



Interrelating Motivation to Learn Chinese with the Needs of Chinese Language Professionals in Globalization 5.0 Era

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ABSTRACT

Competition in the Industrial 5.0 era requires mastery of a second language, one of which is Mandarin. Several studies have shown an increase in Mandarin as a curriculum in some schools in the United States (Dillon, 2010). Similarly, in Indonesia, both national and international schools have piloted Mandarin (Yudono, 2012). The factors that influence the motivation of learning Mandarin according to Sadiman are internal factors and external factors. The purpose of this study was to describe the motivation of final year students of the Chinese Language Education Sutdi Program at UNNES towards the job prospects of foreign companies from China in Central Java. The participants who became the object of this study were Mandarin Language Education Study Program students in the 6th semester as many as 30 students who were expected to be ready to enter the industrial world as a form of answer to the need for Mandarin language experts in various industrial fields in Central Java. One of the phenomena found by researchers is the decline in student motivation as seen from the results of the final semester exam which is at an average of 65. The instrument used in this study is a questionnaire based on the independent variable and the dependent variable and then distributed to students as the main data. The results of the questionnaire were measured using a Likert scale.

INTRODUCTION

According to UNESCO, Mandarin is the second international language after English. Chinese speakers around the world have reached more than 1 billion people. Therefore, many people are interested in learning this language. Apart from being the language with the most speakers, Mandarin is also a common language in the business world. Given that China is a country with a high economic level second only to the United States. After the introduction of economic reforms in 1978, the rapid pace of economic development made this country succeed in making it a developed country with fantastic development in various fields, both in the fields of science and technology, economy, education, etc. This makes Mandarin a lot of interest to learn. Many countries include Chinese as a specialization language in schools, so students have little knowledge of Chinese.

Many things can underlie the reason someone learns Mandarin, be it a push from within himself or push from outside himself. This is related to learning motivation which is the overall driving force from within students that gives rise to learning activities, which ensures the continuity of learning, and provides learning direction so that students can achieve learning goals (A.M, 208 C.E.). Sardiman said that students who have learning motivation must show the following indicators, namely, 1) diligently working on assignments, 2) resilient in facing difficulties and not giving up when facing difficulties, 3) showing interest in learning, 4) preferring to work independently, 5) getting bored quickly on routine tasks, 6) being able to defend their opinions, 7) not easily giving up things that are believed, and 8) enjoy finding and solving problems.

Sardiman again revealed that motivation is divided into two types, namely intrinsic factors and extrinsic factors. Intrinsic factors are the encouragement that comes from within students to do something so that no external stimuli are needed. Meanwhile, extrinsic factors are external stimuli that bring the function of learning motivation to students. The functions of learning motivation according to Djamarah (Zain & Djamarah, 2011) are:

1. Encouraging actions that function to influence the attitude that students must take when doing learning.
2. Psychological encouragement will give birth to an attitude which becomes an unstoppable force and then transforms into a form of psychophysical movement or what is called an action driver.
3. Direction of actions that guide students in selecting actions that must be done and those that must be ignored.

Some researchers have different opinions regarding the factors that influence learning motivation, namely according to (Rohman & Karimah, 2018) learning places, students' physical conditions, student intelligence, infrastructure, learning time, student learning habits, teachers, parents, students' emotional conditions, and also student health factors.

THEORETICAL REVIEW

Learning motivation is one of the facilities or tendencies of a person to achieve goals with persistence and enthusiasm in carrying out their learning

activities. Therefore, learning motivation is an internal and external drive in students who are learning to make changes in behavior, generally with several indicators or elements that support. Motivation is a mental drive that drives and directs human behavior, including in learning activities motivation encourages a person to learn to achieve their desired goals. Based on the explanation of the definition of learning motivation according to several experts previously explained, it can be concluded that learning motivation has a definition as an encouragement or willingness both from within (internal) learners and outside (external) which is able to provide enthusiasm and passion for learning and direction in accordance with the goals to be achieved in a learning process. Motivation has many kinds that can be described depending on the point of view. In this study, researchers discussed motivation from two points of view, namely: motivation that comes from within a person's personality which is commonly called intrinsic motivation and motivation that comes from outside a person's personality which is commonly called extrinsic motivation. According to Tambunan, intrinsic motivation and extrinsic motivation are types of motivation based on their sources. The intrinsic motivation and extrinsic motivation are:

