NEED ANALYSIS OF INDONESIAN LANGUAGE TRAINING MATERIALS FOR FOREIGN WORKERS USING THE COMMUNICATIVE METHOD

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Abstract: There is no standardization of Indonesian language education and training for foreign workers (TKA), resulting in no training model that suits the needs of students. Therefore, this study aims to (1) describe the current condition of Indonesian language training for foreign workers by the Manpower Office; (2) identify Indonesian language training needs for foreign workers. The Ministry of Manpower has issued various regulations in this regard. This study uses a qualitative descriptive method through a communicative approach. The communicative approach forms the basis of the training model that will be developed because their main goal in learning Indonesian is to be able to communicate in their work environment. The data collection techniques used were interviews, surveys, and literature studies. The subject of this study is data on foreign workers in the Kepulauan Riau Province. The results of the study reveal two findings. Firstly, an overview of the current condition of Indonesian language training for foreign workers by the Manpower Office. Secondly, the identification of Indonesian language training needs for foreign workers . the data indicates that there is no standard training format yet.
Keywords: *communicative; foreign workers; needs analysis.*

INTRODUCTION

Changes in the dominance of the current world's political, economic, and social forces, directly or indirectly, have impacted various Indonesian government policies. Government policies on investment issues have affected various sectors and have been followed by the need for higher-quality human resources. The government's latest policy in the

global economic arena is to relax the laws related to foreign workers (FW) in Indonesia than the so-called TKA.

Before the COVID-19 epidemic, more foreign workers were coming to Indonesia, according to data from the Ministry of Manpower (2021). Based on the figures, Indonesia has received a record number of foreign workers.is as follows: in 2013, there were 70,120 people; in 2014, there were 73,624 people; in 2015, there were 77,149 people; in 2016, there were 80,375 people; in 2017, there were 85,974 people; in 2018, it was 95,335; in 2019, it was 109,546; in 2020, it was 93,761; and from 2021 to April, it was 91,035. The highest number of foreign workers in Indonesia increased in the service industry. Even though the number of foreign workers decreased during the pandemic, the number remained stable at over ninety thousand.

The Indonesian language problem for foreign workers is quite a problem. Stakeholders in Indonesian language teaching for foreign speakers, then so-called BIPA, as well as those who love the Indonesian language, certainly hope that Indonesian becomes the language of instruction in every workplace, whether in the private sector or state-own enterprise, government companies, or foreign investment.

The study supports the research in Abbas (Abbas, 2017). It is about the abolition of the regulation on the obligation of foreign workers to communicate in Indonesian, contrary to Law no. 24/2009. The law requires the use of Indonesian in official communications in the work environment in Indonesia:

The abolition of the regulation on the obligation of foreign workers to communicate in the Indonesian language as regulated in Article 36 of the Minister of Manpower No. 16/2015 contradicts Article 33 of Law no. 24/2009 by using the principle of Lex superior, namely higher legislation overrides lower legislation. Article 7, paragraph (2) of Law Lower laws and regulations shall not contradict higher laws and regulations, according to Number 12/2011. Therefore, in this instance, Law Number 24/2009 nullified the Minister of Manpower's Regulation (*Permenaker No. 16 Tahun 2015 Tentang Tata Cara Penggunaan Tenaga Kerja Asing [JDIH BPK RI]*, n.d.).

Thus, teaching Indonesian to foreign workers has become very urgent and strategic in teaching Indonesian to foreign speakers (BIPA). Teaching BIPA is important in responding to challenges and needs in society. In practice, teaching BIPA has an important mission because it is related to the need for Indonesian language and cultural diplomacy.

On the contrary, when Indonesian workers work abroad, foreign language (English) skills are needed to support their work. According to Nahartini's research, a major obstacle for Indonesian migrant workers (PMI) working in semi-skilled and unskilled jobs—where PMIs make up the majority of the workforce—is their inadequate English proficiency. Due to this, there have been many severe effects, including miscommunication between companies and migrant employees and a decrease in the preference for PMI over foreign workers. (Nahartini *et al.*, 2021). It shows that the ability to master the language in the place where we will work daily is very much needed by the workforce concerned.

In reality, BIPA teaching for TKA still does not have standards because the standard curriculum has not yet been designed. According to Greece et al., the learning series must be prepared and adjusted based on the learner's characteristics, summarized, and compiled to achieve these goals and the objectives of the expected competencies (Greece *et al.*, 2017).

