

Analysis of the Adequacy of Mandarin Textbooks in Indonesia

1st Hudiyekti Prasetyaningtyas
 Post Graduate Program PPS
 Jakarta State University
 Jakarta, Indonesia
 hudiyekti@unj.ac.id

2nd Yumna Rasyid
 Post Graduate Program PPS
 Jakarta State University
 Jakarta, Indonesia

3rd Endry Boeriswati
 Post Graduate Program PPS
 Jakarta State University
 Jakarta, Indonesia

Abstract—Chinese language known as the Mandarin language has been widely taught officially in Indonesia since the year 2000 after been forbidden for about 32 years. The support of government is revealed in the emerge of the curriculum and its syllabus. Indonesian government decided to put the Mandarin language as one of the lessons in The National Curriculum since the year of 2004 (Competencies Based Curriculum) for Senior High School until now. But unfortunately, there is no satisfying textbook that can be fulfilled teacher and student needs. This paper describes the achievement and insufficient of Mandarin language teaching materials published in Indonesia, especially in Jakarta from the year 2000 until 2018. The field of this study includes the numbers and kinds of teaching materials, the performance, and content, and also whether they could be a good source to achieve communication skills as the final goal of language teaching. All data is collected by field observation to some bookstores and online bookstores, questionnaires and also an interview with teachers. The data analysis result shows that there are significant numbers of Mandarin teaching materials covered by a good looking and eye-catching cover and also so many kinds of teaching materials separated by language skills. Besides these facts, there is a lot of insufficient regarding the existence of a textbook that can be used in the classroom. This insufficient especially regarding the numbers of the textbook and also the material content that there is no conformity with basic competencies listed in the Curriculum, especially Curriculum 2013 which is applied in recent years.

Keywords: *Mandarin textbook, achievement, insufficient, basic competencies, conformity*

I. INTRODUCTION

Richards (2001: 251) stated that teaching materials whether is textbooks or teachers prepared materials are key components in most language programs. The existence of a textbook in teaching is a must, it cannot be separated or lack, for the textbook is one element of the teaching links. Chinese language textbook is not excluded.

Based on historical fact, Chinese language teaching in Indonesia (here refers to the Mandarin language – China national language) had been forbidden for about 32 years according to President Instruction (Inpres) No. 14 the year 1967. For more than three decades the Chinese language cannot be taught openly in society. A very few families still used the Chinese language only internally in the family or Chinese activity but not using it outside. For years, nor oral language neither Chinese character could show in public. There is only two education institution have to license to

teach the Chinese language regarding political needs and issues, the University of Indonesia (since 1950) and Darma Persada University (since 1986).

In the year of 2000, President Abdurahman Wahid issued the Presidential Decree (Keppres) No. 6 the year 2000 to cancel President Instruction No. 14 the year 1967. Since then, the Chinese language starts to be taught openly in many education institutions (formally, informally). The Chinese language is not taught in the family as the first language anymore but as a foreign language.

The situation stated above caused some problems. One of these problems is short of Chinese language textbooks (Sutami, 2012: 222-223). Chinese language learners used to learn the Chinese language by using imported books. Only a few teachers dare to compile their books.

Sutami stated that many Indonesian Chinese language textbooks cannot afford a standard Chinese language nor Indonesian language, and there are also still have many mistakes in the *Hanyu Pinyin* writing system and Chinese/Indonesian grammar (Sutami, 2012: 224).

There are many schools, from Kindergarten to Senior High School to university and also language course open classes to afford Chinese language learning. Teachers come from many parts of society. Some of them are graduated from the University of Indonesia and Darma Persada University, some more come from Chinese language background family. None of these teachers has an educational background to teach the Chinese language.

To support teaching and learning activity, some teachers and institutions started to compile their teaching material. The first textbook published is *Bahasa Mandarin Tingkat Dasar* (初级汉语课本), published by Darma Persada University in 1999. After then, there are many books published in bookstores as Chinese language teaching materials. Many of them tried to afford the missing generation of Chinese language knowledge with materials can be used to teach how to communicate in the Chinese language.

Along with this situation and with China's economic growth, the Chinese language is taught everywhere in the world. Indonesian government realizes this fact and supports Chinese language teaching and learning in the education field. The support of government is revealed in the emerge of the curriculum and its syllabus. Indonesian government decided to put the Mandarin language as one of the lessons in The National Curriculum for Senior High School since the year of

2004 (Competencies Based Curriculum), 2006 (KTSP – Education Unit Level Curriculum), and 2013 (Curriculum 2013).

