

## Conference Paper

# The Learning Orientation of Mandarin among Third-year Students of Mandarin Study Program at Universitas Negeri Malang

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**Abstract**

The Mandarin Language Education Study Program at the Universitas Negeri Malang routinely reviews the curriculum once a year. The learning curriculum is intended to develop and be relevant to the needs of students at all time. One way to be able to adjust the curriculum to the needs of students is to know the learning orientation of students studying Mandarin. Hence, the purpose of this study was to determine the learning orientation of third-year students of Mandarin study program at the Universitas Negeri Malang in learning Mandarin. The supporting instruments used were questionnaire sheets and interview guidelines. Data were analysed using the Miles and Huberman analysis. The results show that there were four learning orientations in Mandarin, namely learning Mandarin because it is an important communication tool at this time; it is considered to be easier to get a job; the popularity of Mandarin; and Mandarin can increase self-confidence. Based on this, the orientation of learning Mandarin for third-year students of Mandarin study program at the Universitas Negeri Malang was extrinsic and instrumental.

**Keywords:** learning orientation, Mandarin language, third-year students

## 1. Introduction

Curriculum reviews are always carried out in all study programs at the Faculty of Letters Universitas Negeri Malang, including in Mandarin Language Education Study Program. This is regulated in the Dean regulation of the Faculty of Letters No. 1 of 2018, attachment 15 contains standard operational procedures for curriculum evaluation. The curriculum review is then followed up with curriculum improvements that aim to make the curriculum used continue to develop and adapt to the latest student needs. In addition, curriculum improvements are also made the graduates of the Mandarin Language Education Study Program at Universitas Negeri Malang are able to compete in the world of work. The right curriculum can produce great graduates. This is in accordance with the results of

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research conducted by Nurmayani (2017: 249) that the implementation of the curriculum is important so that there is planning, organization, implementation, monitoring and evaluation in order to realize the quality improvement of graduates.

To design the right curriculum for students, one of which can be obtained from knowing student learning orientation. Many studies that have been conducted show that student learning orientation greatly affects student learning outcomes (Eshlaghy, 2011; Ghee, 2012; Nybakk, 2012; Martinette, 2014; Setyawan, 2015; Chenous, 2015; Serna, 2016, Octavio, 2019). Ghee et al (2012: 104) in their research stated that it can be very de-motivating for students to learn something that is not corresponding to their orientations. This is in line with the opinion of Dörnyei (2001) who states that if the students' learning orientations are known, then syllabus, materials, and activities can be tailored to appeal to their values and interests. Thus, it can be concluded that knowing student learning orientation can help students obtain maximum learning outcomes.

Research that examines learning orientation has been carried out in previous years (Eshlaghy, 2011; Ghee, 2012; Nybakk, 2012; Martinette, 2014; Setyawan, 2015; Chenous, 2015; Serna, 2016, Octavio, 2019; etc.). The results of these studies indicate that learning orientation greatly affects student learning outcomes. These results are in accordance with the opinion of Ghee et al (2012: 104) that it can be very de-motivating for students to learn something that is not corresponding to their orientations. In line with Ghee, Dörnyei (2001) also stated that If the students' learning orientations are known, then syllabus, materials, and activities can be tailored to appeal to their values and interests. This shows that learning orientation is very important in learning.

In this study, researchers identified learning orientation as learning motivation. This is in accordance with the opinion of Ghee et al (2012: 105) that in the field of second and foreign language learning, motivation has been identified as the learner's orientation with regard to the goal of learning a second or foreign language. Self-Determination Theory (SDT) separates learning motivation into intrinsic and external motivation. Self-Determination Theory (SDT) (in Ghee, 2012: 105) describes that intrinsic motivation is the behaviour of individuals who carry out an activity only for pleasure and satisfaction, and there is no reward and control. While extrinsic motivation is an individual behaviour that is done to receive something positive and avoid something negative, such as gifts and punishments. Meanwhile, Robert Gardner and Wallace Lambert (in Spada, 56: 1993) differentiate learning motivation into two, namely integrative motivation and instrumental motivation. "The integrative motivation refers to a favourable attitude towards interacting or identifying with another ethno-linguistic group. Integrative motivation emphasizes self-development and integration into culture. Whereas the instrumental motivation is

the motive for utilitarian purposes, for short purposes or practice. for example, getting a better job, improving social status, enhancing job promotion prospects.” (Robert Gardner and Wallace Lambert in Spada, 56: 1993).

## 2. Method

This research uses qualitative research. This study examines the orientation of learning Mandarin in the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang. This is in accordance with the opinion of Creswell (2016: 4) that qualitative research is methods to explore and understand meanings that are considered to come from social or humanitarian problems. Thus, this type of qualitative research is considered in accordance with this research. Researcher is the main instrument in this research. However, researchers used supporting instruments in the form of open questionnaires and interview guides. It aims to make it easier for researchers to obtain information from the field. The data sources of this research were all students of the third year of Mandarin Language Education Study Program at Universitas Negeri Malang as many as 46 students. The research data were obtained from the results of an open questionnaire and interview guidelines. Interviews were conducted with 20 students using the snowball sampling method. When the data obtained is considered saturated data, the interview is terminated. The research data that has been obtained from the field is then analysed using Miles and Huberman's analysis.