However, BIPA teaching for foreign workers still does not have a standard because a standard curriculum has not been made. For this reason, mapping the material needs for teaching BIPA for TKA is very important. It is necessary to take several steps to see the needs of foreign workers regarding teaching materials, including mapping a needs analysis.

Needs analysis helps determine the language components that pupils need. Understanding and using the target language is necessary (Hull, 2019). This needs analysis is important because it can be used as a basis for curriculum development. Needs analysis is a way to collect mapped student needs. It is an important thing that can be achieved in learning to improve students' abilities.

Ningsih et al. (Ningsih *et al.*, 2018) conducted a study on needs analysis. When creating teaching materials, analysis is important. The research uses a deductive method in the development of teaching materials. In the deductive approach, the prepared instructional materials must convey the rules: first, followed by pertinent examples, and then suitable training. Concerning materials for elementary school students teaching children, the teaching materials developed must also contain interesting illustrations. It is an important finding because if the analysis of teachers, students, parents, and the school administration cannot realize the learning objectives, appropriate teaching materials will never be produced. The most important parties involved are teachers and students. Teachers can conduct a needs analysis in every learning activity, directly or indirectly (Darici in Ilham et al., 2020). Darici emphasized that the parties who have an important role in learning are students,

teachers, and school management. Various needs issues include personal/individual, professional, and institutional needs. Therefore, the most important finding is that needs analysis with this communicative approach is critical.

Nadia (Modul et al., 2022), in her research entitled Validity of BIPA Learning Module 1 Communicative Approach-Based Work Material produced findings that BIPA learning one communicative approach-based work material in the BIPA class of PGRI West Sumatra University which was developed was categorized as valid with a percentage of 73.70%. The results of the validation of the BIPA learning module by experts on four elements, namely the aspects of content viability, presentation, language and readability, and graphics, can be used to determine the validity of the BIPA learning module. From the aspect of content feasibility, it is illustrated that the content of the BIPA learning module developed is in line with the needs of BIPA students, commensurate with the learning objectives in the CEFR Curriculum, is compatible with communicative approach procedures, and does not conflict with moral and social values in society. So the BIPA learning module 1 work material based on the communicative approach is feasible to use in the learning process.

Jazeri & Tulungagung (Melati, 2022), in their paper on the Model of Speech Skills with Communicative Speech Skills for Foreign Students, found that 87% of learners were enthusiastic and happy because the examples of expressions and dialogues presented in the textbooks helped them to be able to speak Indonesian fluently. With the learning tools developed it has a significant effect on the learning outcomes of speaking skills in international students at IAIN Tulungagung.

Pangesti & Wurianto (2018) conducted research entitled Development of Cross-Cultural Based Bipa Teaching Materials through a Contextual-Communicative Approach. The study's findings are presented in the form of BIPA teaching resources that are based on cross-cultural levels and employ a communicative-contextual approach. The indigenous Malang culture is the one being used as a reference in this instance. The findings revealed that the average expert trial score was 84.2%, the average practitioner trial score was 92.2%, and the average field trial score was 95.2%. Therefore, this book can be categorized as very worthy of application.

Arsyad, in his article entitled Arabic Learning Methods Based on Communicative Approaches to Improve Language Proficiency. According to him, the communicative approach is an assumption based on the nature of language that holds the view that language is a means of communicating. As a result, rather than advancing students' linguistic knowledge, the main

goal of language education is to enhance language proficiency. On the other hand, language proficiency is taught to support language knowledge. The purpose of using the method of method contained in the communicative approach is so that learners can master the language learned orally to be able to communicate with the language (Arsyad, 2019).

Concerning this matter, needs analysis research based on a communicative approach is significant because it has a vital role in mapping needs. However, research on teaching materials in the context of foreign workers has not been widely carried out. Therefore, this study aims to: (1) describe the current conditions of Indonesian language training for foreign workers by the Manpower Office; (2) identify the need for Indonesian language training for foreign workers.

In teaching BIPA, careful analysis is needed in mapping teaching materials because the teaching process for BIPA is different from teaching Indonesian to native speakers. The knowledge transfer process for BIPA students certainly requires skills that various theories and research must support because this process teaches Indonesian as a foreign language. Teaching a language to foreign speakers is not only a standard reference but also research on needs on an individual basis in the context of delivering language in a second language.

