

STUDY ANALYSIS OF CHINESE IDIOM LEARNING AT INDONESIAN HIGH SCHOOL

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ABSTRACT

This study is aimed to determine the effectiveness of the application of learning Chinese Idiom at school. This also recognized the mastery of Mandarin language teachers in Chinese Idiom. This research is used a quantitative descriptive method. Based on the results of surveys and tests that have been carried out it is known that there are still many schools that do not implement Mandarin language learning for basic competencies with the Chinese Idiom material. It can be concluded that the application of basic competencies related to Mandarin idioms is still ineffective. Thus in order for Chinese Idiom learning to be carried out properly, it is necessary to carry out the following matters, including teaching materials development, language teaching methodologies development, professional Mandarin language teacher's development, the development of adequate Mandarin learning facilities.

Keywords: Chinese Idiom, Teaching Chinese as a Foreign Language, Indonesian High School, Chinese Curriculum

INTRODUCTION

Language aside from being a tool in interacting and communicating, it is also a national identity or culture. Language is used to convey a meaning, either in the form of a real meaning or figurative meaning in the form of idiom or proverbs. Along with the economic development and the diplomatic relations between Indonesia and China, the Indonesian Ministry of Education and Culture from the 2006 curriculum to the 2013 curriculum which is still in use today has included Mandarin subject in the curriculum contents of senior high school of (SMA/MA) with an allocation of 2-4 JP/week and it is adjusted to the conditions and policies of each school.

Mandarin learning is carried out in an integrated manner by developing four language skills namely 听 listening, 说 speaking, 读 reading, and 写 writing. Mandarin learning material learned by students refers to the Basic Competencies

that have been determined by the Indonesian Ministry of Education and Culture, one of which is the material on Chinese Idiom. The Chinese Idiom has an interagency function as advice or innuendo.

Learning Chinese Idiom also is the same as studying Chinese culture. (于青卿 2017) in her thesis entitled *对外汉语教学中的成语教学策略研究 --- 以物质文化类成语为例* (Research on Idioms Teaching Strategy in Teaching Chinese as a Foreign Language) published by China Jilin University explained that “成语，作为中国汉语言文化中一种重要的文化现象，不仅是现代汉语词汇教学的重中之重，更是汉语学习者学习汉语的难点，物质文化史与人们的生活息息相关的文化，是文化在物质上的表现形式，因此，物质文化类成语蕴含着丰富的中华文化底蕴”。 According to her, Chinese Idiom is a cultural heritage. Chinese Idiom is important to learn because by learning Chinese Idiom not only learn about the vocabulary of mandarin but also learn Chinese culture. Then the more important thing is because Chinese Idiom is one of the hardest parts learned by foreign learners. So that Chinese Idiom must be learned in order to improve the language ability of Chinese language learners.

Chinese language learning can be applied with various learning models. (Mintowati 2017) explained alternative approaches and methods for Mandarin learning in schools including direct learning with applied Think Pair Share (TPS) type method, mind mapping method and snowball throwing method. Another studies from (Novitasari & Riani, 2017) showed Chinese language learning using the practical communication methods can be increasing student competencies. Mandarin language learning can also use the teaching material development model by first identifying and exploring learning needs and then analyzing the model and developing learning materials that fit for the student needs (Adji, 2017). Classroom activity also can be implementating by using dialogue method in daily conversation material in senior high school, this methods can be improved student daily conversation (Ula, et.al, 2017).

Meanwhile, Hidayati, et.al, (2017) revealed that Mandarin is one of the most difficult languages learned, therefore he implements Mandarin language learning by developing Android-based learning media to attract students' interest and make learning easier. According to Handoko, (2019), mandarin vocabulary learning can also be implemented using various applications including Chinese skill learning applications, but teachers still have to design learning strategies to fit the competencies that they want to achieve.

Using various methods in applying Mandarin language learning can increase student motivation. Learning motivation is very important in learning a foreign language. Based on studies conducted by (Domos, 2018), it is known that the factors that influence learning motivation are parents 'encouragement, the

environment, factors of future needs and factors of teachers' pedagogical ability to deliver material.

With the high motivation to learn and the use of varied learning methods, Chinese idiom learning can be implemented well. The Chinese Idiom is often used in daily conversation, besides using idiom in communicating using mandarin shows a person's level of Mandarin (罗宁, 2015). An international curriculum of Mandarin teaching for foreign speakers publish by Hanban/Confucius Institute Headquarters, as a public institution affiliated with the Chinese Ministry of Education, Chinese Idiom are taught in stages according to the level of language. (赵思维, 2019) explained that according to the Chinese Language Proficiency Standard Curriculum for the mastery of Vocabulary and Literacy, the total number was 8822 and there were 135 Chinese Idiom, with a 1.5% percentage of the total vocabulary. While the total vocabulary in the level 6 curriculum for Mandarin Ability Test (HSK) is 5000, including 113 Chinese Idiom with 2.3% percentage. The number of Chinese Idiom is very large and dominated by using figurative language. This has caused Mandarin learners to experience difficulty in learning Chinese Idiom.

