchers conduct a needs analysis regarding IL as a foreign language. From the standpoint of target situation analysis, this study aims to identify the outcomes of a need analysis of foreign learners concerning industrial-oriented IL skills by utilizing a qualitative methodology through a questionnaire. A total of fifty-two people participated voluntarily. The data analysis was qualitative. The findings revealed that IL skills should be related to the industry context, which covers listening, speaking, reading, writing, and knowledge of language structure. It is also essential to reflect metacognitive strategies through the content on material development. These findings will guide the design of learning material and processes by considering the learners' needs and characteristics from the perspective of BIPA as a foreign language.

Keywords : BIPA, Industrial purposes, Need analysis, Target situation analysis

1. INTRODUCTION

The significance and function of the Indonesian language (IL) in the nation's advancement are crucial. The provision of the Indonesian Language for Foreigners (BIPA) learning program in Indonesia and abroad demonstrates that the BIPA teaching program has been implemented in 46 countries across the globe^[1]. Moreover, BIPA has gained significant momentum on a global scale since the Indonesian language (IL) became the official language of the fourth most populous country in the world and began to be taught as a second language (L2)^[2].

The industrialization of Indonesia is a factor in luring foreign workers to the nation so they can contribute^{[3][4]}. Foreign learners acquire the IL for educational, industrial, or business purposes or to gain a fresh perspective on Indonesian culture and language. Subsequently, proficiency in the Indonesian language has become imperative. Creating instructional materials in Indonesia for industrial use is also substantial; therefore, a needs analysis is required. Moreover, due to the high demand for industry-specific material development, researchers have been compelled to conduct a needs analysis regarding IL as a foreign language. However, some previous researches^{[1][5][6]} have yet to explore the need for analysis of BIPA from the perspective of the Indonesian for specific purposes (ISP), which is the principles are aligned with the concept of English for specific purposes (ESP).

ESP is an approach to language teaching which aims to meet the particular learners' needs. The needs could be assumed as learners' lack as the language deficiencies of learners which dealing with what learners already know about the target language, learners' want which is determined based on the tendency of learners on what they may like to receive from the target language course, and learners' necessities which refers to the skills that are required to be achieved in order to perform effectively in

the target situation^{[7][8]}. Moreover, needs also can be described as objective and subjective, perceive and felt, target situation or goal orientation, process oriented and product oriented^[8].

Need analysis involves identifying and prioritizing the requirements that necessitate a language from a learner or group^{[8][9][10]}. It forms the basis of ESP and culminates in a highly concentrated course. Moreover, need analysis seeks to understand learners as individuals, as language users, and as language learners; to determine how language learning and skills acquisition can be optimized for a given learner group; and, to conclude, to comprehend the target environments and situations in order to appropriately interpret the data^[8]. From the standpoint of target situation analysis, this paper seeks to identify the needs for foreign learners in terms of industrial-oriented Indonesian language skills.

2. LITERATURE REVIEW

Need Analysis

Understanding the needs of the students is essential since it provides a fundamental basis for designing any component of a learning program. Need analysis helps the teacher to discover not only the students' needs connected to the learning goal but also their learning preferences. Following curriculum design, material selection, methodology, assessment, and evaluation comes the first phase in course development—what and how is decided upon here^{[11][12]}. These phases, however, should not be seen as discrete or sequential since they entail techniques for compiling and assessing data relevant to course design. They are continuous. Course development is predicated on a thorough needs analysis that ensures that each phase of the curriculum follows the student's learning preferences and objectives, fostering a dynamic and efficient learning environment.

Understanding that our instruction should change as our knowledge of our students deepens links directly to evaluation—the process of determining how well a course works. Furthermore, included in the broad term needs are learners' objectives, backgrounds, language competencies, course-related motivations, preferred teaching and learning strategies, and the settings in which they must communicate^{[13][14]}. Needs also involve what students already know, what they lack, and what they aspire to learn^{[12],[15][16]}. Multiple approaches to gathering and evaluating these demands will enable one to ascertain the how and what of a course. A dynamic and continuous process informs every element of course design and delivery of student needs awareness. Constant evaluation and adaptation to these demands will help us design more customized and successful learning environments that meet the students' objectives, backgrounds, and learning preferences.

2.1 Material Development

Materials development is the all-encompassing process utilized by practitioners producing and/or using materials for language acquisition, including materials evaluation, adaptation, design, production, exploitation, and research. These procedures should be considered and interact to produce materials for learning languages. Suitable materials development requires a whole strategy, including all phases, from design to evaluation^[17]. Combining these approaches helps language education resources always be better and customized to fit the demands of students. Ultimately, the interactions among these elements guarantee that the materials improve the learning process and fulfill their intended use.