We can find much information related to a wide range of needs analysis. Based on Hutchinson and Waters, as cited in Nation & Macalister (Nation & Macalister, 2020), needs consist of target and learning needs. They believe the information on target needs is based on "necessities, lacks, and wants" (Nation & Macalister, 2020). Furthermore, they also divide another major division to collect the needed data. The additional concept is objective needs and subjective needs. To classify their findings, they essentially formed a pair that "lacks fit into existing knowledge, necessities fit into necessary knowledge, and wants fit into subjective needs."

Nation & Macalister (Nation & Macalister, 2020) assert that a requirements analysis should focus on the goals and course material of a course. Due to this, a requirements analysis must consider both the information students already possess and that which they still need to learn. A course's content is relevant and valuable to learn because of needs analysis.

In connection with this, Hutchinson and Waters (Feroudj & Aissa, 2022) divide the needs of learners into three, namely necessities, lacks, and wants. Needs are things that the learner must know to function effectively. Weaknesses are things that the learner knows and does not know.

Desire is the learner's needs (Nation & Macalister, 2020). in

The communicative approach in learning Indonesian for foreign speakers is intended to develop communication skills. Language learning objectives include listening, reading, writing, speaking, and understanding cultural elements. It shows the interconnectedness of competencies in language teaching.

Djiwandono emphasized (Desnaranti et al., 2019) that the communicative approach is the capacity to understand or convey what has been or needs to be expressed utilizing diverse aspects of language found in all languages. To understand existing expressions flexibly and adapt to changes that always arise, not solely based on standard conventional values. Further put forward by Djumingin (djumingin et al., 2022) communicative approach is the ability to function in actual communicative situations in a spontaneous transaction involving one or more people. The same thing was also stated by Jufri (Jufri, 2017:11), stating that the communicative approach is that one sentence form can express more than one meaning, and conversely, one meaning can be defined through more than one sentence pattern. The foundation of language learning offered by the communicative approach communication skills is developing. Language instruction in schools should improve students' verbal and written communication skills. It serves a multitude of purposes to use language as a communication tool. To achieve a language teaching-learning orientation based on the task and function of communicating, it is delivered in a relevant context and not in the form of free-form sentences.

A communicative method is predicated on the notion that mastering language use for communication is an essential component of language learning. As a result, communicative learning is language instruction that provides students with sufficient opportunities to improve their language and display it in both productive and receptive tasks based on real-world circumstances, not artificial situations detached from context.

In teaching, there are many strategies and approaches. Teachers can choose various strategies, techniques, and materials based on various approaches to achieve learning objectives. The needs of students are, of course, teachers' primary focus. However, each approach has its advantages and disadvantages. In practice, the teacher must determine the most appropriate approach in the needed context. According to Kadijan et al., in 2017 teachers are advised to successfully create and employ authentic teaching tools and techniques by communicative principles that emphasize a learner-centered approach (Kardijan & Rafli, 2017).

A communicative approach is an approach that functions as a communication tool. Therefore, language teaching should be directed at using language to communicate. Based on the arguments, Hymes (Taş & Khan, 2020) suggests that in the classroom, language is used for several purposes, such as greeting, requesting, providing information, ordering, and so on, although its use is limited.

Many experts have given the theory of communicative language teaching. Hyme (Taş & Khan, 2020) and Chomsky proposed theories underlining CLT. Hyme criticized Chomsky's work. According to Hyme (Taş & Khan, 2020). He stated that language teachers should strive for communicative competence, knowledge of the language structure as well as social knowledge regarding these structures, and the ability to use the language appropriately in various contexts (Taş & Khan, 2020). In communicative language, all the related theories underlie what is described as CLT; it can also be defined as a set of teachings about the nature of language and language learning that are fundamentally unifying but broad and theoretically well-informed.

According to Canale and Swain (Nakatsuhara *et al.*, 2018; Han, 2022), communicative competence consists of four discrete skills; grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. Regardless of the version of CLT, Nunan has famously summarized CLT as being characterized by grammatical competence, sociolinguistic competence, strategic competence, and discourse competence, which are four different talents. Whatever the form of CLT, Nunan has famously summed it up as having the following characteristics.

