

A Need Analysis of Mandarin Conversation Teaching Materials Development

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Abstract. Textbooks used in Mandarin Conversation course affect the achieved competencies. The materials and learning activities should support the competence of speech, the mastery of language element due to communication, cross-cultural understanding and so forth. This study aims to identify needs relevant to the absence of Mandarin conversation textbook in college, and to obtain information about the effectiveness of learning, presenting the necessary skills priorities for the design of textbook on speaking skills. This need analysis is a preliminary study for the development of Mandarin speaking skills textbooks in long-term teaching language for Indonesian speaking mature learner who study in their mother tongue environment. The results of this study can be the basis in the teaching material analysis activities, designing and developing Mandarin Conversation course textbook. The study shows, Mandarin Conversation course textbook used in Mandarin Language Education program in Indonesia are diverse. Currently, there is an incompleteness in the series of language skills books as well as incompatibility with expected speaking competence, practical communication skills.

Keywords: Need analysis; Mandarin conversation; Teaching materials

1 Introduction

Morrison (2001:27) need is the gap between what is expected with the actual conditions. While the needs analysis is a tool to identify problems to determine the right action. According to Dearden in Clark (1999) need refers to that have been present to the student before the end of the study period, and on what needs should be provided during the learning period so that students can learn effectively. Needs analysis in the context of language education refers to systematic testing to find the right needs for language learners. So that needs can be interpreted as a fixed need or need arising as a result of learning progress. Needs analysis is an important aspect in planning an educational program. In this research, needs analysis is carried out to identify needs relevant to the absence of textbooks of speaking skills, to know information on the effectiveness of learning, to present the necessary skills priorities in the design of speaking skills textbooks. A person's language skills are an integrated competency. Listening and reading are receptive activities, speaking and writing are productive activities in terms of expressing ideas. In terms of conversation, listening and

speaking skills are inseparable. Relationships between language skills listening, speaking, reading and writing can be seen in the following table:

Table 1. Inter-Language Skills (Tarigan, 1981)

Direct	Listening	Direct communication	Speaking	Direct
Appreciative				Productive
Reseptive				Expressive
Functional				
Language skills				
Indirect	Writing	Indirect communication	Reading	Indirect
Productive				Appreciative
Expressive				Receptive
				Functional

All of language skills influence each other, speaking skills can be obtained by mastering listening skills, as well as writing skills can be obtained by mastering reading skills. All skills can only be mastered through practice and practice, especially in the context of foreign languages. The function of language as a means of communication, appears in speaking skills. Tarigan (1981) reveals, speaking is the ability to pronounce articulation sounds or words to express, state or convey thoughts, ideas or feelings. Thus, speaking is not just speech utterances by speech utensils, so learning speaking skill is not limited to sound imitations, intonation, but also vocabulary knowledge, use of words, sequencing of sentence patterns, and expression of ideas. Mandarin is a tonal language, but teaching Mandarin speaking skills should also include the above. This is similar to Zhao (2009: 132), Mandarin speaking skills trained through oral skills, including phonology skills, the ability to choose words into sentences, the ability to express ideas and the ability to use in context and so forth.

According to Zhang (2008), teaching Mandarin speaking skills has several advantages, namely: (1) Teaching emphasizes the need of communication, the learner master variety speaking skill through the communication process; (2) Practice conversations in the form of combined exercise per unit and exercise of use, to train learners ability of communicating more thoroughly; (3) Teaching is concerned with the exercise of the use of learning materials in the conversation class to increase the interest and motivation of the learners. Zhang believes the teaching of Mandarin speaking skills still does not have a comprehensive and systematic teaching theory, the theory is not yet compatible with the development of teaching and the practical need for rapidly improving speaking skills.

The textbook design is closely related to the material. The content of textbook material should be relevant to the applicable curriculum requirements and must be relevant to the competencies that must be possessed by certain graduates of education level (Eddy in Silaban, 2010). Textbooks of speaking skills include language skills books. This type of book is different from a book of language knowledge, a book of cultural knowledge or a language book with special uses such as a Business Conversation book. According to Cai (2009:160), skills which were trained in speaking skills textbooks are the ability of oral communication and general social situations. There are some types of Mandarin speaking skills text book:

1. Based on skill level. If divided into three levels, it generally consists of basic level, middle level and advanced level. There are also divided into five levels;
2. Based on learning time
 - a) Textbook for long duration language teaching
 - b) Textbook for short duration language teaching (tutoring, summer program)
3. Based on the age of the learners