- a. Intrinsic motivation, is motivation that is generated from a person. This motivation usually arises because of a person's hopes, goals and desires for something so that he has the enthusiasm to achieve it.
- b. Extrinsic motivation, is something that is expected to be obtained from outside a person. This motivation is usually in the form of the value of a material, for example, rewards in the form of money or other intensive obtained for an effort that has been made.

As according to Sardiman, intrinsic and extrinsic motivation are as follows:

- a. Intrinsic motivation is motives that become active or function without the need for external stimulation, because within each individual there is already an urge to do something.
- b. Extrinsic motivation is motives that become active or function due to external stimuli.

According to the opinions of the experts above, it can be concluded that the learning motivation that exists in students includes intrinsic motivation and extrinsic motivation. intrinsic motivation is motivation that arises from within the student himself, without any external stimuli, on the other hand extrinsic motivation is motivation that arises due to stimuli from outside the learner.

METHODOLOGY

The type of research used in this study is descriptive quantitative. The data collection technique used a questionnaire to obtain data on what factors influence the motivation to learn Mandarin Chinese students of Mandarin Language Education at Semarang State University and its correlation with Mandarin language needs in the world of work. The population in this study were Mandarin Language Education students of Semarang State University class of 2020 with a total of 27 correspondents. The sampling technique is a total

sample or total sampling. The data obtained by researchers is quantitative with a questionnaire so that it needs to be processed for the conclusion drawing process using the percentage formula.

$$P = \frac{f}{n} \times 100\%$$

Description:

P = Percentage

f = Frequency of respondent's answer

n = Number of respondents

100% = Constant (Sugiyono, 2019)

RESULTS

The following is An analysis of the questionnaire results and discussion based on a questionnaire that has been distributed to students of the Mandarin Language Education Study Program, Semarang State University class of 2021, which has been distributed as an answer to the problem formulation:

Question	Answer option	Frequency	Percentage
I follow Chinese lessons in class with enthusiasm.	STS = Totally disagree	1	3,2%
	TS = Disagree	-	-
	N = Netral	5	15,7%
	S = Agree	16	50%
	SS = Totally agree	10	31,3%
Total		32	100

Table 1. Analysis of questionnaire question no.1

The table above is the result of the answers to the questionnaire distributed to Mandarin Language Education students at Semarang State University. The results of this questionnaire containing 25 questions received 32 responses. The question above is question number 1 of 25 questions and is included in the intrinsic factor which shows that as many as 1 student (3.2%) chose the answer strongly disagree, as many as 5 students (15.7%) chose neutral, as many as 14 students (50%) chose agree, and as many as 10 students (31.3%) chose strongly agree. The majority of students answered agree and strongly agree on the question of following Chinese language learning in class with enthusiasm, this shows that they really have high enthusiasm when following Chinese language learning.

Question	Answer option	Frequency	Percentage
I attend Chinese lessons with discipline and on time.	STS = Totally disagree	1	3,2%
	TS = Disagree	1	3,2%
	N = Netral	2	6,4%
	S = Agree	17	54,8%
	SS = Totally agree	10	31,2%
Total		31	100

Table 2. Analysis of questionnaire question no.2

The table above is question number 2 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is still classified into intrinsic factors which show that as many as 1 student (3.2%) chose strongly disagree, as many as 1 student (3.2%) chose disagree, as many as 2 students (6.4%) chose neutral, as many as 17 students (54.8%) chose agree, and as many as 10 students (31.2%) chose strongly agree. This shows that the majority of students choose to agree and strongly agree to the question of following Chinese learning with discipline and on time. Thus, it can be concluded that students really follow Chinese language learning with discipline and on time.