Mastering Chinese language is very much needed in order to make it easier for teachers to master and teach Chinese idioms. HSK as an international standard test of Mandarin language skills has six levels where level 6 is the highest level. The new HSK basic level could be as a target competency in Mandarin language learning specially in middle school (Budianto, 2015) also in his another article (Budianto & Laurencia, 2014) explained that New HSK could also be one of measurement tools for curriculum need analysis. Meanwhile, that there are still many Mandarin language teachers whose level of language is not equivalent to HSK 3 (Puspitaningsih, 2018).

赵文阁 (2016) in article titled“对外汉语教学中的成语教学研究” explain several problem when implentating teaching Chinese idioms for foreign students including the foreign student language competency level. Liu & Yao (2017) explained that Chinese idioms are mostly four – character phrases and are called Quadra-Syllabic Idiomatic Expressions (QIEs) are found to pose the most difficulty to learn. 薛瑛 (2019) is explored and find the resolve in teaching Chinese idiom for foreign students including using various method including explore new words and practice using Chinese idiom in a dialog. Another method can be applied in Chinese language learning specially Chinese idiom is through storytelling method (Li & Hew 2017) or (Hu, et.al 2016) which conduct Chinese Idioms Educational Games in TCFL Based on Virtual Reality, especially applied to Chinese idioms that contain stories and proven to be able to further enhance students' understanding of the meaning of a Chinese idiom.

There are another related research about Chinese Idiom in Indonesia that are still limited in the term in linguistics research as among others like the research that has been done by Darwis, et.al, (2019) about Analysis of the Chinese Idiom Meaning Containing 4 Elements of the Human Body Part. Likewise, the article compiled by Bella & Ina (2019) that analyzed the meaning of numbers six, seven, eight, nine, ten in Mandarin Idiom.

Accordingly, until now, no one researchers has done any research related to learning Chinese Idiom in Indonesia, especially in senior high school. This research will explore information including: first, to find out the extent and how to learn Chinese Idiom is implemented in high schools in Indonesia in accordance with the demands of the basic competencies listed in the 2013 curriculum. This is because the Mandarin language is just beginning to be learned by students in high school so that it can be ascertained that the initial ability of Mandarin students is at a basic level. Secondly, this research will also explore information about the extent of the understanding and mastery of Mandarin language teachers of Chinese Idiom especially on Chinese Idiom that has been specified in the basic competencies that must be taught to students. Third, this study will also measure the effectiveness of the basic competencies of the Chinese Idiom material on improving mandarin language skills for the students.

LITERATUR REVIEW

Chinese Idiom

“《现代汉语大词典》对“成语”的定义是“第一，成语是习用的古语。第二，成语是指长期习用、结构定型、意义完整的固定词组。大多有四字组成” (中国社会科学院语言研究所词典编辑室编 2005)。成语 Chéngyǔ in the Large Chinese Dictionary explained that has two meanings. First, 成语 Chéngyǔ or Idiom is an ancient language that is commonly used. The second meaning is that language which has long been commonly known and used by the community has a standard structure and complete meaning.

黄伯荣 Huángbóróng and 李炜 Lǐwěi in the book 《现代汉语 xiàndàihànyǔ》 explained “成语指人们长期习用、书面色彩较强的固定短语” Idiom is a standard phrase that has been used for a long time by people and has a strong written language color. Meanwhile 徐阳春 Xúyángchūn and 刘小川 Liúxiǎochuān in the book 《现代汉语 xiàndàihànyǔ》 explained that 汉语成语 Hànyǔ Chéngyǔ or Chinese Idiom came from several aspects: (1) 出自古代的神话, derived from ancient myths; (2) 出自寓言故事, derived from allegorical stories (3) 出自历史故事, derived from historical stories (4) 出自古代的诗

文语句, derived from ancient poetry 5) 出自人民群众的口头俗语, derived from the oral expressions of the people that continue to be used today.(黄伯荣、李炜主编 2018)

In the Cambridge dictionary explained "Idiom has two meaning, first is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own. Second meaning of Idiom is the style of expression in writing, speech, or music that is typical of a particular period, person or group"(Cambridge University Press 2020). Idiom in the American dictionary can also be interpreted as "a group of words whose meaning considered as a unit is different from the meanings of each word considered separately" a group of words whose meanings are considered as one unit which is different from the meaning of each word considered separately.