- a) Textbook for adult learners
- b) Textbook for children learners
- 4. Based on learners origin country
 - a) Textbook for learners of all countries
 - b) Textbook for a particular country student
- 5. Based on the principle of teaching materials preparation
 - a) Textbook based on function
 - b) Textbook based on themes
 - c) Textbook based on situation, theme, function
- 6. Based on the language environment
 - a) Textbook for foreign students studying in Mandarin environment
 - b) Textbook for foreign students studying in their own language environment

This research is a preliminary study for the development of Mandarin language teaching books on long term language teaching for Indonesian language speaking adult learners who study in their own language environment. The development of a teaching skills textbook should consider the expected competence. The results of this research provide theoretically basis of knowledge and understanding Mandarin language skills textbooks used by universities recently. Readers can know the characteristics, needs, and demands of students, lecturers on textbooks used in teaching speaking skills. In addition, it is expected to be used for basic development and test speaking skills textbooks. Practically it would be useful for other researchers, lecturers, book authors, and students in choosing and determining textbooks that will be used for teaching speaking skills.

2 Methods

Based on the method used, this type of research is survey research. Surveys were conducted to collect data using research instruments in the form of questionnaires and interview questionnaires. The formulation of questions in this questionnaire refers to CEFR table of competencies in the speaking skills section. Questionnaire to be used in this study consists of three types, namely:

1. Questionnaire for students as participants of Mandarin Conversation class
2. Questionnaires for lecturers as lecturers of Mandarin Language Conversation Class
3. Questionnaires for the chairman / coordinator of the study program as a management / program manager

Interviews are used when it is deemed necessary to get further explain or complete the required data. This research involves several study program that carry out the Mandarin teaching, especially Mandarin Language Education Program. Research population consisted of students, lecturers, and heads of Mandarin Education Study Program in Indonesia. While the research sample are students, lecturers, and head of the Mandarin Education Studies Program from the State University of Jakarta, Semarang State University, Surabaya State University, State University of Malang, Christian University of Indonesia, Machung University which all have been incorporated in the Division of Education, Association of Mandarin Studies Program in Indonesia (APSMI). Because this research is a research that will initiate the development of Mandarin Conversation class textbook, in general the required data are informations about the need of textbook and the satisfaction of textbook that is used in Mandarin Conversation class in each study program. If the study program uses more than one book, then must written down on the list. Likewise, if the class has ever used a particular

book, but now has replaced it, then the book ever used is also write the following reasons for the replacement of the book.

3 Result and Discussion

Following are conclusions based on the questionnaire data about Conversation class textbooks that we received. The condition of using language textbooks in each class is different. Its include the number of lecturers of language skills, the determinants of the use of textbooks on the study program, the reasons for the use of books, as well as the form / textbooks of language skills. First is the number Mandarin subjects lecturers in the Mandarin Education Study Program: 14.28% each have 3 lecturers, 4 lecturers, 5 lecturers, 6 lecturers, and 10 lecturers. The remaining 28.57% has 7 lecturers. Secondly, the parties that determine textbooks use on the study program are: respectively 14.28% lecturers meeting, the lecturer and the head of the study program. A total of 57.14% is determined by the study meeting. Thirdly, the reason for textbooks currently used is as follows: (1) Comprehensive full textbook, published by Chinese universities; (2) Textbooks proved can be used by lecturers to improve students speaking Mandarin ability; (3) Books are relevant, interesting, up to date, easy to obtain; (4) Books are latest; (5) Books consists of a relatively complete series (except conversations), making it easy to use because of mutual alignment. Books viewed in terms of learning / trade frameworks are also well organized. Although in terms of language instruction, explanations, and types of exercises less help students achieve competency per language skills; (6) The book is in accordance with China's development, intensive teaching and training so as to help students to improve their abilities. Fourth, Mandarin language textbooks that currently used are 28.57% photocopy books; 14.28% original book that compiled by the author outside the study programme, and 57.14% using the book photocopy books and also the original book compiled by the author outside the study programme.

