Analysis of the Need for Teaching Materials for Japanese Writing Courses (Sakubun II) Based on 21st Century Skills

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Article Info	Abstract
	This study aims to collect the information needed to find a form of teaching material that fits the needs of students and the demands of a new 21st-century skill-based curriculum in writing courses at the basic secondary level (Sakubun II). The research method used is R&D with a mixed approach. These qualitative and quantitative approaches aim to describe the needs of students, lecturers, and study programs for writing teaching materials following the 21st-century curriculum. Data collection techniques were carried out in three ways: reviewing documents, questionnaires, and observation. The results showed that the Japanese Language Education Study Program FBS UNJ needed teaching materials focused on achieving writing skills and could also motivate students to have ideas and be creative in writing easily. Regarding the structure of teaching materials, various teaching materials are needed to encourage students to write in digital literacy discourse. From the questionnaire results, three needs were found at the top level, namely the need for teaching materials that focus on critical thinking skills, creativity, and basic literacy, so the portion of activities that can accommodate these needs must be enlarged.

INTRODUCTION

The increasingly rapid development of the world of science and technology is changing the teaching system into an era of change that is no less rapid, including in the field of language teaching. Language teaching must be done effectively because language is a communication tool used in social life. This aims to prepare graduates to have high competitiveness as basic knowledge to participate in the industrial world and society.

Therefore, teachers and other educational practitioners are encouraged to review their learning practices to align with the needs and characteristics of the current developing era. According to Nurhidayati (2018), one of the primary keys to successful teaching practice is the quality of the teaching materials used in the learning process. Teaching materials have a central role in the teaching and learning process and function to convey knowledge and develop students' skills and abilities (Nurhidayati, 2018).

The basis for developing teaching materials needed is based on 21st-century skills known as 4Cs, consisting of communication, collaboration, creativity, and critical thinking. These 4C skills manifest the four pillars of Learning initiated by UNESCO in 1996: learning to know, learning to do, learning to be, and learning to live together. The 4Cs concept (collaboration, communication, creativity, critical thinking) was coined in 2002 by the Partnership for 21st Century Skills. This educational institution collaborates with the United States Department of Education and several well-known companies and organizations. Schools that focus on these 4Cs skills will be able to prepare their students to face the challenges of the 21st century (McGraw et al., 2018).

Takeda (2016) added that focusing on 21st-century global education, the American Council on the Teaching of Foreign Languages (ACTFL) established World-Readiness Standards where the standards highlight literacy, real-world applications, and 21st-century skills to help students communicate effectively with competence in 2 local and global communities. National standards have five objectives (5Cs): Communication, Culture, Connections, Comparisons, and Communities (Takeda, 2016). Meanwhile, 21st-century skills, as stated in Miller (2015), are 6C which include Critical thinking, Collaboration, Communication, Creativity, Citizenship/Culture, and Character Education/Connectivity (Uzoamaka, 2020).

Writing activities in second language teaching are usually considered secondary skills whose value lies below the ability to listen, speak, and read. According to Ghazali (2010), developing second language writing, just like spoken language, requires understanding how to combine linguistic components (knowledge of vocabulary, grammar, orthography, and genre structure) to produce a text. In writing, a writer must guess what the reader already knows and does not know about the topic he is writing about (Ghazali, 2013).

Sutedi (2008) stated that Japanese language and literature education study program students have the skill of writing in Japanese as one of four other language skills (Sutedi, 2008). At the higher education level, especially in the Japanese Language Education Study Program at Jakarta State University, since the implementation of the new 2013 curriculum, which is based on the Indonesian National Qualifications Framework (KKNI) and JF Standards, students are required to take several courses related to writing from semester 1 to 6th semester.

In Japanese language education, there are three writing skills: writing letters (Kana and Kanji letters), writing sentences, and writing a story or essay. These three things are respectively called hyouki (表記), bunsaku (文作), and sakubun (作文). Practice writing letters, from hiragana, katakana to kanji, including hyouki.