According to Brown (Pradipta, 2020), the things that must be prepared by the teacher in designing learning materials using a communicative approach are as follows: (1) Classroom learning objectives can focus on all communication skills components. (2) Learning strategies are made to encourage pupils to use functional, expressive, authentic, and pragmatic language. (3) Fluency and accuracy of language that can underlie communication techniques. (4)

Students must use the language both productively and receptively

The communicative approach is seen as a strategy. This approach has various uses in learning. Suwarsih Madya's view (Marta, 2020) states that this approach plays a vital role in transferring knowledge. Transfer of learning is not always automatic; efforts must be made to instill potential abilities in students so that they are motivated to generalize communicative expressions of grammatical rules or narratives that they are learning from one socio-cultural situation to another equally socio-cultural situation.

(1) A spiral or cyclical approach is highly recommended. (2) The starting point for preparing the curriculum for the unit of study should be the social communication functions that language students need. (3) The spiral approach is used in presenting the peaceful function of language in different socio-cultural situations.

Several things directly related to this concept are the background of the emergence of the communicative approach. The main characteristics of the communicative approach are related aspects and the application of the communicative approach in learning Indonesian.

According to Ratna (Muammar et al., 2018), the design of the material must place greater emphasis on the learning process than the subject matter. These are the three concepts in producing instructional materials based on a communicative approach. The material must encourage students to communicate reasonably. Pity (Muammar et al., 2018) reveals that communicative ability is based on the goal of conveying messages to others and conveying messages to others in an acceptable social way. That goal can be achieved through activities that take the form of communicative treatment and exercises to develop communicative abilities.

Language learning practices based on a communicative approach have four frameworks, namely (1) content-based language learning, (2) task-based language learning, (3) text or discourse-based language learning, and (4) competency-based language learning (Madjdi *et al.*, 2019; Marta, 2020; Muammar *et al.*, 2018). Texts or discourses for communication purposes have several types. They are early genres, such as labels, observational commentary, retelling, and narrative; factual genres, such as procedures, reports, explanations, arguments, expositions, persuasiveness, interviews, surveys, descriptions, biographies, retellings, and narratives; fiction genres, such as traditional and modern fiction;

nonfiction genres, such as retellings, reports, procedures, explanations, persuasion, and discussions; written genres, such as descriptions, expositions, instructions, argumentations, and narratives used to generate language texts, both spoken and written language.

In BIPA learning, some use a contextual communicative approach to increase vocabulary with the introduction of local wisdom to build the classroom atmosphere to be fun and add insight. This communicative-contextual approach requires learners to deepen Indonesian speaking skills that suit their daily needs. For this reason, there are several principles of a communicative-contextual approach, namely: the existence of communicative interaction between learners and teachers, the text used is authentic, there are efforts to learn language and language management, learning languages through daily experiences, and looking for language relationships in the classroom and outside the classroom (Melati, 2022).

They are referring to the theory that the author will present the results of the analysis of the needs of BIPA students from Thailand in three subchapters: needs, deficiencies, and desires. The author presented the needs of these students from what the students have conveyed through questionnaires and FGDs. The information is then analyzed based on three divisions of student needs so that the difference between students' needs, shortcomings, and desires is clear.

METHOD

This research is part of the exploratory stage of the ADDIE model development research (Molenda in Pradana, 2018). ADDIE stands for analysis, design, development, implementation, and evaluation. The ADDIE model was chosen because it can describe a systematic approach and instructional development (Sugihartini & Yudiana, 2018).
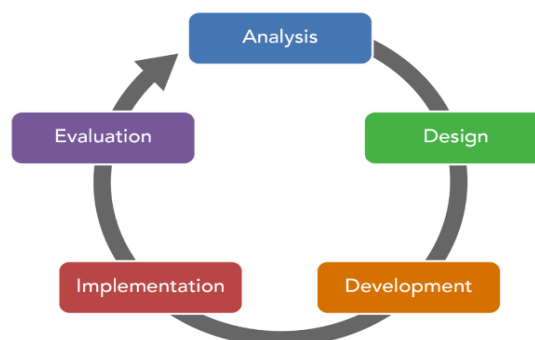

Figure 1. *ADDIE model*

The primary task at this stage is to examine the necessity of creating instructional resources that

support learning objectives; some of the analyses done are as follows:

(1) Performance analysis: In this stage, the fundamental problems encountered in learning begin to emerge. Performance analysis: At this point, the core issues with learning start to surface.

