

APPLICATION OF CHINESE LANGUAGE MODULE FOR IMPROVING LANGUAGE SPEAKING SKILLS

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ABSTRACT

This research called classroom action research (CAR) which combined with Chinese teaching material products. The researcher tried to use a Chinese module that was made by himself to improve the ability of students' speaking skills by collaborating with the application of the think pair share technique. Pretest Testing, Cycle 1 Test and Cycle 2 Test use the same test questions by testing 30 vocabulary words which is spoken verbally by each student. In the pre-test 21 students (95%) were ranked D and only 1 student (5%) was ranked C. The percentage of each indirect cycle increased until the final result of cycle 2 was 27% of students still ranked D, 50% of students rated C and 23% of students are rated B. This result is quite satisfying for researchers because Mandarin language skills are quite difficult lessons for beginners especially those who have very little study time but are required to master a lot of pronunciation and vocabulary.

Keywords: *modules, chinese language, think pair share techniques, speaking skills*

INTRODUCTION

In this globalization era require students of Vocational School always develop and have more capabilities in several aspects of life, as in the ability to communicate consistently still exist from time to time. Besides Chinese language has recently become the second international language that is widely used in various countries and began to be a basic lesson in the field of expertise in Vocational High Schools. In the hospitality accommodation department, Chinese language is one of the areas of tourism expertise that must be mastered by students. Entering Chinese lessons in several Vocational High Schools is a preparation step for students to face the global era to be better prepared to

compete in all fields. Chinese language is a language that does not use the Latin alphabet in its language system. Therefore, without a Latin language system it would be difficult for students to learn Chinese language.

The Chinese system is known as *pinyin*, which is a Latin language system to make it easier for us to master Chinese, but this *pinyin* writing is also quite different from Latin because *pinyin* has an intonation or tone for each syllable. Studying this pronunciation of intonation or tone is quite difficult, so most students experience obstacles in pronunciation of Chinese language and greatly affect their Chinese speaking skills.

Shihabuddin (2009) argues that speaking as one aspect of productive

language skills, skills change the form of thoughts or feelings into a meaningful form of language sounds. Shihabuddin also explained that someone's speaking skills were at least six things that must be considered. The six things are a) pronunciation, b) grammar, linguistic structure in accordance with the variety of languages used, c) vocabulary, choice of words that are appropriate to the meaning of the information conveyed, d) fluency, ease, and speed of speech, e) the contents of the conversation, the topic of discussion, the ideas conveyed, the ideas put forward, and the flow of the conversation, f) understanding, concerning the level of success of communication, and communicativeness.

We all know that humans are born in normal conditions and have the potential to speak. This potential will become a reality if learned, fostered, and developed through systematic, directed, and continuous training. Without practicing this potential will remain and not develop properly. Likewise with this Chinese speaking skill, if not trained properly and supported by good infrastructure, student training will not be able to take place properly.

Based on the observations at Dwijendra Denpasar Vocational School, the learning activities carried out by teachers on Chinese subjects still have many shortcomings. One disadvantage lies in the teaching materials used. There is no handle on teaching materials that are in accordance with the curriculum that can be used by students. Students also felt confused to learn because they only relied on material written by the teacher. Their

speaking skills are not trained because there is no media that can be used for training.

So from these problems, the problems faced in the process of improving the vocational language skills of these Vocational School students were studied. This study focuses on speaking skills, and emphasizes more Chinese pronunciation. Assessment is carried out on the ability to speak Chinese students before the Chinese language module is applied, and the student ability to speak Chinese after the Chinese language module has been applied, as well as the procedure for applying Chinese modules to learn speaking skills to students. It can be said in general that this study aims to determine Chinese language skills of Dwijendra Denpasar Vocational School students.

