

EFFECTIVENESS OF TEACHING MATERIAL READING CONTEMPORARY CHINESE LITERATURE AND CULTURE-BASED CULTURE WORKS

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Abstract

A research and development of teaching materials will focus on the development of textbook products in accordance with the needs of students, lecturers and also majors. Culture and literature knowledge that has been studied in Mandarin Darma Persada University program is not maximal and in accordance with the needs of students. So to adjust to the needs of these students making these teaching materials using the theme of contextual Chinese and cultural literature-based. To test the effectiveness of the model researchers have conducted experimental teaching materials to read the works of literature and culture-based Mandarin contextual, research conducted using the theory of experimental pre so that only implemented in one class reading 5 faculty of Chinese language and culture of Darma Persada University in academic year 2016/2017 in Jakarta. Respondents of the study were 18 students who had mastered Mandarin well, the results of this study indicate that T count (4.060) is greater than T table (2.101), thus it can be concluded that this significant mean difference means Ho is rejected and H1 be accepted. Thus the teaching material model of reading the literature and culture culture of Mandarin based on contextual is more effective in improving students' reading skill in semester 5.

Keywords: Effective teaching, Chinese Literature

A research and development of teaching materials will focus on the development of textbook products in accordance with the needs of students, lecturers and also majors. Teaching materials have a very important role in learning activities, teaching materials can act as independent learning materials. Teaching materials are a set of materials or substance of the lesson arranged in a coherent and systematic and display the integrity of the competencies that will be mastered by students in learning activities. With this teaching materials, students can learn a competence coherently and systematically so that students are able to master all competencies intact or integrated

The knowledge of culture and literature that has been studied in Darma Persada Mandarin Studies Program is not maximal and in accordance with the needs of students.

So to adjust to the needs of these students making teaching materials in this dissertation using the theme of contextual Chinese and cultural literature.

The 5th reading material is made using Chinese-themed literary and cultural texts. The literary and cultural texts referred to by the researcher are literary texts of folklore or so-called Folklore, since the folklore is part of a culture that is spread and passed down from generation to generation in both oral and gestures or auxiliary reminders. Folklore is used so that learners get to know the habits of Chinese society and motivate learners in learning Mandarin.

Chinese folklore is a sastra narasilisan based on historical events, historical figures and landscapes related to cerebral chals. The Chinese people's tribes are diverse and extravagant, folklore, myths and legends, wanitakuno, emperors, poetry, modern stories of love and so forth, which are the heritage of cultural traditions from generation to generation. The use of folklore in the Chinese text lessons commonly used contains elements of Chinese culture and customs. So the Chinese students indirectly when reading the text also know and learn Chinese culture in China.

The approach used in this textbook is a contextual approach but this approach has not been maximally used in teaching and learning process. This is known from the results of interviews with students who argued that learning in the classroom is just reading and translating text. The approach used in the making of teaching materials to read literature and culture uses the contextual approach as it is adapted to the teaching and learning process that has been going on for so long.

The contextual approach is a conception that helps Lecturers relate subject content to real situations in the community and motivate students to make connections between knowledge and application in their lives. Permenristek Dikti no 44 of 2015 stated contextual learning states that the achievement of graduate learning is achieved through a process of learning tailored to the demands of ability to solve problems in the realm of expertise.

According to Nunan the development of teaching materials is the process of selecting, adapting, and preparing teaching materials based on a particular frame of reference. Teaching materials can be defined as a systematic description of the exercises and techniques used in classroom teaching. This includes textbooks, audiovisual packages, games, and other activities used in classroom learning.

Tomlinson argues that the development of teaching materials is: " *Materials development refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood intake: in the other words the supplying of information about and or experience of the language in the ways designed to promote language learning.* "

From the above statement Tomlinson it can be interpreted that the development of teaching materials refers to an attempt made by the author, Lecturer or learner to provide material or input and exploit the material to maximize the resulting effect. So in other words that the development of teaching materials is an activity to provide information about the language experience in the design to design and promote language skills.

There are several principles of teaching material development, namely model preparation, adaptation, adoption, translation and perevisian. In terms of intellectual property rights (HAKI) the development of teaching materials belongs to the copyright whose ownership is present to the creator.

So it can be concluded that the teaching materials is a format of material given to students and can be connected with other learning media. One of the important things that must be considered in developing language teaching materials is the teaching material is intended for who whether for adults, language teaching materials for beginners, language teaching materials for adult beginners and language teaching materials for special purposes.

杨惠元 declare that the teaching of reading Mandarin consists of three types, that is reading model from bottom to top, top down and interaction model. In learning to read Mandarin starts from knowing the script, then know the word, know the sentence, short sentence and then to know the text, from the smallest thing to the biggest thing.

According to Goodman, Burke and Sherman read is a process of reconstructing the message contained in the text that is read. It further states that the process of reconstructing the message is layered and interactive and there is the process of formation and testing hiporesus. That is, the message is dug through the layers of meaning contained in the text, the reader will create and test the hypothesis.