At the UNJ Japanese Language Education Study Program, kanji is used as a course title to instill skills in reading and writing Japanese letters, especially kanji. Sentence writing exercises are usually done after grammar or sentence structure material is given and are generally carried out in Bunpou courses. Many

higher education institutions make sakubun a separate UNJ PBJ Study Program course. The aim is to instill writing skills in creating an essay ranging from simple to more complex.

Many studies of teaching materials for learning to write Japanese have been carried out in development research. Kitao (1997) explains that language teaching has five crucial components: students, teachers, teaching materials, teaching methods, and evaluation. Language teaching and students must be the center of teaching these five elements. However, instructional materials often control teaching, as teachers and students rely heavily on them. Teaching materials appropriate for a particular class need a teaching philosophy, approach, methods, and techniques that suit the students and their needs. Teachers need to look for suitable materials, both commercial and non-commercial, at all times (Kitao & Kitao, 1997).

In the results of their research, Wulandari & Saragih (2018) also saw the importance of teaching materials that present students' abilities to produce work following their learning experiences or the materials they have studied but have concepts outside the book following realm C6 of Bloom's Taxonomy, namely creating. The abilities in question aim to explore the learner's creativity and dig deeper into a learner's proficiency in language activities. Therefore, to complete the C6 qualification, teachers can compose assignments requiring students to create work (Wulandari & Saragih, 2018).

Refnaldi (2018) discusses the development of language scaffolding materials in writing activities based on a genre-based approach. "Scaffolding," in this case, supports students in building their understanding of a text and their linguistic competence to create it. Materials provide input, assignments, and instructions that can be used to encourage and challenge students. The discussion will focus on developing material about the four main scaffolding steps for English Department students. These are language familiarization, model analysis and manipulation, controlled composition, and guided design (Refnaldi, 2018).

Meanwhile, Fitri Asih (2017) found that the teaching material-based approach process of the Japanese descriptive writing model developed was effective for application in teaching and learning writing activities in the second semester of the Japanese Language Education Study Program at Jakarta State University (Asih, 2017). However, in previous research, Kanokpermpoon (2015) shows various technologies to choose from in teaching and learning languages in the 21st century, namely through offline and online media. Teachers and students who are digital immigrants can benefit from integrating technology into their Learning and teaching. If only these teachers and students understood the importance of and practiced e-learning teaching (Kanokpermpoon, 2015). Takeda (2016) also provides alternative input for language learning in the 21st century using Project Learning, which makes students think creatively and critically in the real world (Takeda, 2016).

The results of research related to the analysis of needs for writing teaching materials by Sumarsono (2017) show that students' learning needs include material enriched with images, academic writing, tourism-related topics, cooperative Learning, and theory-based writing materials. The findings are used as a basis for knowledge for developing writing materials for students (Sumarsono et al., 2017).

Sakkir et al. (2021) found that needs analysis was the basis for developing Facebook-based writing course modules to link the material to student needs, levels, and lecturer perceptions. Second, the lecturer's desire in teaching writing is to improve students' understanding of the material. Third, the existing material is not suitable for students. They prefer learning facilitated by electronic social media, Facebook, so that they will be more motivated in writing (Sakkir et al., 2021).

Based on the results of previous research described above, research on teaching materials for learning to write Japanese at the shouchuu (basic-intermediate) level is still very lacking. Based on initial observations and interviews with lecturers, it is known that the Sakubun II course still needs to have a particular textbook, and the

material taught in the syllabus still overlaps with the Sakubun course in the semester before or after. This research was conducted to examine and understand the objective conditions of Japanese writing teaching materials in the Sakubun II course at the UNJ Japanese Language Education Study Program. This research will also investigate study program needs and student needs for teaching materials for the Sakubun II course in the UNJ Japanese Language Education Study Program. Through these several things, we can provide an alternative explanation to the problems regarding learning to write Japanese in the Sakubun II course. This research can also contribute to preparing the concept of teaching materials for learning to write Japanese in the Sakubun II course as research in the initial stages of needs analysis to develop teaching materials for the Sakubun II course in the UNJ Japanese Language Education Study Program.