Question	Answer option	Frequency	Percentage
I think being able to speak Mandarin sounds really good.	STS = Totally disagree	1	2,9%
	TS = Disagree	2	5,9%
	N = Netral	6	17,7%
	S = Agree	11	31,3%
	SS = Totally agree	14	41,1%
Total		34	100

Table 3. Analysis of questionnaire question no.3

The table above is question number 3 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified as an intrinsic factor and shows that 1 student (2.9%) chose strongly disagree, 2 students (5.9%) chose disagree, 6 students (17.7%) chose neutral, 11 students (31.3%) chose agree, and 14 students (41.1%) chose strongly agree. The majority of students chose to agree and strongly agree for the statement "I think speaking proficiently in Mandarin sounds very good". From the percentage above, it can be concluded that the majority of Mandarin Language Education students at Semarang State University really think that being proficient in Mandarin sounds very good.

Question	Answer option	Frequency	Percentage
I am motivated to learn Mandarin because it is my favorite subject.	STS = Totally disagree	-	-
	TS = Disagree	-	-
	N = Netral	14	46,6%
	S = Agree	13	43,3%
	SS = Totally agree	3	10%
Total		34	30

Table 4. Analysis of questionnaire question no.4

The table above is question number 4 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 14 students (46.6%) chose neutral, as many as 13 students (43.3%) chose to agree, and as many as 3 students (10%) chose strongly agree. The majority of students chose to agree on the statement of

being motivated to learn Chinese because Chinese is a favorite course. That way, it can be concluded that students study Chinese because Chinese is a favorite course.

Question	Answer option	Frequency	Percentage
I was active during the Chinese lectures because I really wanted to understand Chinese more deeply.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	8	26,6%
	S = Agree	13	43,3%
	SS = Totally agree	8	26,6%
Total		30	100

Table 5. Analysis of questionnaire question no.5

The table above is question number 5 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 8 students (26.6%) chose neutral, as many as 13 students (43.3%) chose agree, as many as 5 students (26.6%) chose strongly agree. The majority of students chose to agree on the statement of being active during Chinese lectures because they wanted to understand Chinese more deeply. This shows that students are really active during Chinese language learning in class because they want to explore Chinese more deeply.

Question	Answer option	Frequency	Percentage
I enjoy learning Mandarin both in class and outside of class because I want to understand Mandarin more deeply.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	2	6,6%
	S = Agree	17	56,6%
	SS = Totally agree	10	33,3%
Total		30	100

Table 6. Analysis of questionnaire question no.6

The table above is question number 6 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 2 students (6.6%) chose neutral, as many as 17 students (56.6%) chose agree, and as many as 10 students (33.3%) chose strongly agree. The majority of students chose to agree and strongly agree on the statement that students are happy to learn Chinese both in class and outside of class because they want to understand Chinese more deeply. It can be concluded that students study Chinese not only in class but outside of class as well, this shows that students set aside time to study Chinese independently.

Question	Answer option	Frequency	Percentage
I am motivated to learn Mandarin because I want	STS = Totally disagree	-	-
	TS = Disagree	-	-

my Mandarin skills to improve.	N = Netral	4	12,9%
	S = Agree	14	45,2%
	SS = Totally agree	13	41,9%
Total		31	100

Table 7. Analysis of questionnaire question no.7

The table above is question number 7 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 4 students (12.9%) chose neutral, as many as 14 students (45.2%) chose to agree, and as many as 13 students (41.9%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree and strongly agree for the statement that students are motivated to learn Chinese because they want their Chinese language skills to improve. This shows that students really want their Chinese language skills to improve so they are motivated to learn Chinese.