Contextual teaching and learning is a conception that helps Lecturers relate subject content to real situations and motivate students to make connections between knowledge and application in their lives. According to a contextual view a learning process should emphasize problem-solving. So it can be said that contextual teaching is "good teaching practice".

Contextual learning is a learning approach that recognizes and demonstrates the natural state of knowledge. Contextual learning presents a concept that links the subject matter learned by the student to the context in which the material is used, and relates to how one learns or the student's style of learning. The subject matter will be very meaningful if the students study the material presented through the context of their life. The benefits of contextual learning will create a classroom that enables the participant to be active.

The contextual approach has seven main components: constructivism, inquiry,

questioning, learning, modeling, reflection and authentic assessment. A class is said to use this approach when applying the seven principles into the learning process. Contextual approaches can be applied in any curriculum, any field of study and the class, regardless of circumstances.

Assessing the legibility of a teacher teaching material should link information between the reader and the information contained in the text. First, the educator must consider the reader, his ability, motivation, and knowledge. The reader will have different levels of reading, attention span, and memory. The educator ensures the level of reading using an informal such assessment reading, assessment, standardized tests. Chall & Dale, 1995. states;

Educators have used the term readability to describe a book reads and understands a book.

So it can be concluded that educators should use the possibility of text contents that may later affect readers to read and understand the contents of the book. To test the legibility of a Hillcerst's book states there are five steps that is. Survey, objectives, assessment materials, product evaluation and implementation in a test. This study aims to measure a teaching-learning model of reading literature and contextual Chinese-based culture is effective in improving students' reading ability.

METHODS

The methodology used in this study is experimental pre, this study was conducted for 1 semester from September 2016 until January 2017 in class 5 reading of Faculty of Language and Culture of Chinese University of Darma Persada, respondents consisted of 18 students. This study uses quantitative methods of experiments conducted. Collecting data in the form of assessment results after and before using the developed teaching material model, the test is carried out using normality test, homogeneity test, T-test and legibility test.

FINDINGS

The experiments were conducted in the regular classroom reading 5 faculty of Chinese literature University of Dharma persada which has 18 students as experimental class, they already have the ability to speak Mandarin equivalent to the mastery of 4500 Han characters. After 16 meetings the student is given the same post test, here is a description of it:

1) Post Test and Pre Test results

This experiment uses experimental pre only so that it involves only one experiment

class only, The data obtained in the experimental class consists of the lowest value 60 and the highest value 100 the average value is 90. The following is the table of values:

Table 4:24 Data Score Results Post Test and Pre-Test Students in Experimental Class

No.	Class Group	N	Lowest Value (Post Test)	The highest score (Post Test)
1.	Post Test	18	60	100
2.	Post Test	18	60	100

Furthermore, the researchers conducted a test of normality on the value obtained. Both tests are performed as a requirement for the next test that is t-test. The following is a description of the two tests.

2) Normality test

Normality test is done on the experiment class data. Normality test is done by using liliefors test by testing the null hypothesis of the sample comes from normal distributed. Here is the liliefors test summary table.

Table 4.25 Normality Test Results with Liliefors Test

NO	Item	Pre Test	Post Test
1.	Average	74.50	87.78
2.	Standard deviation	10.21	10.03
3.	The number of students	18	18
4.	L Count	0.150	0.116
5.	L table	0,200	0,200
6.	Significant level	0,05	0,05

Can be concluded for the value of pre test found the largest value of L itung = 0.150 L table for n = 18 with a significant level of 0.05 is 0.200. Count <Label. It can be concluded that the databerdistribution is normal.

While the value of post test value of L itung biggest = 0.116 L table for n = 18 with a significant level of 0.05 is 0.200. Count <Label. It can be concluded that the

data distribution is normal.

3) Homogeneity Test

Homogeneity tests are performed to test whether the data has a variant or diversity of the same value. Homogeneity is a requirement for data to be tested with inferential statistics. Homogeneity test in this research is done by using F-Test because both data are uncorrelated data. Here is the F-test results data at pre test and post test.

Table 4:26 Data Homogeneity Test Results with F-Test

Group	N	SR	Df	S ²	F count	F table
Pre Test	17	74,50	18	104.265	1,04	2,27
Post Test	18	87,78	18	100.654		

Then it can be concluded because F count is smaller than F table then the population variance between pre test and post test is homogeneous.