Needs Analysis

Needs analysis is considered vital in designing language programs. Needs analysis is a way to collect data about student needs. This follows Songhori (2007) that the idea of needs analysis includes environmental situations; student personal information – some factors that influence learning methods; language learner's information about their current language skills and use; student weaknesses/shortcomings; student needs of the institution; and language learning needs (Sabarun, 2018).

The well-known classic concept of needs analysis used in this research comes from Hutchinson and Walters (1987), who analyzed the target situation from needs, lacks, and wants. Needs are considered as what the student must recognize to obtain what is expected in the target situation. Deficiencies refer to gaps between needs and what students already know and to identify what students want to learn for all intents and purposes (Oktavia & Suwartono, 2020).

Furthermore, another way to differentiate types of needs has been proposed by Brindley (1984), namely objective and subjective. Objective needs are observable factual information about the learner but do not involve

the learner's views, such as the learner's personal background, proficiency, and where or how often the learner uses the target language in real life. Subjective needs reflect the learner's perception of language learning. Learners' views about goals, priorities, desires, expectations, preferences for learning strategies, and participation styles are some components of subjective needs. Both situational and language needs can be based on objective or personal information (Watanabe, 2006).

Teaching Materials Concept

Learning planning contains lesson content broken down into small parts, starting from the primary material (subject matter/topic), the main sub-material (sub-subject matter/subtopic), and the teaching material. This aims to make it easier for students to convey, manage, and reuse it. Learning materials are not only obtained from textbooks but can be obtained from various sources such as print and electronic media related to the subject matter. Learning materials from print media are magazines, newspapers, story books, brochures, or stickers, while learning materials from electronic media are the Internet, television, DVDs, and VCDs. Brown reinforces that there are several learning materials in either text or visual form, namely the teacher's primary book sources, textbooks used by students, realia, homemade paper-based visual aids, and commercially available visual aids (Brown, 2007).

The selection of materials or teaching materials for learning Japanese is based on the needs (ニーズ) and readiness (レディネス) of students because teaching materials specifically show the content of learning to students and are the center of learning activities. According to Takamizawa et al. Japanese language teaching materials are categorized into several types, namely: a) written teaching materials, which include textbooks, additional reading books, various practice texts, grammar explanation books, kanji cards, flashcards, and so on; b) audio and video teaching materials which include tape recorders, videotapes, slides and so on, c) non-language teaching materials which include

pictures, photos, charts, imitation models, natural objects and so on, d) teaching materials which provide information about Japanese people which include newspapers, magazines, television broadcasts, realia, CAI/Computer Assisted Instruction and so on (Hajime, 2004).

Furthermore, Hyland said that writing learning materials play a role in providing stimulus models and supporting the writing process itself. These materials are generally printed, but now, many also appear in audio, visual, computer-based materials, and natural objects. These materials act as input providers and equivalents to the written language students receive in the classroom (Hyland, 2003).

In his research, Ahmed provides an overview of material design, the use of authentic materials in English as a second/foreign language classroom, and their significance for language learners. It was found from this research that authentic and culturally appropriate materials play an important role in teaching a foreign/second language. They enrich traditional lessons and can interest students (Ahmed, 2017).

21st Century Skills in Language Learning

Nurhidayati (2018) provides information and suggestions for ESP teachers to design and develop teaching materials that integrate teaching material development theory in the field of English with 21st-century skills, presenting students with innovative and up-to-date teaching materials and providing knowledge and experience as well as opportunities for students to gain new information through exciting and challenging learning activities and assignments that are appropriate to their level of English proficiency (Nurhidayati, 2018).

Amalia (2017) stated that language teaching in the 21st-century era should focus on interpersonal, interpretive, and presentational mastery. Interpersonal relates to how children find creative and innovative ideas. Interpretative relates to how language learners can grasp the meaning of group speech when discussing or receiving information from the news and so on. Presentational when students can express ideas using the target language both in small and large groups. Therefore, in Indonesian society, language learning and teaching should not be separated from themes of the cultural elements where students live and cannot be separated from pieces of local cultural wisdom (Amalia, 2017).