The materials should let the students learn the target language. Furthermore, the course content displays the teaching ideas that should direct learners in using the language. The students are guided in learning experiences concerning language use, using encouragement to use it and assisting in its discovery by employing the course content^[18]. It reflects the ideas of materials, which ought to be instructive, practical, experienced, eliciting, and exploratory. Course materials are essential for guiding and enlightening students on their path to language acquisition^[19]. They should give opportunities for

exploration and discovery and motivate active language use. Materials can help to develop a closer knowledge and interaction with the target language by modeling values like being instructional and experienced.

Producing, assessing, and modifying materials is the essence of material development principles. It generally explores the ideas and techniques of the design, writing, implementation, evaluation, and material analysis. Materials development is an academic field with hands-on experience aimed at producing valuable instruments for language instruction^[20]. It entails creating and adapting resources and meticulous assessment and study to guarantee their potency^[21]. Material development keeps investigating and improving the ideas and practices that direct the development and application of language learning tools.

2.2 BIPA for Industry

Bahasa Indonesia bagi Penutur Asing (BIPA) affects the encouragement of the Indonesian language and culture to worldwide viewers. Designed for international students wishing to study Indonesian as either a second or foreign language, BIPA aims to reach the Common European Framework Reference (CEFR), and the learning approach is meant to satisfy the language acquisition and cultural competency criteria^{[22][23]}. This lets students check their language growth on their own. For various reasons, students at BIPA want Indonesian language competency, which also helps them improve their communication abilities using Bahasa Indonesia, which is applied for industrial needs.

The BIPA learning paradigm is flexible, with learning goals for general, corporate, and cultural uses. The communication gap international workers in Indonesia faced resulted in the founding of BIPA for interests. Learners should also be able to choose BIPA learning depending on the theme, language, material, and universality, thereby enabling autonomous learning outside the classroom^{[24][25][26]}. It should also support immersion learning strategies so that students may understand and identify the social context values of the text.

3. METHOD

The present study comprised fifty-two participants from various professional backgrounds but maintained ties to the BIPA field and industrial context. They participated in this investigation voluntarily. Table 1 provides a listing of demographic information of the research participants.

2.3 Research Design

This paper seeks to identify the requirements for foreign learners in terms of industrial-oriented Indonesian language skills. It employs a qualitative approach to research. Furthermore, the data acquisition method employed in this study is a questionnaire. While developing the questionnaire, the principles of need analysis were kept in mind^[7].

2.4 Research Participants

The present study comprised fifty-two participants from various professional backgrounds but maintained ties to the BIPA field and industrial context. They participated in this investigation voluntarily. Table 1 provides a listing of demographic information of the research participants.

Table 1. Demographic information

	Total Number
Gender	

Female	18
Male	34
Profession	
BIPA instructor	9
BIPA enthusiast	27
Private employee	2
Having experience interacting with foreign workers	14

2.5 Research Procedure

The steps involved in this study are outlined in the research procedure. A questionnaire was designed to gather participants' responses to assess foreign learners' requirements regarding their perception of Indonesian language skills for industrial purposes. Instructed with a series of statements regarding the industrialised purposes for which Indonesian language skills are necessary for foreign learners, the participants were tasked with designating whether a particular requirement was not required, sometimes required, required, or highly required.

The survey questionnaire provided the study's findings. To better understand the context features of the research participants, the researchers first gathered a demographic profile. Subsequently, the participants were requested to identify industrial fields and those with the highest concentration of foreign workers, as this information facilitated comprehension of the participants' perspectives regarding BIPA needs. The perceptions of the research participants regarding BIPA are depicted in Figure 1.