Taking references from several journals, and literature on research related to the problem of improving Chinese speaking skills of students, researchers took one example of the research conducted by Mardiana (2008) by analyzing student errors on pronunciation of phonemes / z /, / c /, / s /, / zh /, / ch /, / sh / and / r / in Chinese vocabulary. The final assignment from Dian is to formulate what the causes and errors of students are in reciting phonemes / z /, / c /, / s /, / zh /, / ch /, / sh / and / r / in Chinese vocabulary. Vowel and consonant pronunciation in Chinese are different from Indonesian. Indonesian only has 26 phonemes, whereas in Chinese language it has 61 phonemes. The pronunciation of vowels in Chinese language is almost the same as

Indonesian, but for consonants it is very different. Students sometimes have difficulty reciting the phoneme / z /, / c /, / s /, / zh /, / ch /, / sh / and / r / because Indonesian does not have a portion of the phoneme.

The Chinese language studied in this study is *pǔtōnghuà* which is the national language and the main language of the People's Republic of Tiongkok (RTT). Chinese (Traditional: 北方話, Simple: 北方话 *běifānghuà*, harafiah: "North conversation language" or 北方方言 *běifāng fāngyán*, literally: "North dialect") is a Chinese dialect spoken along the north and southwest of the People's Republic of Tiongkok. The word "mandarin", in English (and possibly Indonesian), is used to translate several different Chinese terms and refers to categories of spoken Chinese.

In a narrow sense, Mandarin means *pǔtōnghuà* 普通话 and *guóyǔ* 國語 which are almost the same standard languages based on oral language *běifānghuà*. *Pǔtōnghuà* is the official language of the People's Republic of China and *guóyǔ* is the official language of Taiwan.

On the other hand, if Chinese is studied linguistically Chinese is the language of the Sino-Tibetan family. In Comparative Linguistics Typology (Gorys Keraf, 1990) The phonological configuration typology contains lexical languages which say Chinese language is a tonal language. Tonal language is a language that has two or more tones in each segment or syllable. According to some experts in the Morphological

Typology, Chinese language is an isolative language. This is because the words in Chinese are only formed from one single morpheme and do not experience affixation like Indonesian. Chinese language does not use the Latin alphabet in the writing system. In 1958 the official Chinese government used pinyin phonetics made by the Language Renewal Institute (LPI) as its latest writing system. Mandarin uses a sound symbol called *pinyin* 拼音 which has a tone, whereas in Indonesian it uses a sound symbol called alphabet with Latin writing.

The modules made to improve speaking skills are modules that are in accordance with the 2013 curriculum and include learning knowledge and complete skills. Modules are also called media for independent learning because they have instructions for self-study. That is, readers can conduct learning activities without the presence of the teacher directly. Modules are learning tools or facilities that contain material, methods, boundaries, and ways of evaluating systematically and interestingly designed to achieve the expected competencies according to the level of complexity. Modules in the form of this book are supported by online module material that can be downloaded on the e-learning site of SMK Dwijendra Denpasar. This module is needed by students.

METHOD

1. Research Design

The design of this study is to use Classroom Action Research (CAR). In his PTK Titles book Zainal Aqib, et al (2017)

defines Classroom Action Research (CAR) is research conducted by teachers in the classroom / school where he teaches by emphasizing on improving or improving learning processes and practices. PTK can also explain the gap between educational theory and practice.

2. Participant

This research was conducted at the Dwijendra Denpasar Vocational School, precisely at Jalan Suradipa I, No. 26 a, Peguyangan. The object of this research is the class X students of Hospitality Accommodation with a total of 22 students with an average age of 15-16 years. The field studied was the influence of the Chinese language module on students' Mandarin speaking skills. Learning material about Basic Competence 3.5, which is about objects that are close to everyday life, added indirectly, students can learn on their own with the modules found in e-learning at SMK Dwijendra Denpasar.

3. Data Collection

The type of data in this study are qualitative and quantitative data. The data sources in this study are the results of literature studies related to Mandarin speaking skills, speaking skills tests, lesson plans, and modules that are made according to the 2013 Curriculum Basic Competencies for students used for even semester X Chinese classes in class X Accommodation Department Hospitality of Dwijendra Denpasar Academic Year 2018/2019. This research also comes from direct observation of students, as well as documentation of teaching and learning activities in the class.

The research instrument is a tool or facility used by researchers in

collecting data. As for this study, there are two types of research instruments used, namely qualitative instruments and quantitative instruments. Qualitative instruments are in the form of tests of students' speaking skills, and student activity observation sheets. Quantitative instruments are in the form of assessment rubrics on speaking skills tests.