Meanwhile, Kanokpermpoon (2015) highlighted that the emergence of information technology is essential in changing how language learners learn today. Various studies show that teachers can choose to use any media, whether from offline or online technology. 21st-century learners demonstrate that their performance in learning through any technology is possible. Therefore, it is the job of language teachers to embed technology in their language learning and teaching. Students must also be ready to invest in skills appropriate for the 21st century (Kanokpermpoon, 2015).

Takeda (2016) also recommends project-based Learning as an alternative to 21st-century skills-based Japanese language learning. The entire learning process represents national standards and 21st-century learning concepts in a natural setting. Topics relevant to the real world and group projects that encourage students to be 'collaborative,' 'flexible,' and 'adaptable' to diversity' (Takeda, 2016).

Menggo's (2022) findings show that target student needs include needs, deficiencies, and desires, while learning needs include input, procedures, settings, students' roles, and lecturers' roles in the teaching and learning process. Student learning goals and needs emphasize developing English language materials that enhance 21st-century educational skills. English language materials should be adapted to meet students' future career needs, emphasizing eleven 21st-century educational sub-skills (Menggo et al., 2022).

In this research, we will find out what 21st-century learning skills are appropriate to students' learning objectives and character in learning to write at the elementary-intermediate level. Next, it will be a guideline for choosing writing themes close to the environment and students' daily lives.

METHOD

This research uses a qualitative method by describing the current condition of teaching materials, as well as a quantitative approach to present the results of an analysis of student needs.

Data collection techniques are carried out in three ways: (a) Document Review to determine the condition of existing teaching materials. The document in question is the syllabus for and teaching materials for the Sakubun II course, which are currently being used. (b) Questionnaires were distributed to students who have passed the Sakubun II course, namely students in semesters VI and IX, to gather information from students regarding the need for teaching materials for the Sakubun II course, and (c) Observations were carried out in every even semester from 2019 until now in 2023, to observe the suitability of existing teaching materials with needs.

RESULT AND DISCUSSION

The research results will describe the findings from the data collection that has been carried out, including conclusions from document reviews, findings from questionnaire results, and findings from observations made by lecturers who use writing teaching materials for the Sakubun II course.

Writing Course Intermediate Level Syllabus

The document reviewed was the syllabus for the basic-intermediate level writing course in the UNJ Japanese Language Education Study Program. The UNJ Japanese Language Education Study Program uses the KKNI curriculum and the Independent Learning Campus (MBKM) curriculum. To follow up on the Minister of Education and Culture's policy regarding the Independent Learning Campus Independent curriculum through Minister of Education and Culture Regulation No. 3 of 2020 concerning Education Standards in Higher Education, the Japanese Language Education Study Program revised the curriculum at the end of semester 112 (end of 2019).

The curriculum revision resulted in several changes written in the Semester Learning Plan (RPS) document, namely in the graduate profile, graduate learning outcomes, curriculum structure, number of credits, and course descriptions. The competencies required in forming a graduate profile are also linked to developing 21st-century skills. Critical, creative thinking, problem-solving, collaborative, communicative, and digital literacy abilities are highlighted in the 2020 FBS Japanese Language Education Study Program curriculum. This directly impacts changes in teaching materials and learning methods that will be used.

The Sakubun II course is a basic-intermediate level writing course in semester IV, a continuation course from Sakubun I. The description of the Sakubun II course, as written in the 2020 Academic Guidebook (BPA), is a course that aims to enable students to write. Simple essays with rather long sentences use various types of sentences, for example, Ikenbun, Kanshoubun, and Houkokubun, equivalent to level A2.2-B1.1 JF Standard. The theme of the essay is about everyday life around students related to work, school, and hobbies. The learning methods used are collaborative, discussion, and CBL methods.

The description of courses in the previous curriculum is similar. These courses aim to train students to write short notes or messages and short letters equivalent to the B1.1 JF Standard in simple sentences. The description of courses in the previous curriculum is similar. These courses aim to train students to write short notes or messages and short letters equivalent to the B1.1 JF Standard in simple sentences.