According to the book 现代汉语通论(邵敬敏 2016)explained that Chinese Idiom has characteristics, as follows: (1) 结构的凝固性, 成语结构的凝固性主要表现在成语字数、构成成分和结构关系的固定性。The Chinese Idiom has a standard structure that cannot be changed, can be viewed in the number of Han characters, consisting mostly of four Han characters such as 自相矛盾 Zìxiāngmáodùn, 爱不择手 Àibùzeshǒu, 不择手段 Bùzeshǒuduàn etc. But as for 成语 which consists of more than four such as 坐山观虎斗 Zuòshānguānhǔdòu, 四海之内皆兄弟 Sìhǎizhīnèijiēxiōngdì, etc., 2) 史的传统, 大多数成语沿袭自神话寓言、历史故事、诗文语句或口头俗语、具有历史的传承性。Most of the 汉语成语 HànyǔChéngyǔ or Chinese Idiom derived from mythical tales 画蛇添足 Huàshétiānzú (《战国策·齐策》), historical stories 闻鸡起舞 Wénjīqǐwǔ (《晋书·祖逖书》), poetry 子虚乌有 Zǐxūwūyǒu (《汉·司马相如《子虚赋》》) or verbal proverbs 指手画脚 Zhǐshǒuhuàjiǎo and had a legacy of hereditary history. The formation origin story of the Chinese Idiom that better known as 成语故事 Chéngyǔgùshì, for example: 自相矛盾自 that literally has meaning 自 Zì (self) 相 Xiāng (mutual) 矛 Máo (spear) 盾 Dùn (Shield).

This Chinese Idiom came from a story in ancient times, in the past there was a seller of spears and shields in the market who was screaming offering his trade. "My spear is the sharpest spear, there isn't a single shield in the world that can hold it." Then he also shouted promoting his shield, "My shield is the best shield in the world, not a single spear in this world is able to penetrate it." People in the market also laughed at him because his words were conflicting. The greatest shield met the greatest spear, this is what is called a contradiction.(Shin, 2009) Chinese Idiom 自相矛盾 ZìXiāngMáoDùn has so far been used as a figure of

speech for something contractual, (3) 意义的整体性, 成语的意义通常不能从构成成分的意义引导出来, 不是构成成分意义的简单相加, 而是在各个成分表面意义的基础上经过整合、概括、引申而得出的新的整体意义。The meaning of 汉语成语 HànyǔChéngyǔor Chinese Idiom cannot be interpreted from the literal meaning based on the meaning of each character contained in the 成语 chéngyǔ, but rather the meaning of an integrated and generalized relationship as a whole becomes a new meaning, (4) 习用的民族性, 一种民族语言的成语在形成和使用上往往与该民族的历史背景、自然环境、经济生活、文化传统、风俗习惯、思维方式和心里状态等息息相关, 因此, 具有很强的民族性。The formation and use of 汉语成语 HànyǔChéngyǔor Chinese Idiom in a language is often closely related to the historical background, natural environment, economic life, cultural traditions, customs, ways of thinking, and personality of the nation. Therefore Chinese Idiom has the characteristics of a nation's habits so that it cannot be fully translated into other languages, but must be paired with other language idioms that have the same meaning or explain its meaning.

Chinese Language Curriculum in Indonesian High School

Referring to the 2013 curriculum, Mandarin is one of the foreign languages of choice studied in senior high school (SMA/SMK/MA) in Indonesia in addition to Japanese, Arabic, French and German. The Core Competencies and The Basic Competencies of Mandarin Language and Literature in senior high school (SMA/MA) are regulated in Permendikbud Number 24 of 2016 attachment number 54 which is then updated in Permendikbud Number 37 of 2018. One of the materials that must be studied by senior high school student is Chinese Idiom. This is written in the Basic Competence of grade XI on KD-3.10 is "interpreting narrative texts in the form of folklore and/or origin of Chinese Idiom. This is in accordance with the context of its use by taking into account social functions, text structures, and linguistic elements. While the Basic Competence of class XI on KI-4.10 is "Explaining the meaning in narrative text in the form of folklore and/or origin of Chinese Idiom, by paying attention to social functions, text structure and linguistic elements, and in accordance with the context".(Kemendikbud, 2016)

In the 2013 curriculum content of senior high school (SMA/MA) mandarin language and literature subjects published by the Research and Development Board of the Curriculum and Book Center of the Ministry of Education and Culture in 2017, it was explained that the material descriptions in KD 3.10 and 4.10 are various folklore such as 山伯英泰 Shānbóyīngtài、孙武公 sūnwǔgōng、孟姜女 mèngjiāngnǚ、花木兰 huāmùlán, 白蛇传 báishéchuán. Meanwhile the origin story of Chinese Idiom written 5 pieces of Chinese Idiom, among others are

井底之蛙 Jǐngdǐzhīwā、画龙点睛 huà long diǎnjīng、塞翁失马 sàiwēngshīmǎ、拔苗助长 bámiáozhùzhǎng、半途而废 bàntú'érfèi.