The procedure for implementing this class action research was taken from the design of the spiral model classroom action research from Kemmis & Taggart. The research procedure used by this model consists of 3 phases of activity, which include planning, implementation of action and observation, and reflection.

4. Data Analysis

In this study using two techniques in data collection, namely the first library study technique and the second is field studies. Field study techniques are observation, test and documentation. The steps in analyzing the data of this study are first by using contrastive linguistic analysis techniques, the second followed by quantitative data analysis techniques and described by qualitative descriptive analysis.

RESULTS AND DISCUSSION

The study was conducted during even semester learning. Students in the odd semester already got basic Chinese lessons. In this basic lesson students get lessons on how to write Chinese *hanzi* and how to pronounce Chinese language. From this odd semester learning activity, researchers discovered the problems faced by students when learning activities took place.

This assessment of speech skills tests includes three aspects, namely

assessment of Chinese pronunciation, fluency in saying words and understanding of what the vocabulary meaning. The linguistic phonology of Chinese is a guideline for evaluating pronunciation. Broadly speaking the pronunciation phonology of Chinese which is most different from Indonesian is the pronunciation of aspiration consonants and non aspirations. For example: in consonant words [b] 'bibi' is read "bibi", and [d] 'dari' is read 'dari', while in Chinese [b] 爸爸 'bàba' is read 'papa' and [d] 弟弟 'dìdì' is read 'titi'. This example is an example of a non aspirational consonant. The aspiration consonants like [p] 朋友 'péngyou' are read by 'phéngyou', there are aspirations when the pronunciation of 'p' becomes 'ph'. In addition to pronunciation of consonants and influential vocals,

pronunciation of the tone is also very important like the following example.

1. 妈 *mā* means mother, pliers here are read in a flat tone.
2. 麻 *má* the meaning of hemp plants, pliers, is read in a rising tone.
3. 马 *mǎ* means horse, the pliers here are read curved, from down then up.
4. 骂 *mà* where it means harsh words, pliers here are read down, or jerked.

The four examples above are in the same writing and pronunciation which distinguishes them from the tone so the meaning of pu is different. The researcher gave a pretest to measure students' speaking skills in Chinese with KD 3.5 daily life material. The test is presented with 30 questions, then the students recite one by one according to the pronunciation of the correct Chinese followed by pronouncing the word meaning of the word. Questions can be seen as follows.

INSTRUMEN KETERAMPILAN TES KETERAMPILAN BERBICARA

Satuan Pendidikan : SMA

Mata Pelajaran : Bahasa dan Sastra Mandarin

Kelas / Semester : X Akomodasi Perhotelan / Ganjil

Lafalkan kata-kata di bawah ini dengan tepat sesuai pelafalan final, initial dan nada bahasa Mandarin yang telah di ajarkan!

- | | | |
|-----------------------|---------------------------|-------------------------------|
| 1. 学 <i>xué</i> | 11. 动物 <i>dòngwù</i> | 21. 楼 <i>lóu</i> |
| 2. 只 <i>zhì</i> | 12. 漂亮 <i>piàoliáng</i> | 22. 杂志 <i>zázhì</i> |
| 3. 去 <i>qù</i> | 13. 希望 <i>xìwàng</i> | 23. 词典 <i>cídiǎn</i> |
| 4. 坐 <i>zuò</i> | 14. 朋友 <i>péngyou</i> | 24. 旅行 <i>lǚxíng</i> |
| 5. 都 <i>dōu</i> | 15. 强壮 <i>qiǎngzhuáng</i> | 25. 我们 <i>wǒmen</i> |
| 6. 大家 <i>dàjiā</i> | 16. 什么 <i>shénme</i> | 26. 留学生
<i>liúxuésheng</i> |
| 7. 准备 <i>zhǔnbèi</i> | 17. 椅子 <i>yǐzi</i> | 27. 一比 <i>yī bǐ</i> |
| 8. 老师 <i>lǎoshī</i> | 18. 地图 <i>dìtú</i> | 28. 吃 <i>chī</i> |
| 9. 明天 <i>míngtiān</i> | 19. 尺子 <i>chǐzi</i> | 29. 了解 <i>liǎojiě</i> |
| 10. 喜欢 <i>xǐhuan</i> | 20. 桌子 <i>zhuōzi</i> | 30. 中文 <i>zhōng wén</i> |