(2) Student analysis The following factors affect student learning: 1) Student learning characteristics, 2) Existing student learning knowledge and abilities, 3) Thinking skills or capabilities students should have for learning, and 4) Ways to develop the teaching resources kids need to develop their critical-thinking skills.

(3) Analyzing the facts, ideas, rules, and practices in the learning materials: a method of identifying materials that are pertinent to the creation of teaching materials in learning is by analysis of materials that are related to facts, concepts, principles, and procedures. At this point, the research is completed utilizing the literature study approach.

(4) Analysis of learning objectives: This step is needed to identify the skills or knowledge that pupils must possess. At this stage, the focus is to know its learning objectives and achievement. Consequently, this stage can serve as a guide for creating educational materials.

The research population is all foreign workers in Indonesia. The data collection technique used a random sampling technique. Random sampling is a technique of determining samples randomly (Sugiyono, 2017). This technique was chosen because the types of foreign workers who were the respondents were not chosen but were carried out randomly because they adjusted what was happening in the field.

The development of the model is a model that is adapted to the needs of foreign workers in learning the Indonesian language. Therefore, this research is based on need analysis, the primary sample. The sample of this research is 184 people.

For this requirements analysis, a few instruments are available for data collection. Nation and Macalister (Nation & Macalister, 2020) said that "questionnaires can gather information. Objective needs, in-depth interviews, documentation (such as compiling exam results or textbooks and analyzing them), observation (such as following a learner throughout a normal day), informal discussions with teachers and students, and testing are some. Personal requirements are determined through learner self-assessment employing lists and scales, questionnaires, and interviews. Using Kayl's case study (Alkhalidi, 2021) on "*Developing an ESL Curriculum Based on Needs and Situation Analysis*" as an illustration, let's look at some of his methods. He observed students in an adult ESL program to gather the data, administered questionnaires to students to

ascertain their needs and then interviewed the teacher for the same reason.

Data analysis is divided into three stages: looking at students' needs, shortcomings, and desires.

RESULTS AND DISCUSSION

This section will discuss several things: the respondent profile, student needs, and weaknesses. They are referring to the theory that the author will present the findings from the evaluation of BIPA students' needsThailand in three subchapters: needs, deficiencies, and desires. As is well known, the needs of these students are known by the authors from what the students have conveyed through questionnaires and FGDs. The information is then analyzed based on three divisions of student needs so that the difference between students' needs, shortcomings, and desires is clear.

Respondent profile
Based on the results of the data analysis, it can be seen that around 96% cannot speak Indonesian. Only 30.2% have attended Indonesian language courses. Country of origin about 99% comes from China. The business sector for foreign workers is in the industrial sector, around 89.1%. The party providing the course is the company.
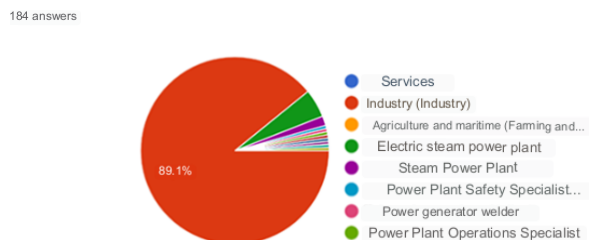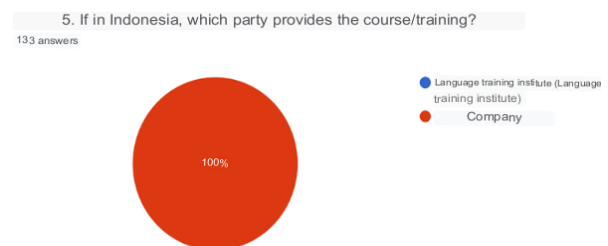

Figure 1. *Field of work*

Figure 2. *Answers to the questionnaire 2*

Indonesian language proficiency
The survey's findings indicate that foreign workers in Kepulauan Riau have limited Indonesian language proficiency. From the data, it was found that around 92.3% could not speak Indonesian. During work activities, foreign workers communicate with their assistants.