In one of the learning units for the continuing professional development program (PKB) through the improvement of learning competencies (PKP) based on the zoning of Mandarin subjects for senior high schools (SMA) entitled 中国民间与成语故事 Folklore and Chinese Idiom discusses four Chinese Idiom that are 自相矛盾 Zìxiāngmáodùn、拔苗助长 bámiáozhùzhǎng、塞翁失马 sàiwēngshīmǎ、滥竽充数 lànúchōngshù. The learning unit was arranged by the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel as a reference example in carrying out classroom learning which in its implementation can be developed again by the teacher.

RESEARCH METHOD

Design

Designing surveys and tests in the form of multiple choice which can be done online through the address <http://www.kaoshiyun.com.cn/exam>. Surveys and tests are carried out simultaneously on the site, given a time limit of 20 minutes with a total of 20 questions and a passing grade of at least 65. Each ip address that is locked can only do one time so as to minimize duplication of data and results can be more valid.

Survey questions include 10 questions: (Q1) name; (Q2) whether the respondent is a senior high school Mandarin teacher; (Q3) does the respondent teach in national schools; (Q4) teaching materials used by respondents in carrying out learning; (Q5) Chinese Language level according to HSK 1 to 6 level which is controlled by the respondent; (6) level of language of students in schools which is Basic, Intermediate, Advance or Variation; (Q7) whether the respondent masters in Chinese Idiom that is specified in basic competencies in Mandarin; (Q8) whether the respondent teach the material of Chinese Idiom at school; (Q9) asking respondents to write down Chinese Idiom that are normally taught to students could be 1 or more Chinese Idiom; (Q10) asking respondents to write down their reasons if they do not implement Chinese Idiom at school.

The multiple choice test material consists of 10 Chinese Idiom, as follows: (1) 井底之蛙 Jǐngdǐzhīwā; (2) 拔苗助长 bámiáozhùzhǎng; (3) 半途而废 bàntú'érfèi; (4) 塞翁失马 sàiwēngshīmǎ; (5) 画蛇添足 Huàshétiānzú; (6) 画龙点睛 huà long diǎnjīng; (7) 盲人摸象; (8) 亡羊补牢 Wáng yang bǔláo; (9) 自相矛盾 Zìxiāngmáodùn; (10) 狐假虎威 Hújiǎhǔwēi. This Chinese Idiom above are in the basic competency of 5 Mandarin subjects; Chinese Idiom contained in the PKP module are 2 idioms; Chinese Idiom that is

similar contained in story books; Chinese Idiom is contained as many as 3 pieces as enrichment material.

Test questions using Mandarin and consist of 5 question indicators, specifically (1) Able to determine what is included in Chinese Idioms much as 5 questions; (2) Presented one sentence, respondents were asked to determine the exact of Chinese Idiom used in the sentence as many as 5 questions; (3) Presented a Chinese Idiom, respondents were asked to determine the meaning of the Chinese Idiom as many as 5 questions; (4) Presented an origin story of a Chinese Idiom, respondents were asked to determine Chinese that compatible to the story as many as 4 questions; (5) Presented matching option of Chinese Idiom with Bahasa Indonesia, respondents were asked to determine the correct equivalent of Chinese Idiom in Bahasa Indonesia in 1 question.

Implementation

Disseminating surveys and tests that have been prepared through the whatsapp group of Mandarin language teachers throughout Indonesia.

Analysis

Processing and analyzing the results of surveys and tests that have been collected.

Result

Making the conclusion and providing the feedback in the form of suggestions.

FINDINGS

From surveys and tests that have been distributed, there were 73 Chinese respondents who took the survey and tests, but there were 6 respondents who did not teach in high school; 5 respondents had no test results; 3 respondents did not complete the survey so that valid data collected were 59 respondents.

Tabel 1. Survey and Test Result

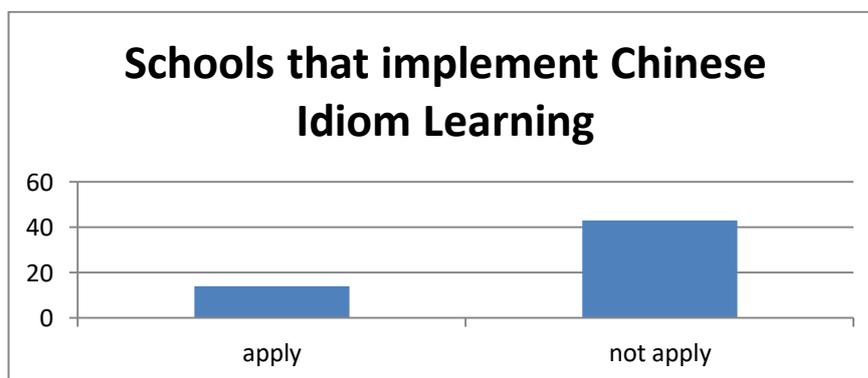
Question										Test Result
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	√	√	博雅	5	B	X	√	0	Difficult	95
2	√	X	汉语	6	B	一般	X	1	Difficult	90
3	√	X	汉语	5	B	X	√	0	Not important	80
4	√	√	华文	6	I	X	X	0	Difficult	80