3.1 Textbooks Used in Mandarin Speaking Class

Books used in every Mandarin Language Education Programme can be different, it is depend on each study programme curriculum. Therefore, we ask about course learning output that reflect the curriculum of each course. However, since lecturers teach in different semesters, there are difference and distance achivements in the course learning output explanation. The following is course learning output of Conversation lesson in Chinese Language Education Study Program, along with its course semester:

Table 2. Courses of Speaking Skills and Course Learning Output in Chinese Language Study Programs in Indonesia

No	Subject	Semester	Course Learning Outcomes	Text book
1.	Conversation I	1	Students are able to deliver and receive information in the form of simple dialogues covering daily life with mastery of vocabulary and simple sentence pattern HSK level 1 (CEFR A1).	Hanyu Jiaocheng
2.	Mandarin Speaking Basic Level	2	Students can use basic vocabulary in basic speaking skills.	Hanyu Tingshuo Jiaocheng
3.	Speaking 2	2	Students are fluent speaking Chinese in middle	Kouyu

No	Subject	Semester	Course Learning Outcomes	Text book
			level and mastering 1200 Chinese vocabulary.	Sucheng Jiaocai
4.	Conversation II	2	Practicing Mandarin speaking skills so that students are able to deliver and receive information in the form of simple dialogues covering daily life about a broader theme including family information, shopping, work, directions and locations with vocabulary mastery and simple sentence patterns HSK level 2 (CEFR A2).	Hanyu Jiaocheng
5.	Conversation III	3	Students are able to deliver and receive information in the form of complex sentences covering daily activities, academic activities and professional activities with vocabulary mastery and simple sentence pattern HSK level HSK 3 beginning (CEFR B1).	Hanyu Jiaocheng
6.	Listening and Speaking Middle Level	5	Drill students to capture oral information and revisit ideas, ideas, thoughts and feelings with a vocabulary and sentence structure according to Chinese middle level grammar rules.	Moli Hanyu- Zhongji Hanyu Kouyu

Based on table above, it can be seen that courses name in each study program are different, some use the name of the language skills that is the subject Speaking with added basic or advanced level, there are using the name Conversation course with added roman numerals, which combines the language skills of Listening and Speaking with added levels. The courses are taken in different semesters, so they differ in the course learning output and implicate the differences in textbooks used. The following are textbooks used in courses that practice speaking skills: 16.7% each using Hanyu Tingshuo Jiaocheng published by Beijing University Press, Kouyu Sucheng Jiaocai book published by BLCU Press, Moli Hanyu-Zhongji Hanyu Kouyu book published by Beijing University, and 50% using Hanyu Jiaocheng book published by BLCU Press. Viewed from the year of its publication, textbooks used consisted of: 50% published in 2006, 16.7% each in 2007, 2008 and 2010. The reasons for lecturers use these textbooks are: (1) Best in accordance to university curriculum; (2) Vocabulary and exercise book suitable for beginner learners; (3) Study Programme use Hanyu Jiaocheng series but there are no available Conversation books. Therefore, the book that used in Grammar course also use in Conversation course used with speaking skills learning method. Text discussion, question and answer, all using direct method; (4) The book has complete series; (5) Study Programme use the Hanyu Jiaocheng series, so the topic is in line with the courses in this books series such as Hanyu Tingli Jiaocheng and Hanyu Yuedu Jiaocheng in the Listening, Reading, Writing and Grammar Courses; (6) The book materials are simple. Besides books above that used as the main textbooks, there are also courses that use additional textbooks. Additional textbooks are Hanyu Kouyu Jiaocheng published by BLCU Press in 2004, Quwei Hanyu-Tingshuo Keben published by Beijing Shijie Tushu in 2011 and there are also lecturers who use compilation materials from several textbooks with certain themes. This is done by lecturer to response the absence of speaking skills book.

3.2 Level of Satisfaction of Textbooks Use

Based on questionnaires from textbooks users, we can conclude the advantages that possessed by textbooks of Conversation courses currently being used include:

1. The texts used in textbook are well written, so it can raises question and answer
2. The text difficulty level is good. The text starts from basic, so it helps for beginner learners
3. The contents of material are appropriate for simple communication
4. Letters, words, diacritics tons are accurately written, according to Hanyu Pinyin spelling standard
5. Book presentation is consistent and systematic
6. In general, books are quite motivating students curiosity
7. Book layout is good enough, not disrupt the discussion focus
8. Instruction sentences are easy to understand
9. The amount of glossary is enough

Based on responses from textbook users, we can conclude the shortcomings that possessed by textbooks of Conversation courses currently being used include:

