Developing 汉语的语义学 [Hanyǔ de yǔyì xué] of Chinese Semantics Digital Module

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Abstract. The difficulty that is experienced by most Chinese language teachers is to determine which Chinese language textbooks are suitable to be applied to Indonesian learners. In Indonesia, most of the Chinese books, including the Chinese Semantic textbooks, are still in full Chinese or English. Learning Chinese semantics is considered difficult by Indonesian students due to the differences between Indonesian semantics and Chinese semantics and the lack of availability of textbooks related to Chinese semantic material in the Indonesian version. The purpose of this research is to develop a 汉语的语义学 [Hànyǔ de yǔyì xué] (Chinese semantics) digital module to support the learning of Chinese Semantic courses with Indonesian explanations, so that Indonesian learners can understand them easily. This study uses the Research and Development (R&D) method. This digital module contains materials of 词义性质[Cíyì xìngzhì] (nature of meaning), 词义变化 [Cíyì biànhuà] (change of meaning), and 词和词的关系[Cí hé cí de guānxì] (word-to-word relationship). The results of this study indicate that this digital module is good and feasible to use for learning.

Keywords: digital module · Chinese · semantics

1 Introduction

Chinese teaching materials in Indonesia are limited and not easy to find. Most of the Chinese teaching materials in Indonesia are either in full Mandarin or in English. Therefore, Chinese teachers in Indonesia often have difficulty determining which Chinese teaching materials, especially for Chinese Semantics, are appropriate for Indonesian learners. Because the Chinese semantic teaching materials are difficult to understand, it has caused the decline of students' interest in learning and, consequently, the quality of learning has become less than optimal. In addition, the difficulty of learning Chinese semantics is due to the differences between Indonesian semantics and Chinese semantics. In the Chinese Semantics course at the State University of Malang, the material will be studied 词义性质 'nature of meaning', 词义变化 'change of meaning', and 词和词的关系 'word-to-word relationship'.

Teaching materials are needed in learning to help teachers deliver material to students. Huang (2012) explains that the use of teaching materials with technology and multimedia

in learning can improve the quality of teaching and learning activities. In line with this opinion, Zhao (2004) also explains that new ideas are needed in innovating the teaching of Chinese as a foreign language. For this reason, this research aims to design a digital teaching material 汉语的语义学 to support the learning of the Chinese semantics.

Research on the development of Chinese teaching materials has been carried out previously by Song (2013) who developed the teaching materials for "Teaching Tang Poetry" in Chinese as a foreign language based on situational teaching methods. The design of the teaching materials includes the design of teaching objectives, analysis of Tang poetry selection, syllabus design, and teaching methods. Wijaya (2017) developed digital learning materials for Chinese morphology based on sigils. This research suggests that sigil-based Mandarin morphology teaching materials are suitable for use as teaching materials for Indonesian students. In addition, Mardasari dkk. (2021) also developed a learning module for 唐诗 (Tang Dynasty poetry) to support the learning of Mandarin literature. Sakti and et al. (2021) have also developed a digital-based Chinese phonology module 汉语的语音学 to support the learning of the Chinese phonology. All these studies have used the Research and Development (R&D) method.

On one hand, the similarity of this development research with the development research by Song Xiaohang (2013), Wijaya (2017), Mardasari dkk. (2021), and Sakti and et al. (2021) is that it is developing teaching materials for learning Mandarin. On the other hand, the difference between this development research and the development carried out by Song (2013), Wijaya (2017), Mardasari dkk. (2021), and Sakti and et al. (2021) is the material contained in the teaching materials. Song (2013) and Mardasari dkk. (2021) developed teaching materials with Tang Dynasty poetry. Wijaya (2017) developed digital teaching materials with Chinese morphology material, Sakti and et al. (2021) developed a digital-based Chinese phonology module 汉语的语音学to support the learning of the Chinese phonology. This study develops a digital module with Chinese semantic material.

2   Method

This research is developmental research, which is to develop a product in the form of a digital module. According to Sukmadinata (2013), development research is a systematic effort to develop new products or improve existing and accountable products.

This study uses the Research and Development (R&D) method with the following stages: (1) identification of the potential and problems, (2) data collection, (3) product design, (4) validation, (5) revision. Questionnaire is used as an instrument to collect information from experts, namely material experts and media experts needed at the development stage.

The data analysis technique used in this development research is Likert scale to determine the response from experts, namely media experts and material experts to the developed digital module. In addition, the questionnaire instrument was also used to get suggestions and comments from material experts and media experts. Suggestions and comments from these experts are used by researchers and developers for improvement so that the module is more suitable for use in the Chinese Semantic courses. The module is feasible if the results of the questionnaire from media experts and material experts on the digital module 汉语的语义学 meet the minimum "good" criteria.