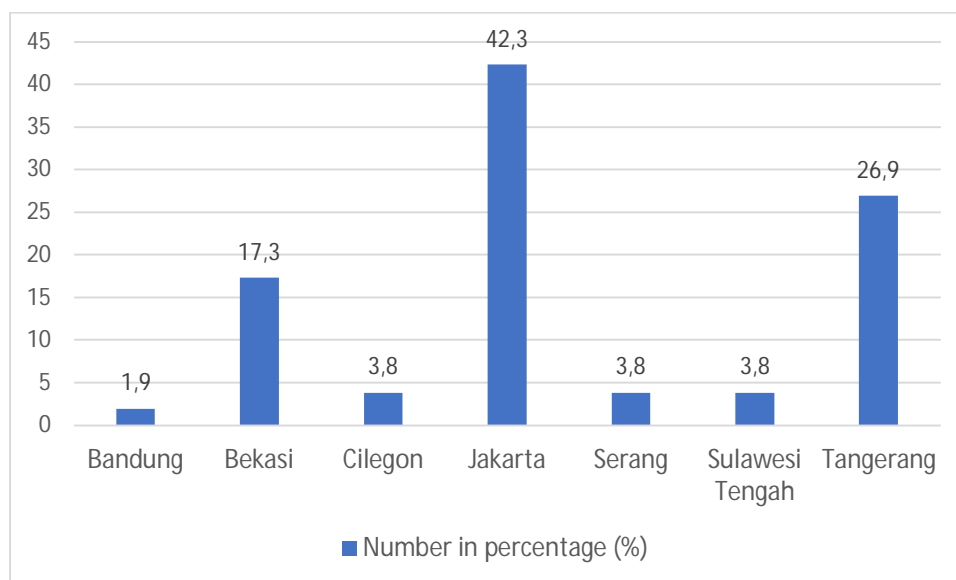


Figure 1. The Location of Industrial Sector in Indonesia

Furthermore, participants were requested to provide their perspectives on the sector that most frequently hires foreign workers. Researchers can better understand the phenomenon and the actual circumstances surrounding the industrial demand for Indonesian language skills. The participants' perceptions regarding the sector that employs the greatest number of foreign workers are depicted in Figure 2.

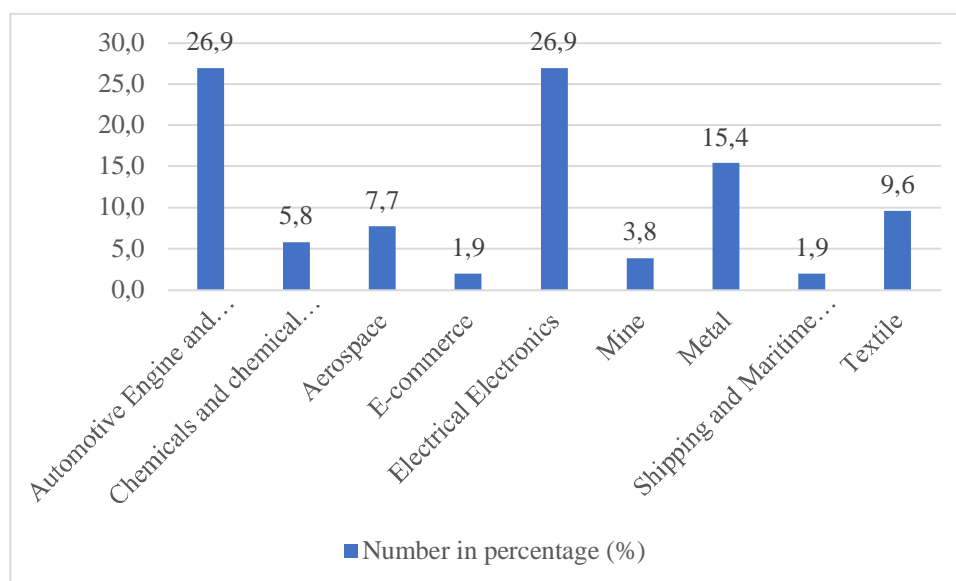


Figure 2. The Industry with the Highest Number of Foreign Workers

2.6 Data Analysis

Triangular data analysis was conducted, utilizing metrics derived from a need analysis for industrial purposes for foreign learners' Indonesian language skills. The primary results are examined, summarized, and discussed. Following a concise introduction, the body of this paper is devoted to a discussion and a conclusion. The research findings presented in this study were exclusively centred on target need analysis, predicated on the context in which language learners are anticipated to employ the target language. It is a needs analysis that primarily emphasizes learners' needs upon completing a language course ^{[7][8][9]}.

The data was qualitatively analyzed. As part of the interpretive process of qualitative data analysis, researchers consider how their perspectives influence their interpretations of the data ^[27]. Following analysis, the information gathered from the questionnaire was condensed into tables.

4. RESULTS AND DISCUSSION

4.1 Results

Need analysis ascertains learners' expectations and needs by identifying the target situation that requires presentation. The learning series should be designed and modified following the attributes of the learners, which have been succinctly outlined and structured to accomplish the goals of specific anticipated skills. This research aims to determine which industrial-purpose Indonesian language skills foreign learners require. The findings are displayed in tables detailing each language skill—listening, speaking, reading, and writing. In addition, a document detailing Indonesia's language structure requirements is included. Table 2 illustrates the research findings on learners' need for listening skills.

