



THE SUITABILITY ANALYSIS OF 高级汉语 (GAOJI HANYU) CHINESE TEXTBOOKS WITH CHINESE SYLLABUS CURRICULUM EDUCATION IN INDONESIA

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Article history:	Abstract:
<p>Received 26th April 2021 Accepted: 10th May 2021 Published: 4th June 2021</p>	<p>The development of Chinese learning throughout the world has increased significantly from time to time, including in Indonesia. For this reason, an increase in public interest in Chinese learning causes an increase in the need for learning resources. The current obstacle is that teachers find it challenging to choose the right textbook for learning Chinese by the government curriculum. So it is necessary to reference Chinese teachers in Indonesia to select teaching materials suitable for learning Chinese, especially for high school students. Based on this fact, the purpose of this study was to analyze the suitability of the 高级汉语 (Gaoji Hanyu) Chinese textbooks with the Curriculum Education in Indonesia was investigated based on Core Competencies (KI), Basic Competency (KD), and learning materials listed in the Chinese syllabus of class XI so this research is included in the document analysis research. The results showed that the topic and content of the 高级汉语 (Gaoji Hanyu) textbook material viewed from vocabulary, grammar, reading texts, exercises and cultural elements were not relevant to the topic and reading books requested in each Basic Competency (KD) Chinese syllabus eleventh-grade Curriculum Education in Indonesia.</p>

Keywords: Suitability analysis, textbook, "高级汉语" (Gaoji Hanyu), curriculum education in Indonesia

1. INTRODUCTION

According to an article on an online news site (Ashari, 2012), the UN has designated six foreign languages as the official languages of the United Nations, namely English, Chinese, Arabic, French, Russian and Spanish (Ashari, 2012). This statement, of course, makes the learning of the six foreign languages more prevalent in various parts of the world, one of which is learning Chinese. It is estimated that more than 25 million people in 85 countries are currently studying Chinese actively (Xiao, 2011). This fever to learn Chinese is also evident in Indonesian society. People of Chinese descent are interested in mastering Chinese, but indigenous Indonesians are starting to become interested in taking Chinese classes. What's more, Permendikbud No.69 of 2013 concerning the Basic Framework and Curriculum Structure of SMA/ MA stipulates that Chinese is one of the subjects of the cross-interest program for high school students. This information has triggered an increasing number of formal education institutions, from elementary to tertiary institutions, to include Chinese as elective subjects/subjects.

Increased public interest in Chinese learning has led to an increase in the need for teaching materials. We know that teaching materials, teachers and students are three primary factors in the learning process. This statement proves how important teaching materials are for successful learning in the classroom. However, the obstacle that is still often encountered is that Chinese teachers in Indonesia still have difficulty choosing the right textbook for Chinese learning. According to (Slameto 2003), complete and appropriate learning tools will facilitate the acceptance of learning materials given to students. Even though Chinese teaching materials for the international level have developed quite well, teaching materials have also increased.

Based on the observations made at several high schools in Malang that opened Chinese classes, most of the teaching materials used were modules and handouts made by teachers or imported books from China. Most of these teacher-made teaching materials are arranged based on the level of teacher knowledge, not based on the needs of students, so the material in teaching materials can be too easy or vice versa. Meanwhile, imported books from China are compiled based on the curriculum applied in China. Whereas in explaining the Deputy Minister of Education and Culture of the Republic of Indonesia in Education regarding the concept and implementation of the Curriculum Education in Indonesia, it was stated that books used in learning must refer to curriculum concepts. We cannot say

that teacher-made teaching materials or imported books from China are lousy. Teaching materials for students in Indonesia; it's just that most of these learning resources have not been referred to the Curriculum Education in Indonesia and still have several weaknesses that deserve attention.

Based on the facts above, the curriculum education in Indonesia is crucial and urgent to do, especially at the high school level, considering that Chinese learning has become a compulsory subject taught by students from class X to class XII. There are even several schools that make Chinese a subject that is tested in the National Examination. This fact creates a logical consequence for the importance of Chinese textbooks relevant to curriculum for high school students.

Previously, in 2017, researchers researched "高级汉语" (Gaoji Hanyu) textbook whose focus was on teachers and students as users of the textbooks, not analyzing the content of the material or its suitability with the curriculum. According to teachers and students, the results showed that the vocabulary that was learned was too much in each chapter. The reading text that had a high level of difficulty with students had the necessary abilities. But the topic of this textbook has approached the subject of everyday life that interests students. In each vocabulary, an Indonesian translation is provided to benefit students in Chinese learning.