## 3. Finding and Discussion

Data collection through a questionnaire sheet was carried out on July 21, 2020 which was distributed via google form which was distributed to students. This data was collected by 46 students. Since the distribution of google forms was carried out, the research team gave a time limit of one day for returning the questionnaire to students. The questionnaire sheet contains twenty-two questions about the orientation of learning Mandarin Chinese students of the 2018 batch of PSPBMUM students. Apart from using a supporting instrument in the form of a questionnaire, the research team also collected data through a supporting instrument in the form of an interview guide. It aims to be able to dig deeper information from students. The interview process for the students of the third year of Mandarin Language Education Study Program at Universitas Negeri Malang was held for four days, namely on August 6 - 9, 2020. Interviews took place face-to-face and online. There were sixteen findings that were successfully assessed through the

results of questionnaire data sheets and interview guidelines. The findings are grouped into four themes of Mandarin learning orientation for students of the Chinese Language Education Study Program, State University of Malang. The following is a table of student orientation themes based on the findings obtained from the field.

TABLE 1: Orientation theme.

Code	Orientation theme
18. a	Mandarin is an important means of communication at the moment
18. b	Being able to speak Mandarin is thought to make finding a job easier
18. c	Mandarin is considered popular at the moment
18. d	Mandarin is considered to increase self-confidence

In the research findings section, there are sixteen data found. Sixteen data are then reduced to four orientation themes, namely Chinese is an important communication tool today, Chinese can find jobs more easily, Mandarin is a popular approach today, and Mandarin can increase self-confidence. In accordance with what has been stated in the opening section that the orientation referred to in this reference refers to student learning motivation. This is in accordance with Ghee's (104, 2012) opinion that in learning a second language or foreign language, motivation is identified as the orientation of students related to the goals of learning a second language or a foreign language.

Four themes of learning orientation in learning Mandarin for the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang class learning Mandarin are included in instrumental orientation. This is in accordance with the opinion of Robert Gardner and Wallace Lambert (in Spada, 56: 1993) that the instrumental motivation is the motive for utilitarian purposes, for short purposes or practice. for example, getting a better job, improving social status, enhancing job promotion prospects, fulfilling the academic requirements, getting better grades or passing an examination, are aspects of instrumental orientation. Code data 18.a, namely Mandarin is an important means of communication currently, code 18.b, which is being able to speak Mandarin is thought to make finding a job easier, and code 18.c, which is Mandarin is considered popular currently 18.d, which is Mandarin is considered to increase self-confidence, including in utilitarian needs and short-term interests.

The integrative orientation did not appear in these four data. All of these findings refer to self-interest or self-benefit. Integrative motivation emphasizes behaviour that wants to be integrated in a part of a certain group, one of which is culture. Meanwhile, the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang learn Mandarin to adapt to the demands of the current world of work so that they can support their future careers. This can be seen in the data from the

questionnaire results about the reasons for the interest of learn Mandarin the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang, namely:

1. Mandarin is currently considered to be a very important means of communication,
2. a popular communication tool,
3. by mastering Mandarin can more easily get a job in the future,
4. feels cooler when be able speak Mandarin.

Apart from being included in the integrative orientation, these data findings were included in the extrinsic orientation. This is in accordance with the explanation of Self-Determination Theory (SDT) (in Ghee, 2012: 105) which states that extrinsic motivation is an individual behaviour that is done to receive something positive and avoid something negative, such as gifts and punishments. The data obtained shows that the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang learn Mandarin not for self-satisfaction or for self-pleasure but for certain purposes. This is shown in the results of student interviews, some of which are as follows.

“Karena bahasa Mandarin adalah alat komunikasi yang sangat penting saat ini dan orang yang dapat berbicara bahasa Mandarin dapat dengan mudah mendapatkan pekerjaan yang baik.” (6/7/W/AS)

“Karena bahasa Mandarin termasuk dalam bahasa yang penting saat ini, kemudian peluang mendapatkan pekerjaan luas karena masih sedikit orang untuk belajar bahasa ini.” (7/7/W/AY)

“Karena saya merasa perkembangan bahasa Mandarin baik di Indonesia maupun di dunia telah mengalami perkembangan yang pesat. Dari hal itu membuat saya berpikir bahwa akan membantu saya kelak dalam mencari pekerjaan.” (8/7/W/DK)

From the presentation of the data discussion on the theme of learning orientation for the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang, it can be obtained information that the orientation of learning the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang are included in instrumental and extrinsic orientation. The results of this study can also be seen about jobs that are of interest the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang class including teachers, lecturers, translators, interpreters, businessmen, working in Chinese airlines, embassy staff, tourism ministry staff, and tour guides.

## 4. Conclusion and Suggestion

Based on the data exposure, research findings and discussion that have been described in the previous section, it can be concluded that the learning orientation of the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang are included in extrinsic and instrumental orientation. In the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang their orientation is purely for future work. From the results of this research, it can also be seen that the professions that are of interest to the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang include teachers, lecturers, translators, interpreters, businessmen, working in Chinese airlines, embassy staff, tourism ministry staff, and tour guides.

The findings are expected to provide input for the Mandarin Language Education Study Program, especially for the curriculum development team. The most important finding in this study is that the instrument and extrinsic orientation that refers to future career interests is the main orientation learning Mandarin of the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang. Meanwhile, for other researchers who are interested in learning orientation in Mandarin, this research is only limited to questionnaire and interview data and is limited to the third year students of Mandarin Language Education Study Program at Universitas Negeri Malang. While extracting data through documents such as treasures study, graduate users, is also highly recommended to add data information so that it can produce a deeper analysis.

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