Table 2. Needs for Listening Skills

Statements	Not required	Sometimes required	Required	Highly required
Listening skills for various job reports.	0	5.8%	48.1%	46.2%

Listening skills for presentations.	0	5.8%	46.2%	48.1%
Message-taking abilities when speaking over the phone.	0	7.7%	34.6%	57.7%
Listening skills for messages in discussions.	0	5.8%	28.8%	65.4%

Concerning speaking abilities, Table 3 details the research findings that also revealed the learners' requirements.

Table 3. Needs for Speaking Skills

Statements	Not required	Sometimes required	Required	Highly required
Skills in delivering presentations.	0	3.8%	46.2%	50.0%
Skills in presenting the report.	0	5.8%	48.1%	46.2%
Skills in expressing opinions in meetings.	0	7.7%	46.2%	46.2%
Skill in expressing opinions in discussion.	0	3.8%	44.2%	51.9%
Skills in delivering messages by telephone.	0	9.6%	42.3%	48.1%
Speaking skills in informal situations.	0	11.5%	48.1%	40.4%
Speaking skills with colleagues.	0	11.5%	38.5%	50.0%
Speaking skills with staff/ subordinates.	0	9.6%	38.5%	51.9%
Speaking skills with superiors.	0	3.8%	40.4%	55.8%
Skills in providing suggestions, ideas or feedback.	0	9.6%	34.6%	55.8%
Skill in expressing disagreement.	0	7.7%	51.9%	40.4%
Skills in asking for information.	0	5.8%	46.2%	48.1%
Skill in providing information.	0	3.8%	48.1%	48.1%
Skills in conducting an interview.	0	3.8%	48.1%	48.1%
Skill in giving instructions.	0	1.9%	44.2%	53.8%
Skill in explaining working procedures.	0	1.9%	48.1%	50.0%
Speaking skills related to daily activities.	0	7.7%	38.5%	53.8%
Persuasive negotiation skills.	0	3.8%	48.1%	48.1%
Argumentation skills.	0	5.8%	48.1%	46.2%

Table findings also revealed that foreign workers require improved reading abilities in Table 4.

Table 4. Needs for Reading Skills

Statements	Not required	Sometimes required	Required	Highly required
Skills for reading messages on smartphones.	0	11.5%	44.2%	44.2%
Letter or email reading skills.	0	9.6%	44.2%	46.2%
Memo (interoffice) reading skills.	0	13.5%	42.3%	44.2%
Report reading skills (job evaluations; project reports).	0	7.7%	42.3%	50.0%
Schedule reading skills.	0	9.6%	42.3%	48.1%
Announcement reading skills.	0	11.5%	38.5%	50.0%
Skill in reading forms or questionnaires.	0	9.6%	46.2%	44.2%
Financial document reading skills (bills; invoices).	1,9	1.9%	46.2%	50.0%
Instruction manual reading skills.	0	7.7%	46.2%	46.2%
Chart reading skills.	0	13.5%	42.3%	44.2%
Table-reading skills.	0	17.3%	40.4%	42.3%
Skill in reading company regulations.	0	11.5%	38.5%	50.0%

Employment agreement reading skills.	0	3.8%	36.5%	59.6%
The skill of reading printed or non-printed news or articles.	0	15.4%	44.2%	40.4%
Speed-reading skills.	0	21.2%	26.9%	51.9%

The need for foreign workers to possess proficient writing abilities is also delineated in Table 5.

Table 5. Needs for writing skills

Statements	Not required	Sometimes required	Required	Highly required
Smartphone message writing skills.	0	9.6%	40.4%	50.0%
Letter or e-mail writing skills.	0	5.8%	42.3%	51.9%
Memo (interoffice) writing skills.	0	13.5%	42.3%	44.2%
Skills for writing various types of work reports.	0	7.7%	44.2%	48.1%
Schedule writing skills.	0	11.5%	44.2%	44.2%
Announcement writing skills.	0	15.4%	42.3%	42.3%
Instruction manual writing skills.	0	11.5%	48.1%	40.4%
Skill in writing various application forms.	0	9.6%	44.2%	46.2%

The requirements for structure knowledge among foreign workers were also ascertained and are displayed in Table 6.