From the results of previous research and based on the facts described above, researchers are interested in knowing the relevance of Erlangga's 高级汉语 (Gaoji Hanyu) Chinese textbook eleventh-grade published in 2013 with the Curriculum Education in Indonesia, in terms of Core Competencies (KI), Basic Competency (KD) and learning materials. The aim is to find out the feasibility of the Chinese textbook 高级汉语 (Gaoji Hanyu) as a Chinese textbook for high school students. The 高级汉语 (Gaoji Hanyu) Chinese textbook eleventh-grade were compiled by Adi Kristina Wulandari, Nandika Mandiri and Dilah Kencono. The composer is a permanent lecturer at the Faculty of Cultural Sciences, Chinese Literature Study Program, University of Indonesia, and has obtained various achievements in Chinese literature. However, this textbook is not included in the list of textbooks listed in PERMENDIKBUD No.1 of 2015 on textbooks. But the research is expected to become a reference for Chinese teachers in Indonesia to choose suitable teaching materials for Chinese learning in Indonesia, especially for high school students.

2. METHODS

This research is included in document analysis research. Document analysis activities aim to determine the meaning, position, and relationship between various concepts, policies, programs, activities, and events that exist to know the benefits, results, or impacts of these things (Sukmadinata & Syaodih, 2016). In this study, researchers used documentation instruments in the form of analysis tables that would make it easier for researchers to analyze textbooks. The resulting research data is in the form of the content of learning material in the 高级汉语 (Gaoji Hanyu) Chinese textbook, which is following the Chinese language eleventh-grade Curriculum Education in Indonesia (Basic Competency three and Basic Competency four). The research stage is the first to prepare learning indicators that are by Basic Competency three (KD 3) and Basic Competency four (KD 4). Secondly, reading the learning material displayed in textbooks. The third step is to mark the parts of the textbook that match the learning indicators. Fourth, write the observed data into the analysis table. The fifth check the validity of the data by the triangulator. The final step is to revise the data collected in the analysis table based on the suggestions for changes from the triangulator.

3. RESULT AND DISCUSSION

3.1 Overview of Textbook Material Content 高级汉语 (Gaoji Hanyu)

高级汉语 (Gaoji Hanyu) Chinese Textbook eleventh-grade (Kristina et al., 2013) consists of 10 chapters which are used in two semesters. Each chapter discusses a specific topic related to a situation, place, or activity with an Indonesian background. Below is the composition of the contents of the textbook:

1. Pre-class preparation for the teacher. Pre-class preparation is presented at the beginning of each chapter and includes subject matter, text objectives, class activities and approximate text content.
2. 生词 (shengci, new vocabulary). The vocabulary in the textbook is divided into three parts, namely core vocabulary, unique names and additional vocabulary.
3. 会话 (huihua, dialogue). The reading text in this textbook is in the form of a dialogue consisting of 3-4 short dialogues. After that, there are additional notes in interrogative sentences, idioms, necessary grammar and others.
4. 语法 (yufa, grammar), grammar discussed based on the topic in each chapter, consisting of sentence structure, how to use it and example sentences.
5. 汉字笔顺表 (Hanzi Bishunbiao, table of how to write Han characters). The table contains the steps or stroke sequences for a single character. Han characters written in this textbook are vocabulary that is being studied as well as Han characters that have never appeared in previous chapters.

6. "Information Overview," which contains cross-cultural information. For cultural elements, this textbook focuses on discussing traditions, national parks, food, animals and customs such as Peking duck, panda, lion dance, summer palace and others.
7. 练习 (Lianxi, practice questions). The practise questions in this textbook consist of 3- 4 types of practice questions. The practise questions are still LOTS (Low Order Thinking Skill) such as multiple-choice, fill in the blank, making sentences based on pictures and others.

This textbook consists of 195 Han characters, 439 vocabularies and 37 types of grammar. In each chapter, students need to learn 19-20 Chinese characters, 43-44 new vocabulary, and 3-4 types of grammar.

3.1.1 The suitability analysis of 高级汉语 (Gaoji Hanyu) Chinese textbooks class XI to the 2013 curriculum

Based on the research results, it can be seen that some of the learning materials presented in the 高级汉语 (Gaoji Hanyu) Chinese textbook for eleventh-grade are by the Chinese syllabus for eleventh-grade Curriculum Education. However, the suitability of the material is not 100% following the topics listed in most Basic Competencies. The textbook material is considered to have many deficiencies. The material in the textbook does not contain elements of Basic Competency (KD) in sequence and thoroughly; sometimes, in 1 chapter, it can consist of several KD or vice versa.