Related to perception and language skills, we should socialize the understanding of BIPA learning programs for foreign workers through increasing knowledge about linguistic regulations in Indonesia. Referring to the findings of the hypotheses about knowledge, perception, and language skills, we can use them as a reference for preparing an appropriate learning model for foreign workers. The results of research data from interviews with the District Manpower Office (Disnaker) Kepulauan Riau show no standardized training format. Foreign workers generally take courses privately with company funds or private funds. It seems to be the trigger for the low Indonesian language skills of foreign workers in Indonesia.
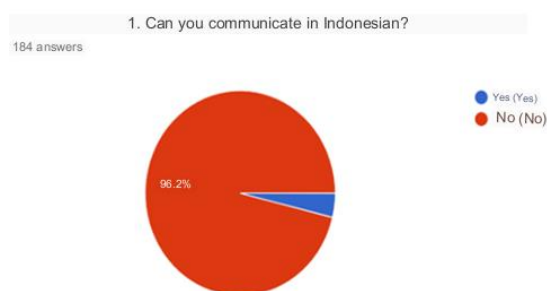

Figure 3. *Answers to the questionnaire 3*

The study results for research subjects who have or have not worked in Indonesia and the country of origin in Indonesia is China, which states that they have never worked in Indonesia before. The data shows that the characteristics of foreign workers in Indonesia are based on origin from China with no experience working in Indonesia. According to Siroj (in Albantani, 2019), there are currently no instructional resources that correspond with the strong desire that foreign speakers have to study Indonesian. This is apparent from the absence of teaching resource books on BIPA teaching materials in bookstores. BIPA teachers frequently encounter a big issue when conducting learning activities is the material's limitations. BIPA teachers struggle to select or determine relevant learning materials to assist non-native English speakers in acquiring essential abilities. As a result, BIPA teaching materials are required to maintain foreign speakers' motivation to learn Indonesian.

Student needs
What is needed in training must focus on the needs of students so that students or course participants can obtain the benefits. As stated earlier, needs are things that students must know.

To determine students' needs, the researcher provides a list of materials needed in the business realm. The material mapping is based on Mulyanah's research (Mulyanah, 2017) on mapping the needs of teaching materials for TKA.

The learner's wants need to be distinguished from student needs. The results show that most students desire access to the information they require regarding their coursework. Environment (97%), the surrounding environment (89%), conversations in shopping places (54.4%), self-introductions (23.9%), Interviews work (10%), company meetings (10.3%), numerical transactions (9.2%), transportation services (20.7%), explaining products (7.1%), meeting clients (5.5 %), business negotiation (4.3%), and understanding the news (1.1%).
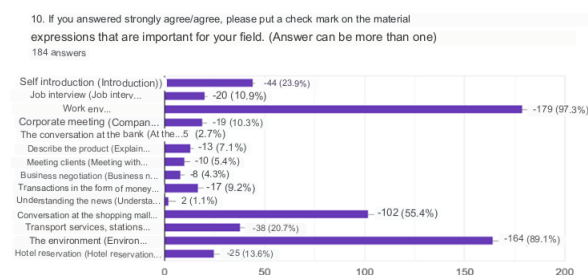

Figure 4. *Answers to the questionnaire 4*

The results of the data on foreign workers in the Riau Islands require more material related to social relations with the surrounding environment (97.3%) and the surrounding environment (89.1%). It shows that the social aspect dramatically influences their perception of communication. Concerning this matter, of course, teaching materials are needed to provide the students' wishes.

However, when asked about the reason why the trend of the data is in that direction, the author does not have access because the implementation of data collection uses survey data. To see the condition of the students, the writer obtained information from the company about their ability and how they received Indonesian language training by conducting online FGDs with the Indonesian Employers Association (APINDO), company management represented by HRD, and stakeholders, namely from the Manpower Office (Disnaker).

Learner weaknesses
Weaknesses relate to things that have been and are not known by students. Based on the information obtained by the author, each student has advantages and disadvantages. Weaknesses in students learning the Indonesian language are not the BIPA route because the fulfillment of the material is carried out by the company and based on the needs and desires of the students. The condition of workers in the business realm already has a companion workforce, affecting the data results of the foreign workers just requiring material in the business realm related to social relations.

CONCLUSION

Teaching resources are the data, instruments, and texts that instructors and teachers need to research and plan for the application of learning. When conducting teaching and learning activities in the classroom, teachers and instructors employ a variety of instructional resources. Both written and unwritten material may be included in the material in question.

Teaching resources are a collection of learning resources or substances presented systematically to show the full range of capabilities that students will master throughout learning activities. Teaching materials are a collection of written and unwritten items that are deliberately arranged to foster a learning environment. Teaching resources can support teachers and students in the teaching and learning process and assist in achieving the objectives of the syllabus.

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