Table 6. Needs for Knowledge of Language Structure Usage

Statements	Not required	Sometimes required	Required	Highly required
Use of vocabulary forms appropriately.	0	5.8%	42.3%	51.9%
Use of various terms related to the company context.	0	11.5%	44.2%	44.2%
Writing sentence structures (nominative; compound; etc.).	0	13.5%	42.3%	44.2%
Use of grammatical structures (passive, active voice; etc.).	0	17.3%	40.4%	42.3%
Use of punctuation; spelling; capitalization.	0	9.6%	48.1%	42.3%
Ability to create and organize paragraphs.	0	9.6%	50.0%	40.4%
Ability to deliver sentences with proper stress and intonation.	0	15.4%	36.5%	48.1%
Ability to infer the meaning of words based on context.	0	15.4%	42.3%	42.3%
Ability to agree and disagree.	0	13.5%	44.2%	42.3%
Skill to summarize the main information from a long text.	0	15.4%	38.5%	46.2%
Ability to understand cohesion markers.	0	15.4%	44.2%	40.4%
Ability to understand coherence.	0	13.5%	42.3%	44.2%

4.2 Discussion

This study endeavours to identify the industrial-oriented Indonesian language skills needs of foreign learners. Need analysis serves as a robust underpinning for the development of an instructional methodology^{[7][28]}. It is a device designed to identify the needs of the learners in order to accomplish the learning objective. Lack, want, and necessity are all encompassed by the philosophy of need, which is reflected in the analysis of the present situation, the target situation, and learning requirements^[8]^{[9][29][30]}. Nonetheless, this study is limited to target situation analysis in an effort to determine the requirements of learners upon completion of a language course.

The research participants asserted that Jakarta is a hub for industry that employs foreign workers preponderantly. This occurrence can be attributed to the expansion of trade as a result of globalization, as evidenced by the growing contribution of trade to development and economic integration, both of which have an effect on the employment of foreign workers^[31]. Furthermore, according to the participants, the sector that employed the greatest number of foreign workers was automotive engines and components, including electrical electronics. It can be seen an impact since Indonesia has more assembly plants, suppliers of parts, and employment than Malaysia but significantly fewer than Thailand, among the three main automotive-producing nations in Southeast Asia^[32]. Moreover, globalization and industrial concentration have an impact on the competitiveness of businesses in Jakarta, the largest metropolitan territory in Indonesia, which is the largest megacity in Indonesia^[33].

This research requires writing, speaking, reading, and listening skills. In addition, it addresses the requirement for understanding language structure utilization. As indicated by most research participants, listening skills are essential for various job reports, including presentation attendance, the capacity to receive messages during phone conversations, and effective discussion communication. It presupposes that learners can communicate in Indonesian and reflects the perceived distinctions between Indonesian listening skills for general and occupational purposes. Being aware of the discourse and research surrounding second language (L2) listening in general and its potential ramifications for listening pedagogy, in particular, would be advantageous for the field and its content creators and researchers^[34]. Furthermore, in a language over which learners have limited control, it is critical that pedagogical efforts to improve comprehension processes that impact how learners interpret what they hear be increased.

The ability to listen assumes a critical role in assessing learners' performance in professional courses. They rarely engage in active participation during listening and speaking activities; instead, they exhibit a superficial interest when supervised by an instructor. Their presumption that listening constitutes a negligible portion discourages students from practising it. They will progressively develop apprehension towards listening practice^[35]. Students needed help comprehending the professional implications of listening skills due to their limited understanding of scientific principles and cultural history.

Participants in the study also emphasized the importance of speaking skills. Most participants indicated that proficiency in presenting, interacting with colleagues, and delineating work processes were indispensable. Communicating effectively with superiors and subordinates, expressing opinions during discussions, providing constructive criticism, suggestions, or feedback, issuing directives, and engaging in regular speech are all components of this skill set. In addition, participants argued that the ability to debate, present reports, and express opinions during meetings was crucial. Additionally, the finding highlighted the significance of persuasive negotiation abilities, proficient telephone message delivery, provision of information, facilitation of interviews, ability to convey differing viewpoints, fluency in informal speech, and addressing information requests.

Participants consider speaking skills to be among the most desirable skills. In addition, they consider speaking skills to be among the most essential language skills. It is important to integrate these competencies into our curricula to augment foreign learners^[36]. In the workplace, speaking skills are the most pertinent and frequently employed due to the nature of the duties that need to be accomplished. The research above results align with the perspective taken in the Chinese context, which posits that verbal communication is contingent upon social discourse^[37]. Nevertheless, it is worth noting that there is a need for more research that has endeavoured to ascertain the specific proficiencies required to cultivate practical speaking abilities, be they for interpersonal communication or oral presentations.