Assessment of students Chinese speaking skills includes assessment of pronunciation, fluency and understanding. Particular emphasis on pronunciation of students is mainly seen from how students recite words with consonants, vowels and the right tone. Chinese is a tonal language which is an innocent tune that gives meaning to the word. The phonology of Chinese language is very instrumental in this pronunciation assessment.

In Chinese phonology is known as *pinyin* which is a latin research system for Chinese based on a national standard pronunciation system (De-An Wu Swihart, 2001). The Latin *pinyin* system makes it easier for foreign students to only master Latin letters. The form of pinyin writing consists of at least one syllable, and each syllable consists of vowels (*yùn mǔ*) and consonants (*shēng mǔ*) and has an intonation sign (*shēng diào*) placed above the vowels.

Pinyin has 40 vowels and 21 consonants. The way of vowel pronunciation is more or less the same as

vowel pronunciation in Indonesian, but for consonants it is quite far from Indonesian. The way the pronunciation of consonants in Mandarin is very dependent on the position of the tongue, lips, teeth and how to pronounce it. If an error occurs in the pronunciation position and the pronunciation method, the resulting pronunciation will be less precise and distinguish meaning. Here is an example of proper consonant pronunciation. For example, the pronunciation of the lips is pronounced using the lower lip and upper lip. This pronunciation lies in the pronunciation of the consonant 'b' (read p) pronounced with pronunciation of lips and no air blowing. Then the consonant 'p' (pronounced ph) is pronounced with the pronunciation of the lips followed by blowing air. And also in the 'm' consonant (read m) which is by reciting the sound of amusement followed by saying there is no gust of air.

The results of the pretests, cycle 1 tests and cycle 2 tests obtained are presented in the following table.

Tabel 1. Total Test Results

No	Regristration Nomor	Students Name	Pre-tes	Cycle 1	Cycle 2
1	1801126	Ade Saraswati	49	64	81
2	1801127	Gede Andika Wardana	45	57	63
3	1801128	I Dw Gd Surya Widyatama	47	50	56
4	1801129	I Kadek Ade Darmawan	45	55	67
5	1801130	I Kadek Andy Jala Rasi	42	50	54
6	1801131	I Kdk. Wahyu Nanda A.	53	79	83
7	1801132	I Made Sariada	44	52	54
8	1801133	I Made Sutawan	49	52	61
9	1801134	I Nyoman Aris Santika Putra	49	56	75
10	1801135	I Wayan Agus Mardika	46	56	53
11	1801136	Kadek Aris Aprillia	56	77	88

No	Regristration Nomor	Students Name	Pre-tes	Cycle 1	Cycle 2
12	1801137	Mahayuni Chikara Wijaya	63	93	115
13	1801138	Made Eva Trisnadewi	56	70	98
14	1801139	Ng. A. Armada Saktya N.	49	102	103
15	1801140	I Gst. A. Made Ratna Dewi	42	54	60
16	1801141	Ni Komang Ayu Damayanti	48	84	92
17	1801142	Ni Made Ernita Yui Arini	58	89	95
18	1801143	Ni Putu Mita Juniantari	48	55	74
19	1801144	Pande Komang Dewi Utari	43	57	67
20	1801145	Si Made Rama Widiarta	44	50	57
21	1801146	Syarah Nur Febriyani	47	51	89
22	1801147	I Gede Bayu Sastra Wijaya	43	57	69

The pretest and cycle planning is clearly stated in the lesson plan by looking at the results of the student's pretest. Some students have not been able to achieve good speaking skills. In the RPP there is a planning of teaching and learning activities in such a way as to help improve the ability of students' skills. From the range of values made by students, it is expected that at least 50% of the grades in the C value range are between grades 61 to 90. This is because speaking skills with sufficient grades are very difficult for students to achieve, many detailed aspects are assessed.