5	√	X	小学华文	6	V	√	√	8	Difficult	80
6	√	X	汉语	5	V	X	√	0	No Time	80
7	√	X	汉语	1	B	X	X	0	Difficult	75
8	√	√	汉语	6	B	√	√	2	-	75
9	√	X	成长	6	B	X	√	0	Student Mandarin Level is not enough	75
10	√	X	华语	5	B	X	√	0	-	70
11	√	X	汉语	5	B	X	X	0	There is no Chinese Idiom material in the textbook	70
12	√	X	自己	5	B	X	X	0	Difficult	70
13	√	√	汉语	5	B	一般	X	1	Student Mandarin Level is not enough	65
14	√	X	梅花	4	B	X	X	0	Difficult	65
15	√	X	汉语	5	I	一般	√	0	Difficult	65
16	√	X	华语	6	B	√	√	1	-	60
17	√	X	汉语	5	B	√	√	0	Difficult	60
18	√	√	当代中文	4	B	X	X	0	Not important	60
19	√	√	学习汉语很容易	1	B	X	X	0	Difficult	60
20	√	X	自编	3	B	X	X	0	Teacher mastery of Chinese idioms is not enough	60
21	√	√	Hsk	6	B	X	X	0	Teacher mastery of Chinese idioms is not enough	60
22	√	X	华语	1	B	X	X	0	Difficult	55
23	√	X	Hsk	4	B	X	X	0	Difficult	55
24	√	X	Hsk	4	B	X	√	0	Difficult	55
25	√	√	自编	2	B	X	X	0	There is no Chinese Idiom material in the textbook	55
26	√	X	华语	5	V	√	√	1	-	50
27	√	√	Hsk	4	B	X	X	0	Difficult	50
28	√	X	自编	4	I	X	X	0	Difficult	50
29	√	X	轻松学汉语	5	B	X	√	0	There is no Chinese Idiom material in the textbook	50
30	√	X	自编	1	B	X	√	0	Difficult	50
31	√	X	学习汉语很容易	4	B	X	X	0	There is no Chinese Idiom material in the textbook	50

			易							
32	√	√	华语	4	B	X	X	0	Difficult	45
33	√	√	华语	3	B	X	X	0	Teacher mastery of Chinese idioms is not enough	45
34	√	√	博雅	5	B	X	X	0	Difficult	40
35	√	√	博雅	5	B	X	X	0	Teacher mastery of Chinese idioms is not enough	40
36	√	X	汉语	3	B	X	X	1	Difficult	40
37	√	√	快乐汉语	1	B	X	X	0	Difficult	40
38	√	√	自编	3	B	X	X	0	There is no Chinese Idiom material in the textbook	40
39	√	X	自编	3	B	X	X	0	Difficult	35
40	√	√	自编	4	B	X	X	0	Difficult	35
41	√	√	自编	4	B	X	X	0	Difficult	35
42	√	√	汉语	3	B	X	X	0	Difficult	35
43	√	√	博雅	3	B	X	X	0	Difficult	35
44	√	X	当代汉语	4	B	一般	X	2	Not important	35
45	√	√	成功之路	3	B	X	X	0	Difficult	35
46	√	√	华语	3	B	X	X	0	Difficult	35
47	√	√	汉语	5	B	X	X	0	Difficult	30
48	√	√	汉语	3	B	X	X	0	Difficult	30
49	√	√	博雅	3	B	X	X	0	Teacher mastery of Chinese idioms is not enough	30
50	√	X	汉语	4	B	X	X	1	Difficult	30
51	√	√	发展汉语	4	B	X	X	0	Teacher mastery of Chinese idioms is not enough	30
52	√	√	自编	3	B	X	X	0	Difficult	25
53	√	√	自编	3	B	X	X	0	Difficult	25
54	√	√	博雅	5	B	X	X	0	Teacher mastery of Chinese idioms is not enough	20
55	√	√	中文	3	B	X	X	0	Difficult	20
56	√	√	自编	3	B	X	X	0	Teacher mastery of Chinese idioms is not	20