Question	Answer option	Frequency	Percentage
I am motivated to learn Chinese through various media both print and electronic because I enjoy learning Chinese.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	4	13,3%
	S = Agree	18	60%
	SS = Totally agree	7	23,3%
Total		30	100

Table 8. Analysis of questionnaire question no.8

The table above is question number 8 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 4 students (13.3%) chose neutral, as many as 18 students (60%) chose agree, and as many as 7 students (23.3%) chose strongly agree. From the table above, it can be seen that the majority of students agree to the statement that students are motivated to learn Chinese through various media both print and electronic because I enjoy learning Chinese. This means that students not only learn by reading books, but take advantage of the existence of technology, namely electronic media. This learning can be done by watching movies, listening to music, watching TV, etc. not only relying on books given at school.

Question	Answer option	Frequency	Percentage
If I get the chance to speak Chinese outside of school or meet a Mandarin native speaker by chance I will take the opportunity to practice my Chinese	STS = Totally disagree	-	-
	TS = Disagree	2	6,6%
	N = Netral	4	13,3%
	S = Agree	15	50%
	SS = Totally agree	9	30%

speaking skills.			
Total		30	100

Table 9. Analysis of questionnaire question no.9

The table above is question number 9 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 2 students (6.6%) chose disagree, as many as 4 students (13.3%) chose neutral, as many as 15 students (50%) chose agree, and as many as 9 students (30%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree to the statement that if students get the opportunity to speak Chinese outside of school or meet Mandarin native speakers by chance, students will take the opportunity to practice their Chinese speaking skills. This shows that students will actively take the initiative to have conversations with Mandarin native speakers if students meet native speakers without having to be told first so that their Chinese language skills can be trained.

Question	Answer Option	Frequency	Percentage
I want to learn to speak Mandarin well so that I can go abroad especially to China..	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	1	3,3%
	S = Agree	14	46,7%
	SS = Totally agree	14	46,7%
Total		30	100

Table 10. Analysis of questionnaire question no.10

The table above is question number 10 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 1 student (3.3%) chose neutral, as many as 14 students (46.7%) chose agree, and as many as 14 students (46.7%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree to the statement that students want to learn to speak Mandarin well in order to go abroad, especially to China. With the choice of the majority who agree to the statement, it can be concluded that students wish to go abroad, especially to China and can communicate directly with Mandarin native speakers using Mandarin.

Question	Answer Option	Frequency	Percentage
I look for additional Chinese learning materials other than textbooks.	STS = Totally disagree	1	3,3%
	TS = Disagree	1	3,3%
	N = Netral	5	16,6%
	S = Agree	13	43,3%
	SS = Totally agree	10	33,3%
Total		30	100

Table 11. Analysis of questionnaire question no.11

The table above is question number 11 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 1 student (3.3%) chose strongly disagree, as many as 1 student (3.3%) chose disagree, as many as 5 students (16.6%) chose neutral, as many as 13 students (43.3%) chose agree, and as many as 10 students (33.3%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree on the statement that students look for additional Chinese language learning materials other than textbooks. This shows that students have a high determination in learning Chinese so that they look for additional material other than books. Students do not rely on just one source but continue to look for material from various sources.

Question	Answer Option	Frequency	Percentage
I like listening to Chinese songs.	STS = Totally disagree	-	-
	TS = Disagree	2	6,6%
	N = Netral	10	33,3%
	S = Agree	11	36,6%
	SS = Totally agree	7	23,3%
Total		30	100

Table 12. Analysis of questionnaire question no.12

The table above is question number 12 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 2 students (6.6%) chose disagree, as many as 10 students (33.3%) chose neutral, as many as 11 students (36.6%) chose agree, and as many as 7 students (23.3%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree on the statement that students like to listen to Chinese songs. This shows that students not only listen to Indonesian or English songs, but also listen to Chinese songs.