In Curriculum 2004 and 2006, the competencies including four language skills: Listening, Speaking, Reading and Writing. The competencies and learning material topic is as below:

TABLE 1. CHINESE LANGUAGE

Language Skill	Competencies	Topic
Listening		
1.1 Identifying <i>Hanyu Pinyin</i> (Latin system for Chinese character)	<ul style="list-style-type: none"> Identifying Final <i>yunmu</i> and Initial <i>shengmu</i>. Identifying tone and tone changes. Identifying neutral tone <i>qingsheng</i>. Identifying retroflex sound and suffix “-r”. 	Self-identity, school life, family life, works and profession, hobbies, shopping, simple short conversation, simple short oral text, and songs with vocabulary, grammar, and communicative speech according to context.
1.2 Getting information from simple statement/sentence (orally)	<ul style="list-style-type: none"> Determining the theme of the text. Determining global information according to text (exp.: name, person, place). Determining selective information according to oral text. Determining detail information according to the text. Determining keywords according to text. 	
Speaking		
1.3 Spelling words correctly	<ul style="list-style-type: none"> Answering questions about certain information. Answering a question about text content in detail. Pronouncing words correctly. Pronouncing words with the correct tone. Pronouncing aspirated and no-aspirated vowel. Pronouncing blade alveolar sound and blade palatal. Spelling things around. Spelling sound “er” and suffix “-r” incorrect. 	Self-identity, school life, family life, works, and profession, hobbies, shopping, simple short conversation, simple short oral text, and songs with vocabulary, grammar and communicative speech according to context.
1.4 Doing short conversation smoothly	<ul style="list-style-type: none"> Pronouncing communicative speech incorrect intonation. Asking a question of incorrect pronunciation and intonation by context. The answering question incorrect pronunciation and intonation by context. Using speech incorrect pronunciation and intonation by context. Doing conversation smoothly incorrect pronunciation and intonation by context 	

Reading		
1.5 Identifying <i>Hanyu Pinyin</i> (Latin system for Chinese character)	<ul style="list-style-type: none"> Read aloud Final <i>yunmu</i> and Initial <i>shengmu</i> correctly. Read aloud retroflex sound “er” and suffix “-r” correctly. 	Self-identity, school life, family life, works and profession, hobbies, shopping, simple short conversation, simple short oral text, and songs with vocabulary, grammar, and communicative speech according to context.
1.6 Identifying text in context	<ul style="list-style-type: none"> Determining the form of text. Finding out some information about the text globally. Determining the theme of the text. 	
1.7 Finding information from written simple short text	<ul style="list-style-type: none"> Finding out selective information of the text. Finding out detail information about the text. Finding out keywords of text. Interpreting the meaning of words according to context. Interpreting the meaning of speech according to context. Answering a question about selective information of a text. 	
Writing		
1.8 Mastering 80 Chinese character	<ul style="list-style-type: none"> Writing Chinese character correctly with 5 basic strokes. Writing Chinese characters according to the strokes order. Ordering words to be a correct sentence by context. 	Self-identity, school life, family life, works, and profession, hobbies, shopping, simple short conversation, simple short oral text, and songs with vocabulary, grammar and communicative speech according to context.

Curriculum 2013 not specifically mention about the language skills competencies nor the lesson theme, but put some additional parts regarding the integrity and comprehensive competencies that every student must have. The integrity consists of cognitive competence, and psycho motoric competence and affective competence. The language competencies and main teaching material in Curriculum 2013 is as below:

Affective competence state as:

“Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli, gotong royong, kerja sama, toleran, damai, bertanggung jawab, responsif dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan dan pengkodisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.”

Cognitive competence state as:

“Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.”

Psycho motoric competence state as:

“Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.”

Curriculum 2013 listed 25 basic competencies that spread to three-level in Senior High School. Eight basic competencies are in first grade (Class X), ten basic competencies are in second grade (Class XI) and seven basic competencies are in third grade (Class XII). All basic competencies mention teaching and learning material scope, language social function, discourse structure and language elements that have to learn by a student.

As stated before that one element of teaching that cannot be short or lack is teaching materials. Brown (1995: 139) stated that teaching materials should have a very close relationship with the curriculum. But in fact, it is hard to find out a textbook that gets along with the curriculum.