4) Test Double Differences

The study continued with a two-averaging difference test to test the null hypothesis that there was no average difference between pre test and post test. The test used is the T-test the following table describes the test results

Table 4:27 Data Test Difference Two average with T-Test

Group	N	SR	Db	Sgab	T count	T table
Pre Test	17	74,50	18	3,27	4,060	2,101
Post Test	18	87,78	18			

The table above shows that T count (4.060) is greater than T table (2.101), so it can be concluded that this significant mean difference means Ho is rejected and H1 is accepted. Thus the teaching material model of reading literature and contextual-based culture is more effective in improving students' level 3 reading ability.

b. Interpretation of the Effectiveness Test Result of the Model of Teaching Material Reading Contextual Mandarin Literature and Culture Works

From the effectiveness test results can be identified that the post test results in the experimental class the lowest value of 60 and the highest value 100, the average value of

87.78. While the problem of pre test the lowest value of 60 and the highest value 100 average value is 74.50. Both samples come from the normal distribution. In addition from homogeneity test also obtained F arithmetic (1.04) smaller than F table (2.27) then both groups have the same or homogeneous variants.

Furthermore, the study continued with a two-averaging difference test to test the null hypothesis that there was no average difference between pre test and post test. The test used is t-Test. The t-test results show that T count (4.060) is greater than T table (2.101). Thus it can be concluded that the mean difference is significant and this means H_0 is rejected and H_1 accepted. Thus, the model of teaching materials to read literature and contextual-based culture is more effective in improving students' level reading skills

c. Test of Readability of Learning Material Reading Mandarin-based contextual literary and cultural works developed

Test legibility in this study was conducted by providing a test questionnaire test to the lecturers of reading subjects reading 5, peers and experts teaching Mandarin from Huaqiao University. Aspects that are assessed on the legibility test as well as the theory of legibility that has been presented in Chapter II, the linguistic and typography aspects. The number of statements in the questionnaire of 15 questions consisted of 10 linguistic and 5 typography questions.

Table 4.28 Test Results Readability Text on the Model of Reading Material

NO	Linguistic Dimension	A	B		C	Average
		1	2	3	4	
1.	The vocabulary of the reading material 文化阅读 is often used in other literary works.	3	3	3	3	3
2.	The vocabulary of the reading material 文化阅读 can be understood by looking at the dictionary	2	4	4	4	3,5
3.	The vocabulary of the reading material 文化阅读 is often used in other discourses.	2	4	3	3	3
4.	The discourse on teaching	3	4	2	3	3

	material 文化阅读 is easy to understand and understand.					
5.	Sentences on teaching materials 文化阅读 easy to understand student level 3	2	4	3	3	3
6.	The length of the sentence on the teaching materials 文化阅读 according to the student level competence	3	3	3	3	3
7.	The average number of words in a sentence is proportional.	3	3	3	3	3
8.	Punctuation is used correctly and accordingly.	3	3	3	3	3
9.	Average paragraph length is proportional	2	4	3	3	3
10.	Writing is appropriate according to the rules of grammar	2	4	3	3	3
	Typography Dimensions					
1.	Visual letters on the teaching material 文化阅读 clear	4	4	3	3	3,5
2.	The font type on the teaching material 文化阅读 is proportional.	4	4	3	3	3,5
3.	The size of the letters on the subject matter 文化阅读 is proportional	4	4	3	3	3,5
4.	The space size of the ideal 文化 materi material is ideal	4	4	3	3	3,5
5.	The size of the margins on the teaching material 文化阅读 is	4	4	3	3	3,5

	ideal					
Average					3,2	

Information:

A: The lecturer of the subjects reads 5

B: Peers

C: Mandarin Language Teachers

Based on the above table it can be concluded that the text on teaching materials to read literature and contextual based culture has met the category according to the competence of students with a score of 3.2. Suggestions given by the assessors are more focused on the transfer of new cultural themes to the new literary theme, because the literary theme is considered more difficult, layout layout and prints.

CONCLUSION

To test the effectiveness of the model researchers have conducted experimental teaching materials conducted using the theory of experimental pre so that only implemented in one reading class 5 at Darma Persada University Jakarta as many as 18 students. UAS data is used as a post test and at the start of learning they undergo the same pretest. The results of post test and pretest are tested by t-Test. Teaching material used in the experimental class is the teaching material model of the draft development result 5. The teacher uses the teacher's book as a guide before teaching. In the learning process students use student books, each task is done in notebooks. Data obtained on the experimental class of the lowest score of 60 and the highest value of 100 with an average value of 87.78 while the data value of pre test the lowest value of 60 and the highest value 100 with flat 74,50 of the two samples came from the normal distribution. The next test is a two-averaging difference test to test the null hypothesis and it is concluded that there is no average difference between pre test and post test, the test used is t-test. The t-test results show that T count (4.060) is greater than T table (2.101), thus it can be concluded that this significant mean difference means H_0 is rejected and H_1 is accepted. Thus the teaching material model of reading literature and contextual based culture is more effective in improving students' level 3 reading ability.

The developed teaching material model has also been through the legibility test. The legibility test was conducted by giving questionnaires to 1 lecturer of reading subjects, 2 peers and 1 teacher of Mandarin language. The text on the final model reading material meets the Eligible category with a score of 3.2. Suggestions given by the assessors are more focused on the transfer of new cultural themes to the new literary

theme, because the literary theme is considered more difficult, layout layout and prints.

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