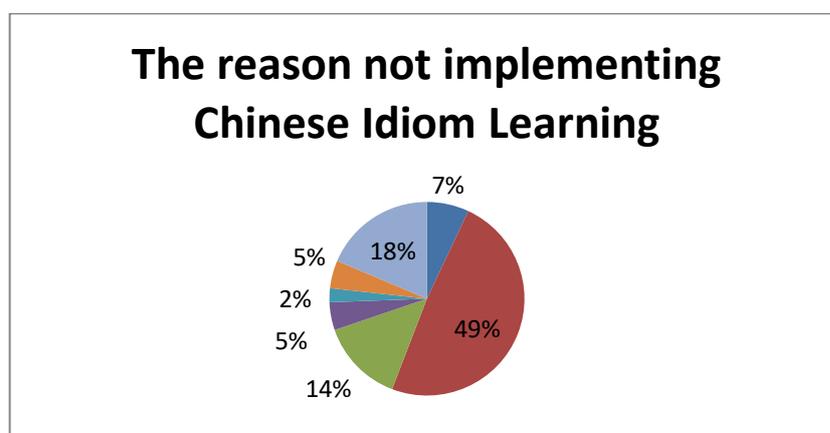
enough										
57	√	√	自编	5	B	X	X	0	Difficult	20
58	√	√	自编	2	B	X	X	0	There is no Chinese Idiom material in the textbook	20
59	√	√	Hsk	3	B	X	X	0	Difficult	10

Based on the result analysis of the survey answers, it can be known several things as follows:



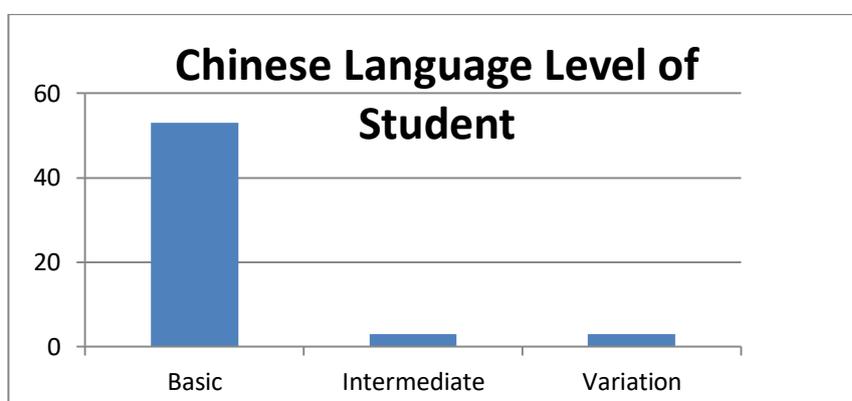
Graph 1 School that Implement Chines Idiom Learning

According Q8 it is known that From 59 respondents, only 14 respondents carry out learning Chinese Idiomatschool, while there are 43 respondents never there are implementing learning Chinese Idiom at school, 2 respondents carry out learning Chinese Idiombut not in accordance with the Chinese Idiom that have been set in the basic competencies.



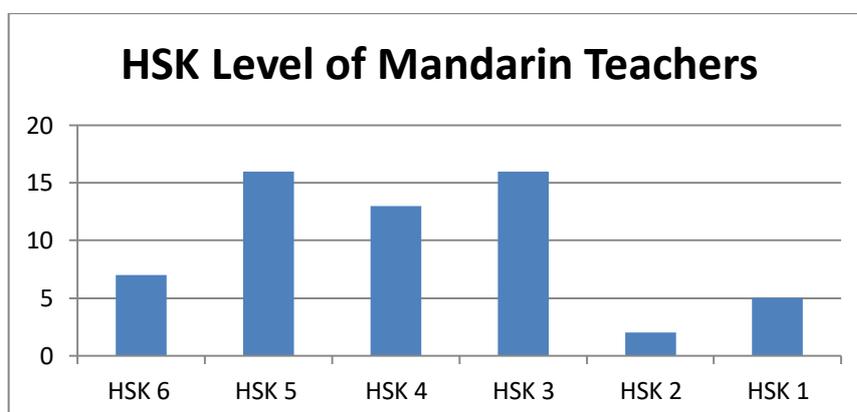
Graph 2 Reason not Chines Idiom Learning

From 43 respondents who did not carry out learning Chinese Idiom in school can be known as many as 49% of respondents argued that Chinese Idiom was too difficult to learn, 18% of respondents wrote that they were not good enough in Chinese Idiom, 5% of respondents wrote that student mandarin level was not good enough to learn Chinese idiom, 14% respondents reasoned that there was no material of Chinese Idiom in the book that was used in learning Mandarin in school, 2% of respondent wrote down because of the lack of time allocation, 5% of respondents said they don't use Chinese Idiom too often because its not too important to learn Chinese Idiom, and 7% of respondents did not write down the reason for not implementing the learning of Chinese Idiom in school.