However, based on the description above, it can be seen that in the old curriculum, the priority skill was students' ability to write, not non-technical skills, whereas 21st-century skills prioritize non-technical abilities (soft skills) in addition to technical abilities (hard skills). Both complement each other to meet students' competency needs to compete in the world of work in the global era. This follows research results on the importance of mastering 21st-century skills for the needs of users of UNJ Japanese Language Education Study Program graduates in the world of work (Rismorlita et al.,

2021).

**Need Analysis for Teaching Materials**

The questions on the questionnaire are prepared based on the demands of 21st-century skills, as stated previously. Next, the questionnaire was validated by a Japanese writing learning expert (Sakubun). Questionnaires were distributed to 100 FBS UNJ Japanese Language Education Study Program students from 24-29 October 2022. The following is a grid table for the questionnaire (Table 1).

Table 1. Questionnaire Grid

| No.	21st Century Skills	Measured Aspects	Question Items
1.	Basic Literacy	Hiragana literacy	1
		Katakana literacy	2
		Kanji literacy	3,4,5
2.	Metacognition	Free writing techniques	6
		Technical writing stern	7
		Self-reflection	8
3.	Critical thinking	Determine the topic of the problem to be written about	9,10
		Determine the correct sentence structure/pattern and vocabulary in writing	11,12,13,14,15
		Carrying out evaluations (checks)	16
4.	Problem-solving	Find solutions to problems faced when writing an article/essay text	17,18
5.	Communicative	Express an idea/thought clearly through an article/essay	19,20
		Express opinions/ideas on a problem clearly through articles/essays	21,22
6.	Collaboration	Project-based assignments	23,24,25,26
7.	Creativity	Be open-minded and responsive to	27,28
		new and different perspectives in creating an article/essay	
		Produce originality and novelty in creating an article/essay	29
		Combine suggestions for solving a problem in the form of an article/essay	30
8.	Digital Literacy	Utilize technology as a learning medium or look for references in writing articles/essays	31,32,33,34,35,36
		Look for new language terms	37,38,39
		Critically evaluate writing techniques in the media	40

Furthermore, based on the questionnaire results, it can be depicted in the following picture. The image is presented as a summary of the questionnaire results per category according to the questionnaire grid as follows.
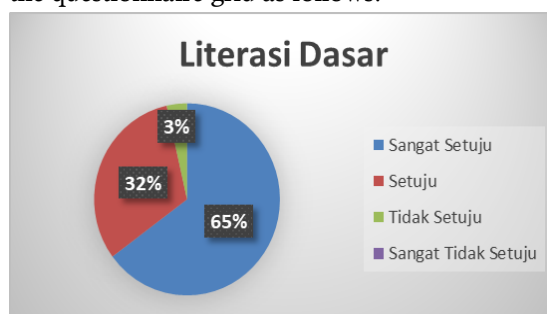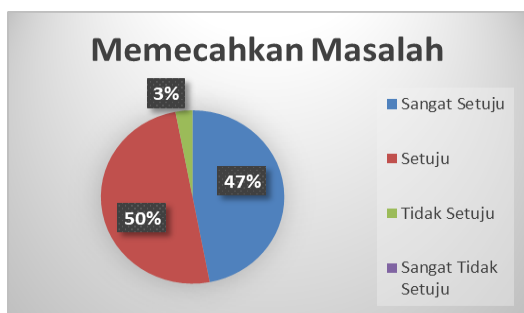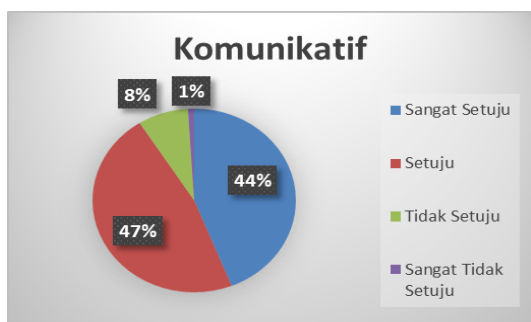