Notably, research findings indicate that speaking skills correspond to the principle of communicative competence in the globalized workplace. Nonetheless, second language acquisition is contingent upon the environment and linked to oral and written communication. Furthermore, the necessary speaking skills are grammatical, sociolinguistic, discourse, and strategic considerations. The principles of multicultural competence, which are integrated with business acumen, should be incorporated into the globalized workplace environment^{[38][39][40]}. Furthermore, it is critical to acknowledge that industry purposes speaking skills should encompass not only language skills but also industry contexts and comprehensive competence—which comprises language application, cross-cultural correspondence, industry operations, critical thinking, ingenuity, and autonomous learning—as well as industry knowledge.

The study also reveals that the reading skills necessary for understanding various types of written materials—such as news articles or publications, electronic mail messages, questionnaires, and forms—are likewise emphasized. Furthermore, exceptional proficiency in reading comprehension and speed-reading and the ability to grasp financial documents, reports, announcements, and company regulations were highly required. The context of Indonesia is reflected in the need analysis; therefore, the occupational objectives of the industry field should be incorporated. Moreover, the language desires and requirements of the learners for particular objectives, occupations, or job descriptions dictate Indonesian usage. Furthermore, authentic text usage is a principle that embodies the fundamental principles of Indonesia for particular objectives^[41].

Engaging in reading activities promotes the development of cognitive abilities and deepens learners' understanding of the various contexts and objectives they encounter. Developing reading skills is critical for progressing learners' knowledge, as it facilitates the comprehension of written discourses and linguistic syntactic structures. Students' critical, imaginative, analytical, evaluative, judgmental, and problem-solving abilities are enhanced through reading^{[42][43]}. In addition to possessing adequate social and communication abilities to thrive in the workplace, industry standards demand proficient reading skills that enable the comprehension and transmission of technical information^[44].

The requirement of writing skills for industrial purposes was also found as the research results. The participants believed the ability to compose messages for smartphones, letters and emails, instruction manuals, announcement, schedules and memos (interoffice communication), various application forms, and various work reports were highly required. Furthermore, these research findings support the claim that writing for industry purposes courses are beneficial because they equip students with the practical written communication skills required for employment. Furthermore, proficient writing is a critical determinant due to the pervasive use of written occupational communication skills in contemporary work environments; thus, acquiring these skills is imperative for achieving success in the professional sphere^{[45][46]}. Additionally, the participants identified various forms of written business communication abilities. They also deemed the most frequently utilized workplace skills more vital than other skills. Students must be equipped with the requisite communication skills that will benefit the workplace.

Since specialized training courses prepare students for professional communication, industry-specific Indonesian skills differ considerably from general skills. Furthermore, it is critical to incorporate the tenets of metacognitive strategies into the development of instructional materials, as this assists students in elucidating their ideas and deriving logical conclusions from them. Professionals will possess the capacity to perceive circumstances with lucidity, both in the workplace and in various aspects of life; consequently, they will be capable of delineating unambiguous routes to surmount obstacles^[45]. Thus, understanding the challenges that students face with the Indonesian language can contribute to developing their cognitive learning abilities and accelerate the learning process. Consequently, the impact of implementing various support schemes on the cognitive and communicative proficiency of students acquiring a foreign language is noticeable.

5. CONCLUSION

This paper seeks to identify the needs of foreign workers in terms of industrial-oriented Indonesian language skills. The needs analysis was conducted with specific objectives in mind, which resemble English principles and from the standpoint of Indonesians. The study revealed that the demands of the industry sector drove foreign workers' needs concerning Indonesian language skills. It may be interpreted as the viewpoint regarding occupational purposes. Furthermore, the mandatory language skills encompass listening, speaking, reading, and writing, as well as comprehension of language structure as viewed through the lens of BIPA. Furthermore, it demonstrates that integrating metacognitive strategy content is evident in prioritizing the industrial context during need analysis and material development.

Despite making a number of significant contributions, this study has several limitations, including concerns regarding the extent of scrutiny, data analysis, and participant perspectives. At the outset, the investigative scope of this study was limited to the analysis of needs. Further investigation is required regarding the development of a material design model. After that, a qualitative analysis and presentation of the data ensued. It is anticipated that forthcoming research will adopt more exploratory or critical approaches to analysis. In the end, the participants' viewpoints were consolidated into a single perspective to encompass a broader range of participants' perspectives.

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