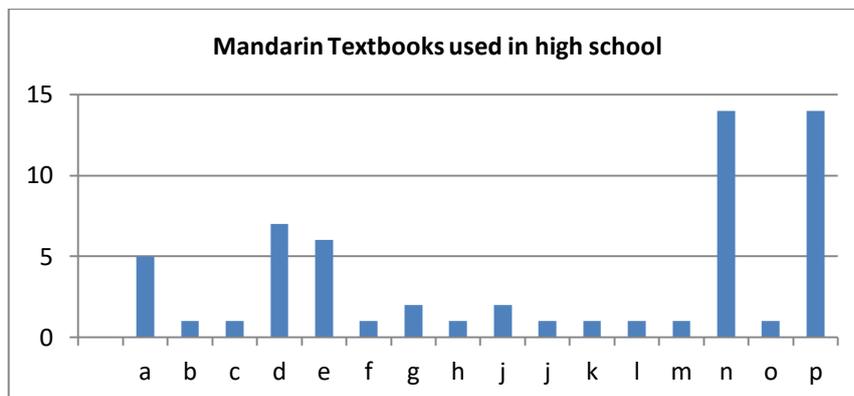
Graph 3 Chines Language Level of Student

53 of respondents revealed that the level of mandarin in school students is at the initial or basic level. Only 3 of respondents said that their students were in the middle level. While 3 of other respondents revealed that the level of language students in their schools varied between elementary and secondary levels.



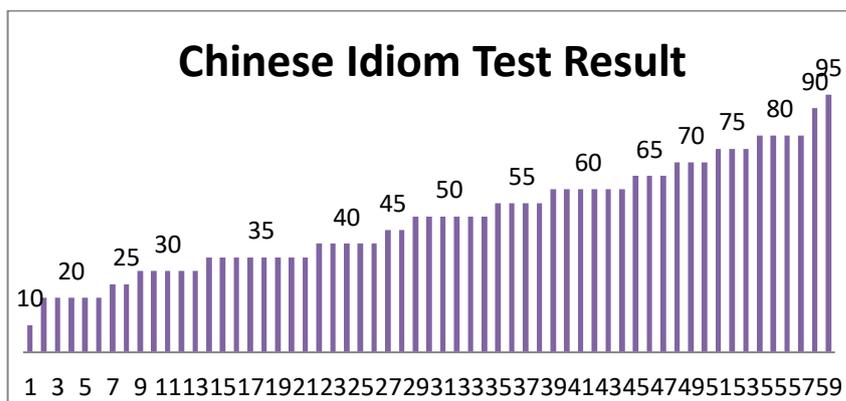
Graph 4 HSK Level of Mandarin Teachers

The Mandarin language level of the respondents varies, 7 respondents have HSK level 6, 16 respondents are at HSK level 5, 13 respondents are at HSK level 4, 16 respondents are at HSK level 3, 2 respondents have HSK level 2 and 5 respondents are at the HSK 1 level.



Graph 5 Mandarin Textbooks Used in High School

The teaching materials used vary, at least there are 16 teaching materials written by respondents, as follows: (a) HSK 标准课程 level 1 – 2 HSK biāozhǔnkèchéng level 1 – 2 which also called HSK Standard Course Level 1-2; (b) 中文 zhōngwén; (c) 华文 huáwén; (d) 华语 huáyǔ ; (e) 博雅 bóyǎ; (f) 发展汉语 fāzhǎnhànyǔ / Developing Chinese; (g) 学习汉语很容易 xuéxihànyǔhěnróngyì / Learn Chinese is Easy; (h) 小学华文 xiǎoxuéhuáwén / Chinese in Primary School; (i) 当代中文 dāngdàizhōngwén / Contemporary Chinese; (j) 快乐汉语 kuàilèhànyǔ / Happy Chinese; (k) 成功之路 chénggōngzhīlù / The Road to Success; (l) 长城 chángchéng Great Wall; (m) 梅花 méihuā / Plum Blossom; (n) 汉语 hànyǔ; (o) 轻松学汉语 qīngsōngxuéhànyǔ / Easy to Learn Chinese; (p) Written by themselves.



Graph 6 Chinese Idiom Test Results

While based on test results it can be seen that there are 3 respondents who scored 65, 21 respondents who scored greater than 65, while 35 other respondents scored less than 65.

DISCUSSION

Based on the results of surveys and tests that have been carried out it is known that there are still many schools that do not implement Mandarin language learning for basic competencies with the Chinese Idiom material. The mastery of the Chinese Idiom material is directly proportional to the level of language possessed by someone. Based on the research results above, it can be concluded that the application of basic competencies related to Mandarin idioms is still ineffective. This is motivated by four main factors, namely (1) the level of difficulty of the vocabulary used in Chinese Idiom is a vocabulary for intermediate-high level linguistics so that Chinese Idiom are very difficult to understand and understand. (2) the level of mandarin language skills of students who are at the basic level and the minimal allocation of time for learning Mandarin. (3) Lack of mastery level in Chinese Idiom or mandarin idioms by teachers of Mandarin language teachers so that teachers experience confusion in applying the Basic Competencies. (4) the unavailability of Chinese Textbooks that are in accordance with basic competencies.