Question	Answer Option	Frequency	Percentage
I practiced correct and precise Chinese pronunciation.	STS = Totally disagree	-	-
	TS = Disagree	-	-
	N = Netral	5	16,6%
	S = Agree	17	56,6%
	SS = Totally agree	8	26,6%
Total		30	100

Table 13. Analysis of questionnaire question no.13

The table above is question number 13 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 5 students (16.6%) chose neutral, as many as 17 students (56.6%) chose to agree, and as many as 8 students (26.6%) chose

strongly agree. From the table above, it can be seen that the majority of students chose to agree on the statement that students practice correct and precise Chinese pronunciation. That way it can be concluded that students practice using good and correct Chinese pronunciation in accordance with guidelines and recommendations.

Question	Answer Option	Frequency	Percentage
I am able to do Chinese problems.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	10	33,3%
	S = Agree	15	50%
	SS = Totally agree	4	13,3%
Total		30	100

Table 14. Analysis of questionnaire question no.14

The table above is question number 14 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that 1 student (3.3%) chose neutral, 10 students (33.3%) chose neutral, 15 students (50%) chose agree, and 4 students (13.3%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree for the statement that students are able to work on Chinese questions. This means that students are able to work on Chinese language problems with their own efforts and learning outcomes.

Question	Answer Option	Frequency	Percentage
I was confident in my work on the Chinese exam.	STS = Totally disagree	-	-
	TS = Disagree	3	10%
	N = Netral	10	33,3%
	S = Agree	12	43,3%
	SS = Totally agree	5	16,6%
Jumlah		30	100

Table 15. Analysis of questionnaire question no.15

The table above is question number 15 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 3 students (10%) chose disagree, as many as 10 students (33.3%) chose neutral, as many as 12 students (43.3%) chose agree, and as many as 5 students (16.6%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree with the statement that students are confident in their work during the Chinese exam. This is motivated by the high determination of students in learning Chinese so that when taking the exam, they are confident in the answers they give on the answer paper.

Question	Answer Option	Frequency	Percentage
I submit my assignments on time.	STS = Totally disagree	-	-
	TS = Disagree	1	3,1%

	N = Netral	3	9,3%
	S = Agree	15	46,8%
	SS = Totally agree	13	40,6%
Total		32	100

Table 16. Analysis of questionnaire question no.16

The table above is question number 16 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into intrinsic factors and shows that as many as 1 student (3.1%) chose disagree, as many as 3 students (9.3%) chose neutral, as many as 15 students (46.8%) chose agree, and as many as 13 students (40.6%) chose strongly agree. The majority of students chose to agree and strongly agree for the statement that students submit assignments on time. Thus it can be concluded that students do not procrastinate the homework given by the lecturer, when the deadline for collection is close, students immediately collect the assignments given.

Question	Answer Option	Frequency	Percentage
My parents' assistance helped me learn Chinese.	STS = Totally disagree	-	-
	TS = Disagree	4	12,9%
	N = Netral	15	48,3%
	S = Agree	9	29%
	SS = Totally agree	3	9,1%
Total		31	100

Table 17. Analysis of questionnaire question no.17

The table above is question number 17 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 4 students (12.9%) chose disagree, as many as 15 students (48.3%) chose neutral, as many as 9 students (29%) chose agree, and as many as 3 students (9.1%) chose strongly agree. The majority of students chose neutral on the statement that parental assistance helps me learn Chinese, which means that parental assistance does not really have an impact on the learning process of students. This also shows that students' motivation in learning Mandarin is high enough so that the presence or absence of parental assistance does not really affect student learning.

Question	Answer Option	Frequency	Percentage
Attention from my parents has been very helpful in the development of my Chinese language learning.	STS = Totally disagree	-	-
	TS = Disagree	2	6,6%
	N = Netral	9	30%
	S = Agree	11	36,6%
	SS = Totally agree	8	26,6%
Total		30	100

Table 18. Analysis of questionnaire question no.18

The table above is question number 18 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 2 students (6.6%) chose disagree, as many as 9 students (30%) chose neutral, as many as 11 students (36.6%) chose agree, and as many as 8 students (26.6%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree on the statement that parents' attention really helps the development of students' Chinese language learning. That way, it can be concluded that what students need when learning Chinese is not assistance from parents but parental attention. Sufficient attention is able to motivate students to study Chinese more diligently and diligently.