This paper tries to describe the achievement and insufficient published Chinese teaching materials in Indonesia. Especially textbook written by Indonesian teacher/writer by using questionnaires and interviews to some Chinese language teachers in Jakarta and also to some publishers and do field observation to some bookstore and online bookstore. The question asked to teachers is about which books or textbooks they use in the teaching process, the reason to choose the books and how they evaluate the textbooks. The data collected from some bookstores included many kinds of Chinese language books title. The data collected in the two-stage of observation. The first one was held in 2007 observing the publishing of books from 1997 to 2007. The second time was held in 2018 to collect data from 2008 to 2018.

II. METHODS

The methods used in this research is Descriptive Qualitative methods. The writer uses questionnaires and interviews with some Mandarin language teachers in Jakarta and also to some publishers. The question asked to teachers is about which books or textbooks they use in the teaching process, the reason to choose the books and how they evaluate the textbooks. To collect books title and to find out the kind of teaching materials, writers do field observation to some bookstore and online bookstore. This research focused on teaching material published by an Indonesian publishing company and written by Indonesian writers. The data

collected from some bookstores included numbers and kinds of Mandarin language books title. The data collected in the two-stage of observation. The first one was held in 2007 observing the publishing of books from 1997 to 2007. The second time was held in 2018 to collect data from 2008 to 2018.

III. RESULTS AND DISCUSSION

A. Chinese Language Teaching Materials Publishing

Refers to data collected from 1999 to 2018, Prasetyaningtyas (2018) showed that there are 33 publishing companies published 109 titles of Chinese language teaching materials. This number is an achievement, since so many years before there is no Chinese language teaching in Indonesia. Some generations, at least two generations have no knowledge nor skill to communicate in the Chinese language.

Some of the publisher company especially publish Chinese language learning books, some others publish not only Chinese language learning books but have interesting to Chinese language teaching and learning. These companies not only in Jakarta but also in another city.

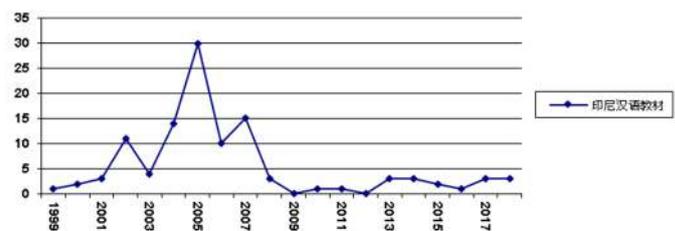


Fig.1 Chinese Language

The data shows us that Chinese language teaching materials found in bookstores or online bookstores have a very good looking book cover. The writers and publishers seem to aware that physics performance including color, pictures or layout has a lot of influence to attract and to motivate learners to study the Chinese language. Especially for children, the color and illustration or picture are so eye-catching.

Based on student competencies, it can be seen that teaching materials also divided into levels of competencies. There are three levels of it. Firstly, zero levels, secondly, intermediate level and thirdly, advanced level. Books found in bookstores and online bookstores try to afford these needs. The data shows that from 109 titles existed, 107 books provide teaching and learning material to the zero level learners, and only 2 books provide teaching and learning material to the intermediate level. Unfortunately, there is not found materials that afford the needs of advanced level. It can be understood because of Chinese language learners mostly just started to learn the Chinese language.

Based on language skills revealed in teaching materials, it can be seen that exercising speaking skill material books are the most. The second place is exercising writing skill books. Third place is exercising reading skill books and reading materials. The fourth place is integrated skill material books. Integrated skill material books usually used in classroom

activities. But the numbers are still a few. Listening skill material cannot be found. According to publishers, the process to make recording materials faces some problems. The problems are the lack of listening skill material, people who can speak Chinese in standard pronunciation, and also the production cost that could be high.

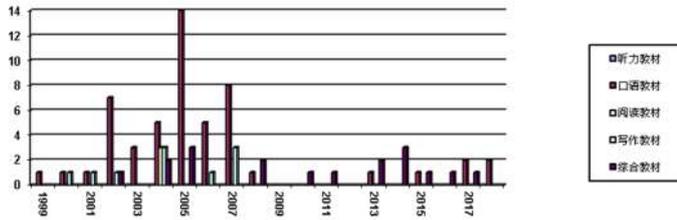


Fig. 2 Teaching Materials Based on Chinese Language Skills
Prasetyaningtyas, 2018: 322

Data collected above shows us that although there is positive achievement regarding the numbers, there are unbalanced numbers of language skill or competence level. There is a sum of children's books, but very few books for adult learners. There is a sum of speaking skill teaching material, but none of the listening skill teaching material.