There are still many limitations making learning Chinese in this case is learning of Chinese Idioms still ineffective, therefore, fostering and developing Chinese Language Learning as a foreign language still needs to be carried out in order to improve the quality of Mandarin learning in schools to conform the standards set by the Ministry of Education and Culture. (Sutami 2016) on her Journal explained guidance in order to improve the quality of Mandarin Language teaching that can be carried out are, namely: (1) curriculum development; (2) development of teaching materials that fit the needs of student and development of language teaching methodologies; (3) the development of professional Mandarin

teaching staff; (4) the development of adequate Mandarin teaching facilities; (5) utilization of information technology in Mandarin.

Thus in order for Chinese Idiom learning to be carried out properly, it is necessary to carry out the following matters:

Teaching Materials Development

Textbooks are not the only teaching material, but textbooks are the most important teaching materials in learning. Many teachers still depend on the material contained in textbooks. Teachers use textbooks for various purposes, mainly as a resource for content and for assigning assignments and exercises (Rachmawati, 2017). Based on the survey results above, there are several respondents in this case is Mandarin Teachers who carry out learning accordance with the material contained in the books not accordance for the basic competency that has been set by the ministry. The absence of textbooks that are in accordance with the existing Basic Competencies, this is one of the constraints of Chinese Idiom material not properly implemented. So it is very necessary to have a Textbook as Teaching Materials Development that is suitable for students' needs which are contained material fit with the basic competencies.

Language Teaching Methodologies Development

Based on the survey results, Chinese idioms did not applied in the school also caused the respondent feel that Chinese idiom is too difficult to teach. The difficulty of teaching Chinese idioms is because respondents lacked exploring learning methodologies. Learning Chinese Idioms is difficult for foreigners in Teaching Chinese as a Foreign Language (TCFL) but it is important to learn. The application of learning Chinese Idioms need to circumvented using varied methods and media to attract student's interests as well as facilitate student more easy to understand Chinese Idioms. The methods used include storytelling. Storytelling has the ability to deliver messages and information to the audience easily and effectively. (Li, et.al, 2016) According an article entitled "Better Learning of Chinese Idioms through Storytelling : Current Trend of Multimedia Storytelling" which explain that form the results obtained, can be seen that the use of story telling has facilitated the non-native novices to study Chinese Idioms as well as to echange their learning interest towards the Chinese language. The writer also introducing multimedia storytellg prototype (MSP) (Li & Hew, 2017)

Professional Mandarin language Teacher's Development

The level of professionalism of Mandarin language teachers can be measured through the level of language, in this case with the HSK tes. HSK consists of six levels where level six is the highest level. HSK 6 is designed for learners who can already read Chinese newspapers and magazines, are able to

write and deliver long enough Mandarin speeches, and can easily understand all information conveyed fluently in Chinese both oral and written. The number of vocabulary that must be mastered is 5000 vocabulary, which is equivalent to the number of vocabularies learned after taking the level of Mandarin education strata 1 (Budianto & Laurencia, 2014).

In the standard vocabulary curriculum books for the HSK 6 mandarin language test level, founded that five of six Chinese Idiom in the basic competencies of mandarin senior high school (SMA) subjects was study in HSK level 6 including 拔苗助长、半途而废、塞翁失马、画龙点睛、自相矛盾. Meanwhile, based on the survey results above it is known that respondent mandarin language level is still varied, not all the teachers had HSK level 6, still have some teacher even don't have HSK. In order to create a professional Mandarin language teacher's, it is necessary to continue to increase the linguistic level to be equivalent to HSK 6, by attending the Mandarin language training which is held by the government or by independent learning so that it can become a professional Mandarin language teacher.

The development of adequate Mandarin learning facilities

Learning facilities are equipment that are directly used and support the learning process, such as buildings, classrooms and learning tools. Judging from the function and role in the teaching and learning process, learning tools can be divided into learning tools and teaching aids. (Nasrudin & Maryadi, 2018)

Information technology also can be part of Mandarin learning tools and teaching aids. Utilization of information technology in learning Chinese Idioms can include films/videos related to the origin of an Chinese idiom and can even use Virtual Reality. The VR educational game should be a good choice to solve the problem with education, entertainment and high immerse. VR Chinese idioms educational game can enhance most of the learners understanding intense interest. (Hu, et.al, 2016)

CONCLUSION

Learning Mandarin with the material of Chinese Idiomis still very minimal at school. Many obstacles are encountered in carrying out learning Mandarin of Chinese Idiom partly due to the vocabulary contained in Chinese Idiom. Where there is a difficult and figurative vocabulary so that mastery of the vocabulary or level of mandarin is required in understanding Chinese Idiom. It can be concluded, that the effort on the basic competencies related to Chinese Idiom can still be applied in learning, so it is necessary to increase understanding and mastery in relation to Chinese Idiom by the teacher first. Besides, in order for Chinese Idiom learning to be carried out properly, it is need to do the effort including Teaching

Materials Development, Language Teaching Methodologies Development, Professional Mandarin language Teacher's Development, The development of adequate Mandarin learning facilities.

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