Question	Answer Option	Frequency	Percentage
A clean classroom makes me excited to learn.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	1	3,3%
	S = Agree	13	41,9%
	SS = Totally agree	15	48,3%
Total		31	100

Table 19. Analysis of questionnaire question no.19

The table above is question number 19 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 1 student (3.3%) chose neutral, as many as 13 students (41.9%), and as many as 15 students (48.3%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree with the statement that a clean class makes me eager to learn. With the majority choosing to agree and strongly agree, it shows that a clean class can increase students' learning motivation so that they are more enthusiastic about learning Mandarin.

Question	Answer Option	Frequency	Percentage
The help from my college friends really helps me if I have difficulties in learning Chinese.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	4	13,3%
	S = Agree	14	46,6%
	SS = Totally agree	11	36,6%
Total		30	100

Table 20. Analysis of questionnaire question no.20

The table above is question number 20 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 4 students (13.3%) chose neutral, as many as 14 students (46.6%) chose agree, and as many as 11 students (36.6%) students chose strongly agree. From the table

above, it can be seen that the majority of students chose to agree and strongly agree on the statement that help from campus friends is very helpful if students have difficulty in Chinese. This shows that students extend help to their friends who find difficulties when learning Chinese such as re-explaining and helping to elaborate further on material that is not understood.

Question	Answer Option	Frequency	Percentage
Praise from lecturers for my achievements is very helpful in improving my command of Chinese.	STS = Totally disagree	1	3,3%
	TS = Disagree	-	-
	N = Netral	4	13,3%
	S = Agree	14	46,6%
	SS = Totally agree	11	36,6%
Total		30	100

Table 21. Analysis of questionnaire question no.21

The table above is question number 21 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student chose (3.3%) chose strongly disagree, as many as 4 students (13.3%) chose neutral, as many as 14 students (46.6%) chose agree, and as many as 11 students (36.6%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree and strongly agree on the statement that praise from lecturers for my achievements is very helpful in improving mastery of Mandarin. This shows that the praise given by lecturers to students for their achievements is able to increase students' motivation to learn Mandarin so that students' mastery of Mandarin can increase.

Question	Answer Option	Frequency	Percentage
When I had difficulties in learning Chinese the lecturer helped me.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	5	16,6%
	S = Agree	14	46,6%
	SS = Totally agree	10	33,3%
Total		30	100

Table 22. Analysis of questionnaire question no.22

The table above is question number 22 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 5 students (16.6%) chose neutral, as many as 14 students (46.6%) chose agree, and as many as 10 students (33.3%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree and strongly agree on the statement that when students have difficulty learning Mandarin, lecturers help overcome these learning difficulties. thus it can be concluded that lecturers guide students when they encounter learning difficulties. If difficulties are

found in the material, the lecturer is very open to discussing with students so that students can understand the material.

Question	Answer Option	Frequency	Percentage
I want to learn Mandarin well, as it will be very helpful for my future.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	-	-
	S = Agree	14	46,6%
	SS = Totally agree	15	50%
Total		30	100

Table 23. Analysis of questionnaire question no.23

The table above is question number 23 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 13 students (46.6%) chose agree, and as many as 15 students (50%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree and strongly agree on the statement that students want to learn Chinese well, because it will greatly help their future. This shows that students have the assumption that if they can speak Chinese then they will help their future, which means that students see the potential need for Chinese in the future. Therefore, they learn Chinese well.

Question	Answer Option	Frequency	Percentage
Learning Chinese is important to me because it helps me to get a good job in the future.	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	-	-
	S = Agree	15	50%
	SS = Totally agree	14	46,6%
Total		30	100

Table 24. Analysis of questionnaire question no.24

The table above is question number 24 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 15 students (50%) chose agree, and as many as 14 students (46.6%) chose strongly agree. From the table above, it can be seen that the majority of students choose to agree and strongly agree on the statement that learning Mandarin is important for students because it helps to get a good job in the future. That way it can be seen that students realize the need for Chinese in the world of work, so they study Chinese to get a good job in the future.