B. Chinese Language Textbook Condition

As the Chinese language is now widely taught in formal education and informal education institution, one of the elements need to be noticed is textbook. The qualified textbook has a good influence on the teaching result. Creating a textbook has to fulfill some principles to produce a qualified one. The principles to notice are that textbook has to fulfill systematic principle, scientific principle, practical principle, right on target principle and interesting principle (Liu, 2000: 314-318).

From 65 questionnaire filled by teachers, can be understood some facts as below:

Firstly, found 22 textbook used in classroom, but only 5 textbooks are written and published by Indonesian writer or publishing company, named: 《学汉语很容易》, 《简学汉语》, 《高级汉语》 (Mahir Mandarin), 《高级汉语》 (Bahasa Mandarin SMA), and 《欢乐学汉语》。 All textbook has an eye-catching cover, good color, properly font size, properly book size and properly book weight. Regarding the content, 57,9 % of teachers said that the content is simple, easy, close to learners' life, up to date and consisting of ICT knowledge.

Secondly, from 65 teachers mentioned above, only 50 % of them choose the Indonesian Chinese language textbook. The cause is that most of them still cannot believe the Chinese language competencies of the writer's. Some of them said being told to a used certain textbooks by the school.

Third, Chinese learning in Indonesia Senior High School is led by the National Curriculum and based on integrated teaching and learning. It means that the textbook should afford the purpose and demand stated in Curriculum. As the purpose of language teaching is to communicate in the language learned, the textbook should consist of all communicative skills, including listening, speaking, reading and writing. More than 50 % of teachers said that the

Indonesian Chinese language textbook mostly stressing speaking and writing skills. The writing skills here means to write a Chinese character. Some of the teachers said that reading character Chinese is also the stressed part, so, the textbook sort of language skills balancing.

Fourth, for most school implemented Curriculum 2013, teachers need to have a textbook which consists of basic competencies listed in the Curriculum. But only 59% of teachers said that textbook content has already included all basic competence. Some other teachers said that the basic competence although existed, but the distribution not just like in the Curriculum. Some other teachers said that there is some basic competence cannot be found in the textbook. Like basic competence for first grade, 3.6 said about instruction, short notice, and warning. Some other teachers said that there is basic competence that is too complicated and too many, so that it cannot be included in the textbook, like Second-grade basic competence 3.8 that demands learners to mastering "Chinese language complement." There are eight complements in the Chinese language. They cannot be taught in one time but has to distribute to all grade in line with the difficulty gradation.

Fifth, there are found some mistakes in explanation, translation, or writing. For example, the explanation of phonetics, character stroke, grammar usage, and explanation.

IV. CONCLUSION

Chinese language textbook publishing shows a positive trend. In the past 20 years, there are published many teaching materials, but unfortunately, there are just a few amounts of Chinese language textbooks published.

Regarding the principles of textbook compilation and writing, Indonesian Chinese language textbooks still exist some insufficient. The data shows that the scientific and systematic principle of a textbook is still weak.

Some of the textbook published by Indonesian publishing company is admitted that there is still existed many of insufficient and mistakes. Textbook short of numbers that can afford learners' needs. The balance of skills and also lack of some basic competence listed in Curriculum implemented recently.

REFERENCES

[1] Brown, Jamen Dean.1995.The Elements of Language Curriculum. Massachusetts: Heinle & Heinle Publishers.
 [2] Prasetyaningtyas, Hudiyekti. 2018. Perkembangan Buku Ajar Bahasa Mandarin di Jakarta Selama Kurun Waktu Tahun 1998 – 2018. Proceeding SETALI 2018. *Language in the Digital Era: Opportunities or Threats?* Bandung: Prodi Linguistik SPs UPI.
 [3] Prastowo, Andi. 2013. Pengembangan Bahan Ajar Tematik. Jogjakarta: Diva Press.
 [4] Richards, Jack R.2001. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
 [5] Sutami, Hermina. 2012. Fungsi dan Kedudukan Bahasa Mandarin di Indonesia. *Jurnal Paradigma*. Vol. 2. No. 2. Hlm. 212-226.
 [6] Tomlinson, Brian. Developing Materials for Language Teaching. (Second ed.). London: Bloomsbury Academic
 [7] 李泉. 2011. 汉译编写的根本问题探讨. 北京: 国际汉语教育研究. Vol. 2.
 [8] 刘陶. 2000. 对外汉语教育导论. 北京: 语言文化大学出版社