- a. The book materials are incomplete, there are no books in the series are used for the Conversational course.
- b. Parts of textbooks are less suitable with the times changing, such as text, vocabulary, dialogue that given. Regarding the discrepancy of textbook vocabulary with the times changing, there are some vocabulary that are currently no longer used. There are also some vocabulary that have undergone a shift in meaning, which requires further explanation.
- c. Vocabulary in each chapter is unbalanced. In addition, some the text has a new vocabulary that is not in the vocabulary list.
- d. Incomplete textbook sections, such as the absence of a teacher's handbook, the absence of key exercises on all exercises, no vocabulary explanations, no audio material, no historical content, no citation sources, no absence source of illustration, lack of cultural content material.
- e. Textbook discrepancy with speaking skills. This includes the text, exercises, material delivery, examples of grammatical use, visual material. So it is less effective to practice students' speaking skills. Regarding to text, texts are mostly not a dialogue. Regarding the exercises, too focused on grammar and not speaking. The exercises that focus to dialogue are small. Students practice with lectures when discussing texts, questioning-answering and communicating. Regarding to material, the book does not train combining words, simple phrases, combining words in simple form to explain experiences, express opinions, explain family and living conditions. Regarding the examples of the use of grammar, grammar needs to be communicated practically to support the speaking skills and examples of sentences conveyed in everyday life. The material is less profound in terms of practicing spontaneous speaking skills, dealing with real situations, communicating personal opinions. Visual material does not support Mandarin language skills, the amount is very small.
- f. The exercise difficulty level is poor. Exercise does not design from the easiest to the hardest.
- g. Less variety of text, exercises, examples of the use of grammar.
- h. Regarding the exercise, some situations are needed so that students can actively develop the ability to communicate using Mandarin.
- i. The points of grammar that Indonesian learners can not comprehend are not fully discussed, which is easily understood precisely described in detail.

- j. Books using English. Translations on the vocabulary list, grammatical explanations are less precise. It will be more effective when translated into Indonesian.
- k. The use of Mandarin in the book is too rigid.
- l. Illustrations are ineffective (not describing the theme idea, no relation to the text) and less interesting, old fashioned look. Vocabulary explanation can also use image, so not so bored to read them.
- m. The original book price is very expensive. Because the book is obtained by import, and not yet available in Indonesian bookstores
- n. The cover design looks old-fashioned
- o. The text and exercises in the Conversation book for the middle level are considered poor. The texts are too short, the exercises are too simple. The texts content are longer but not always harder.

4 Conclusion

Mandarin Language Education Study Program in Indonesia uses variety book, for example original books, photocopy books, and books that written by lecturers. Selection of the books that use is largely determined by lecturers meetings. Based on analysis result explanations, it can be concluded that there is a need to development Mandarin conversation course textbook. This conclusions are stated by looking at:

- 1. The incompleteness of the Mandarin language skills book series that used. Conversation books are generally taken from different series. That allows differences in strain, vocabulary, and so forth.
- 2. Books that used today do not train the competence of speaking skills that expected. This competence is known by researchers from the results of the questionnaire give to lecturer about course learning outcome. Course learning outcome of speaking skill that is related to practical communication skills is not covered in textbooks.
- 3. Books currently used are with English translation. In many linguistic contexts, Mandarin is closer to the Indonesian language. So book presentation with the Indonesian translation will be more effective for Indonesian learners.
- 4. Books are imported, cause high prices.
- 5. Users dissatisfaction

The development of Conversational courses textbooks will need to look at the following matters: (1) Text, vocabulary, dialogue situation are less appropriate with the times, such as text, vocabulary, dialogue situation; (2) Textbook sections incomplete, such as the absence of teacher handbooks, there are no key exercises on all topics, no vocabulary explanations, no audio material, no historical content, no source quotes, no illustrative sources, lack of cultural content material; (3) Textbook discrepancy with expected competence on speaking skill; (4) Excercise diviculty hierarchy is poor; (5) Texts, exercises, examples of the use of grammar are less variety; (6) Illustrations are not effective. Explanation of vocabulary can also use images, so not so bored to read them; (7) The cover design looks old fashioned; (8) The text and exercises in the Conversations book for the middle level are considered poor; (9) Need explanation of vocabulary; (10) Complete the textbook with some section, such as exercise answer key; (11) Materials and exercises focus on practicing speaking skills; (12) It is necessary to provide exercises in the form of variants situation so that students can actively develop the ability to communicate using Mandarin. Through this needs analysis research, has been obtained information to understand matters relating to the need for textbooks of

Conversational courses. Further needs analysis results can be a foundation in teaching material analysis activities, and the design and preparation for Conversation courses textbooks.

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