Question	Answer Option	Frequency	Percentage
Learning Mandarin is the answer to the labor market's need for future experts,	STS = Totally disagree	-	-
	TS = Disagree	1	3,3%
	N = Netral	3	10%

especially in the Central Java region.	S = Agree SS = Totally agree	17 9	56,6% 30%
Jumlah		30	100

Table 25. Analysis of questionnaire question no.25

The table above is question number 25 of the 25 questions contained in the questionnaire distributed to Mandarin Language Education students at Semarang State University. This question is also still classified into extrinsic factors and shows that as many as 1 student (3.3%) chose disagree, as many as 3 students (10%) chose neutral, as many as 17 students (56.6%) chose agree, and as many as 9 students (30%) chose strongly agree. From the table above, it can be seen that the majority of students chose to agree on the statement that learning Mandarin is the answer to the labor market's need for experts in the future, especially in the Central Java region. This shows that students realize that the need for Mandarin in the Central Java job market in the future is increasing, so students prepare for this by learning Mandarin from now on to answer the needs of Mandarin language experts in the market in the future, especially in the Central Java area.

CONCLUSIONS

Based Based on the research conducted on intrinsic factors and extrinsic factors that influence the employment needs of Mandarin Language Education students at Semarang State University, the conclusions that can be drawn are:

Intrinsic factors that answer the labor market needs for Chinese language experts are the willingness of students to study Chinese in depth and desire to learn Chinese through various media, not only from textbooks provided by the campus. Students are willing to learn Chinese through electronic media, songs, movies, etc. Students' desire to practice pronunciation with good consonants and tones and students' desire to practice Mandarin with native Bamboo Curtain countries are intrinsic factors that are able to answer labor market needs for Chinese language experts. The extrinsic factor that influences work needs is students' knowledge of the state of the economy in Central Java which is growing rapidly where investors from China come to build the economy. This situation motivates students to learn Mandarin with the assumption that Mandarin language skills will help them have a better future because the job market in Central Java is in need of many Mandarin language experts.

The influence of intrinsic factors on work needs is different for each indicator. The health indicator has a correlation number of 0.30 or not very influential, the motivation indicator has a correlation number of 0.85 or has a fairly high influence because of the motivation that can encourage students to want to learn Mandarin, talent has a correlation number of 0.75 or quite influential depending on how students' attitudes towards their talents will be developed so that their Chinese language skills increase or not, then attitudes have a correlation number of 0.45 or have a low influence. The correlation number of extrinsic factors is also divided according to the indicators it has. The family indicator has a low correlation number of 0.15, the campus indicator has

a low indicator of 0.20, the teacher/lecturer indicator has a fairly low correlation number of 0.35, then the environmental needs indicator has the highest correlation number of 0.90.

RECOMMENDATIONS

The suggestion that can be given after this research is to develop lesson plans. The lesson plans that must be developed are courses that have a direct impact on the world of work, such as translation techniques, business conversations, etc. By giving such courses and developing lesson plans in accordance with student needs, it is the same as helping students get a bright future considering that the majority of Mandarin Language Education students at Semarang State University take this study program because they know the state of the labor market needs for Chinese language experts. Therefore, the development of lesson plans according to student needs is needed so that educators can monitor the development of student learning in a structured manner and can develop Chinese language skills in more depth. The indicators contained in the lesson plan can be arranged by compressing the training schedule, practice schedule, etc. so that students are able to polish their abilities, so that when they are deployed in the world of work, students have no difficulty in adapting.

FURTHER STUDY

Considering the researchers' own limited knowledge and skills, the researcher has come to the realization while producing this article that there are still numerous deficiencies in language, writing, and presentation style. As a result, the researcher anticipates helpful critiques and recommendations from a range of sources to ensure the piece is flawless.

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