Picture 1. Basic Literacy Skills Needs Data
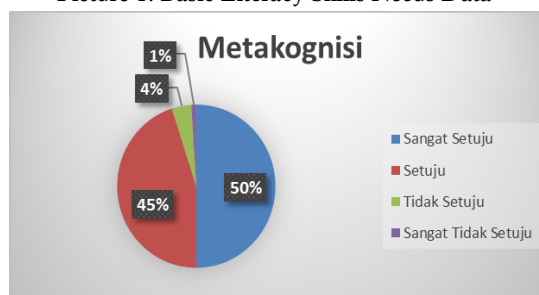
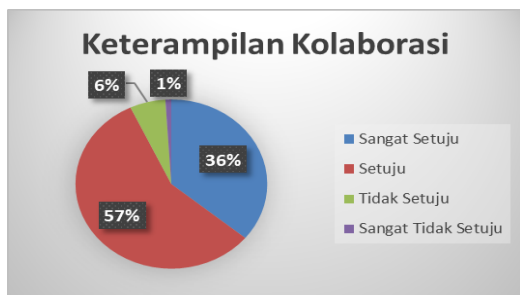Picture 2. Metacognition Skills Needs Data
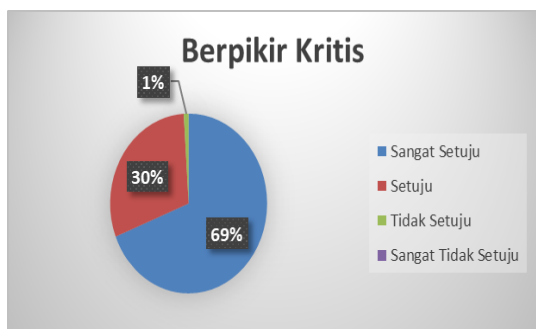
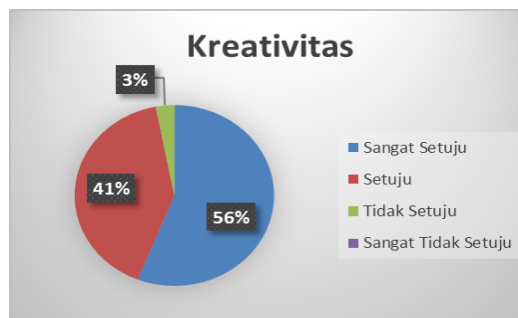Picture 3. Data on the Need for Critical Thinking Skills

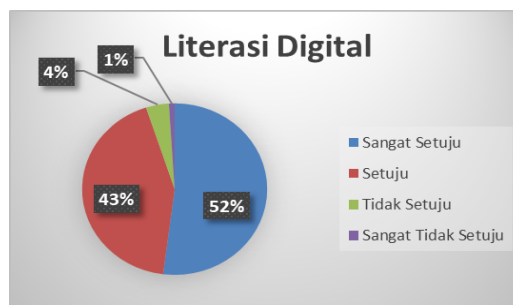Picture 4. Data on the Need for Problem-Solving Skills

Picture 5. Data on Communicative Skills Needs

Picture 6. Collaboration Skills Needs Data

Picture 7. Data on Creativity Skills Needs

Picture 8. Digital Literacy Skills Needs Data

Sakubun II Course Observation Result

Observations were conducted on several lecturers teaching the Sakubun II course, including the research team (2020 and 2022) and two other lecturer teams (2019 and 2021). The Semester Learning Plan (RPS) used in the even semester of 2019-2020 is the RPS of the KKNI curriculum, while the even semester of 2021-now uses the RPS of the MBKM curriculum. In the experience of teaching for two semesters with a different curriculum, the researcher saw several changes in teaching materials, methods, and learning activities.

The teaching materials used still need to be made available, so the teaching lecturers must search from various sources according to the material written in the RPS. Due to the conditions during Learning during the pandemic, Learning is carried out online, so most of the teaching material is taken from the Internet.

Regarding the systematics or structure of teaching materials, because teaching materials have been a compilation of writing material from various sources, there is no uniform structure in each learning material. Regarding the content of teaching materials, the proportion between input and writing activities as output is not balanced.

Apart from that, there still needs to be more activities that foster critical thinking skills, collaboration, and digital literacy.