Table 1. Table of media expert questionnaire results

No	Aspect	Percentage	Criteria
1	Attractive module design	88%	Very good
2	The choice of font and font size is legible.	96%	Very good
3	Interesting color selection and combination.	87%	Very good
4	Ease of accessing the module independently	97%	Very good
5	The overall appearance of the module is attractive.	89%	Very good

3 Findings and Discussion

Modules are media or teaching materials used in the learning process to assist learners in achieving learning objectives. This 汉语的语义学digital module contains an introduction, table of contents, background, description, concept map, module function, learning objectives, learning activities, exercises, summaries, evaluations, answer keys, closing and bibliography. This is in accordance with the opinion expressed by Sharon (2011) which explains that there are seven components contained in the module, namely: learning objectives, evaluation sheets, module positions and functions, student activity sheets, student worksheets, worksheet keys, and guidelines.

The main material in this 汉语的语义学digital module is about 词义性质 'nature of meaning', 词义变化 'change of meaning', and 词和词的关系 ' word-to-word relationship'. The nature of meaning in Chinese consists of: 概括性, 独特性, 社会性, 主观性, 模糊性. Change of meaning in Chinese consist of: 词义内容深化, 词义范围扩大, 词义范围缩小, 词义的转移, 情感意义的变化. Word-to-eord relationship Chinese consists of phonology (语音学), morphology (构词学), Chinese characters (文字), and word meaning (词义).

The questionnaire used for product validation in this research and development is a digital module measured using a Likert scale. The Likert scale is generally used because it gives respondents the opportunity to express their feelings in the form of approval statements, ranging from the lowest to the highest level. In line with this opinion, Riduwan (2010) explains that the Likert scale is a scale used to measure a person's attitudes, perceptions, and opinions about a social event or social phenomenon. The research on the development of this 汉语的语义学 digital module, has obtained the following results.

3.1 Media Expert Questionnaire Results

The assessment questionnaire sheet related to the digital module media is filled out by media experts to find out their responses to this 汉语的语义学 digital module (Table 1).

The results of a questionnaire by media experts on digital modules show that this 汉语的语义学digital module is feasible and good for use in learning. The positive judgment applies to the 5 criteria consisting of aspects of module design, of letters or writing, of combinations colors, of ease of access, and the overall appearance of the module.

Table 2. Material expert questionnaire results

No	Aspect	Percentage	Criteria
1	Aspect of material clarity	96%	Very good
2	Aspect of language	95%	Very good
3	Aspect of clarity of practice questions	97%	Very good
4	Aspect of variety of practice questions	92%	Very good
5	Aspect of the ease of accessing the module independently	97%	Very good

Table 3. Summary table of comments, suggestions of media experts, material experts

Validator/Response	Comments and Suggestions
Media Expert	The overall appearance of the digital module is good, the color combination is attractive, but you can add images that match the material to support the overall appearance of the module.
Material Expert	The material contained in the module as a whole is very good; however, there are few errors in Chinese writing, the tone in pinyin.

3.2 Media Expert Questionnaire Results

The assessment questionnaire sheet related to the digital module media is filled out by the material expert to find out their responses to the content of this 汉语的语义学 digital module material (Table 2).

The results of the material expert's questionnaire on the module show that the 汉语的语义学 digital module is feasible and good to use in learning. This is evidenced by the overall positive reviews obtained on the 5 criteria, namely aspects of material clarity, of language, of clarity of practice questions, of practice questions variations, and of easy access to modules independently.

Comments and suggestions from media experts and materials experts are as follows: (Table 3).

4 Conclusions and Suggestions

Two concluding points can be drawn from the findings and discussion of this development research. First, the resulted product can be called a 汉语的语义学 digital learning module, and secondly, the 汉语的语义学 digital module developed is suitable for use in learning the Chinese Semantics by students. Media and materials experts maintained that this 汉语的语义学 digital module has an attractive design; it is easy to understand and clearly presented, and easily accessible for independent use. However, this 汉语的语义学 digital module is only limited to materials of 词义性质 'nature of meaning', 词义变化 'change of meaning', and 词和词的关系 'word-to-word relationship'. There are more materials of the Chinese semantics to be addressed. Therefore, it is recommended

for further researchers and developers to develop digital modules with other Chinese semantic material that this research has not covered to add more reference modules or teaching materials.

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