At the stage of implementation and observation, researchers follow all stages at the planning stage. From the initial stage of distributing teaching materials, giving an explanation of how to write and recite vocabulary in this chapter, to divide students into several groups.

In this cycle 1 there are three meetings for the learning process, and the fourth meeting is for self-evaluation, students one by one are tested orally. Before the lesson begins, the researcher

will attend and condition students to be comfortable following the learning process. Beginning with prayer, after the prayer the researcher conveys the learning objectives to be carried out by applying the think pair share technique assisted by the modules given to students. The modules given to students are book-shaped modules that are equipped with online material that can be downloaded at the e-learning site of SMK Dwijendra Denpasar.

Researchers explain how to apply this think pair share technique to students. Students will be asked to pair up to recite the vocabulary learned in the chapter. Students correct each other and improve the pronunciation of their partners. This activity can also be said with the process of peer learning, pairing with friends can help the learning process of students, so students do not hesitate or are afraid to make mistakes. With this technique and repeated pronunciation exercises with friends in pairs it is believed that it really helps improve student learning achievement. When dividing this group the researcher also observes the students, looking at the obstacles experienced by

the students. Student observation process feels easier because students are made pairing. With the application of think pair share techniques, researchers feel strongly that monitoring and guiding students feels easier, and the development of students also looks very good.

From the total value of each of these cycles, it can be seen that some students have experienced rapid progress in this learning process. To make it easier to analyze, the researcher recapitulates students with a range of values according to the following table.

Tabel 2. Percentage Test Results

No	Value	Ranking	Percentage Pretest	Percentage Cycle 1	Percentage Cycle 2
1	121-150	(A) Sangat Baik	0	0	0
2	91-120	(B) Baik	0	9%	23%
3	61-90	(C) Cukup	5%	27%	50%
4	31-60	(D) Kurang Baik	95%	64%	27%
5	0-31	(E) Sangat Tidak Baik	0	0	0
Jumlah			100%	100%	100%

In the pretest, it is very obvious that students are unable to speak. 21 students or 95% of these students get rank (D) or rank poorly. The lowest value is 42, and the highest value gets a rating (C), only one person has a value of 63. The cycle 1 test illustrates that students have experienced an increase with 64% of students rated D, 27% of students ranked C and 9% rising to the B rank. Cycle 2 was also so slow that tinsel students ranked D decreased to 27%, then students ranked C increased 20% and ranked B 23%. Improvement looks not so significant, but the increase shows that the provision of this module is enough to help students.

CONCLUSION

Learning Chinese in Indonesia includes new learning. In Indonesia Mandarin can be studied again since about 1998. At that time people who mastered Chinese were very rare. In contrast to now, Mandarin is one of the favorite languages that is sought after to learn. But it is quite unfortunate that the development of Mandarin is not followed by the development of supporting learning facilities. In the 2013 revision curriculum 2016 has been arranged where the location of learning Mandarin. But the teaching materials are not in accordance with the curriculum.

Without the support of adequate learning facilities students' skills have a bad impact. The researcher tried to provide a module to improve students'

speaking skills. Assessment of students' Mandarin speaking skills includes assessment of pronunciation, comprehension and understanding of students. Particular emphasis on pronunciation of students is mainly seen from how students pronounce words with consonants, vocals and the right tone. Mandarin is a tonal language which is an innocent tune that gives meaning to the word. The phonology of Mandarin is very instrumental in the assessment of this pronunciation.

Using Classroom Action Research (CAR) as the basis for research can be seen the influence of this Mandarin module on the development of student learning achievement. Pre-Test Testing, Cycle 1 Test and Cycle 2 Test use the same test questions by testing 30 vocabulary words that are run orally by students. In the pre-test 21 students (95%) were ranked D and only 1 student (5%) was ranked C. The percentage of each indirect cycle increased until the final result of cycle 2 was 27% of students still ranked D, 50% of students rated C and 23% of students are rated B. This result is quite satisfying for researchers because Mandarin language skills are quite difficult lessons for beginners especially those who have very little study time but are required to master a lot of pronunciation and vocabulary.

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