Based on the findings of documents, questionnaires, and observations, it is known that writing teaching materials at the basic-intermediate level that meet 21st-century skills is very necessary. Apart from training students' writing skills, another factor that needs to be considered is how best the existing teaching materials can motivate students to have ideas and creativity to put them into writing quickly. This is supported by Hyland's statement that writing learning materials provide stimulus and models and support the writing process (Hyland, 2003). Regarding the structure of teaching materials, varied teaching materials are needed to encourage students to write in digital literacy discourse. This is necessary so that writing activities, one of the productive skills, can be fulfilled proportionally.
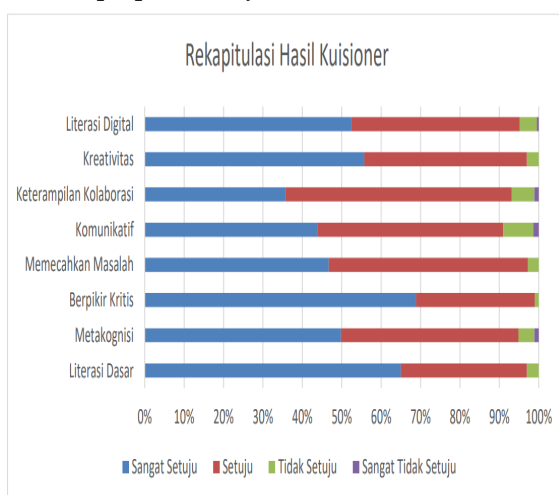
Picture 9. Recapitulation of Student Needs for Writing Skills for Elementary-Intermediate Level

From the image of the recapitulation of student needs above, it is known that critical thinking skills are the highest need for elementary-intermediate level students in learning to write. This skill is vital because writing requires various ideas and insights from knowledge or information obtained through receptive skills (reading and listening). Critical thinking skills are needed to handle problems in determining goals, collect and organize information data following the theme, understand and use appropriate and clear language to create an essay framework, and reconstruct belief patterns based on extensive experience in developing an essay framework into an essay that is easy to understand so that the message in writing is conveyed well to the reader.

Followed next are creativity skills. Creativity involves thinking aimed at producing ideas or products that are relatively new and interesting. Writing composition requires creativity so that students have the imagination to compose and process a piece of writing based on reality or events seen, heard, and felt. In today's digital era, it is beneficial for teachers to prepare teaching materials in images/photos, videos/films, and social media. Students can recall events or occurrences recorded in pictures, movies, and writings on social media to develop into paper.

The third required skill is basic literacy skills. Basic literacy includes the ability to write hiragana, katakana, and kanji. Reading or writing 400-500 kanji is required for elementary-intermediate level skills. The conditions of the Industrial Revolution 4.0 have significantly impacted daily life, especially learning activities that depend on technological advances. Likewise, with writing skills, the rise of written discourse in digital form, also presented in digital media, makes it easier for students to obtain knowledge and information. However, on the other hand, this impacts the ability to write Japanese letters manually for Japanese language learners. Even during the pandemic (2020-now), learning activities were carried out online, significantly reducing the opportunity for students to write manually. Therefore, teaching materials that encourage and facilitate students to practice writing manually are needed.

CONCLUSION

Based on the research findings and discussions that have been carried out to answer research problems, it can be concluded as follows. (a) The current condition of basic-intermediate level Japanese writing teaching materials still needs to be made available, so each teaching lecturer must search from various sources

according to the material written in the syllabus. Due to the conditions of Learning during the pandemic, Learning is carried out online, so most of the teaching material is taken from the Internet. (b) The FBS UNJ Japanese Language Education Study Program requires teaching materials focusing on achieving writing skills and how best to make the teaching materials. It can also motivate students to have ideas and creativity to put them into writing quickly. Regarding the structure of teaching materials, varied teaching materials are needed to encourage students to write in digital literacy discourse. This is very necessary so that writing activities, which are one of the productive language skills, can be fulfilled proportionally, and (c) Based on the results of a questionnaire to one hundred students, three needs were found at the top of the list, namely the need for teaching materials that focus on critical, creative and creative thinking skills—basic literacy. Therefore, the portion of activities that can accommodate these needs must be enlarged in the teaching materials being developed.

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