Table 3.1 Suitability table of 高级汉语 (Gaoji Hanyu) Chinese textbook for class XI with the 2013 curriculum

Chapter	Theme	Suitability		KD Basic Competency	Explanation
		Yes	No		
I	明天我们几点出发? [míngtiān wǒmen jǐ diǎn chūfā?] What time do we leave tomorrow?		√	-	There is no element of any Basic Competency curriculum (KD) in this chapter.
II	去图书馆怎么走? [qù túshū guǎn zěnmē zǒu?] How do I get to the library?		√	-	Does not contain the appropriate Basic Competency curriculum (KD)
III	这件衣服多少钱? [zhè jiàn yīfú duōshǎo qián?] how much is this shirt?		√	-	There is no element of any Basic Competency curriculum (KD) in this chapter.
IV	我给你介绍介绍中餐 [wǒ gěi nǐ jièshào jièshào zhōngcān] I will introduce you to Chinese food.		√	-	Does not contain the appropriate Basic Competency curriculum (KD)
V	我到巴厘岛去玩儿了 [wǒ dào bālǐ dǎo qù wán er le] I went to play in Bali.	√		KD 3.5	In this chapter, there is vocabulary material related to events that have been or have been done. There are grammatical uses of 了 [le] and additional notes (注释, Zhushi) of expressions used when meeting people who have just returned from a place or met in the past.
VI	这个牌子比哪个牌子好		√	KD 3.6 KD 4.6	In this chapter, the elements of KD 3.6

	[zhège páizi bǐ nǎge páizi hǎo] Which brand is better than this brand.		are presented in the form of an example sentence comparison 比 [bi] , and causal sentence 跟 一样 [gen yiyang] , 因为 所以 [Yinwei....., Suoyi.....], accompanied by a grammatical explanation of its use in a sentence and vocabulary related to comparative sentences and causal sentences. This chapter's exercises include completing fill in the blank in sentences, fill in the blank in dialogue, matching pictures with sentences, and writing examples of causal and comparison sentences.
VII	去看医生吧! [qù kàn yīshēng ba!] Go to the doctor!	✓	KD 3.3 KD 3.8 In addition to the vocabulary of sympathy/empathy, elements of KD 3.3 are also listed in additional notes (注释, Zhushi) regarding expressions of sympathy/empathy. In this chapter, elements of KD 3.8 are found in the grammar of the use of the particle 了 [le], which states the result of an action or 结果补语 [Jieguo Buyu], along with examples of sentences.
VIII	他们是坐飞机来的 [tāmen shì zuò fēijī lái de] They came by plane.	✓	- There is no element of any Basic Competency curriculum (KD) in this chapter.
IX	明天会不会下雨? [míngtiān huì bù huì xià yǔ?] Will it rain tomorrow?	✓	KD 3.2 This chapter contains elements of KD 3.2, which are presented in the form of vocabulary, grammar, and a short dialogue about an invitation

			<p>and giving instructions. However, examples of invitation sentences in textbooks are only limited to additional notes (注释, Zhushi).</p> <p>KD 3.4 This chapter presents KD 3.7 vocabulary and KD 4.7 conversational texts related to the activity's utterance using the word 正在 [Zhengzai]. There are also additional notes (注释, Zhushi) about the grammar of 正...呢 [zheng ... ne] which states an ongoing activity at a time.</p> <p>The elements of KD 3.7 listed in Chapter 10 are the vocabulary and grammar of 一边 ... 一边 [yibian ... yibian ...] which shows a situation that co-occurs, and there are also examples of the sentence. The exercises in chapter 10 are by KD 4.7, where students are asked to make sentences using grammar 一边 ... 一边 [yibian ... yibian ...] based on pictures.</p>
X	<p>艾琳正在房间里坐着呢 [Àilín zhèngzài fángjiān lǐ zuò zhene] Irene is sitting in the room.</p>	✓	

Based on the table above, it can be seen that there are five chapters in the "高级汉语" (Gaoji Hanyu) Chinese textbook eleventh-grade which are following the Curriculum Education in Indonesia, namely Chapter 5, Chapter 6, Chapter 7, Chapter 9 and Chapter 10. The results also show material mismatches with essential competencies from KD 3.1 and KD 3.8. Below is a description of the analysis results seen from all the components in each chapter:

First, only two chapters are relevant to the Curriculum syllabus of the ten chapters, seen from vocabulary, grammar, reading texts, and practice questions, namely chapters 6 and 10. Chapter 6 is relevant to KD 3.6 and KD 4.6 related to sentences and causal relationships and sentences—the inverse relationship and the comparative relationship sentences according to the context of their use. Meanwhile, chapter 10, by KD 3.7 and KD 4.7, related to the topic, describes several actions that are carried out / co-occur or indicate a situation.

Second, in chapter 5, conformity with KD 3.5 is found, related to retelling actions/events that have/have been done/happened in the past. In chapter 5, there is vocabulary related to events that have been/have been done. In grammar, there is the use of the particle 了 [le] and examples of the use of the sentence. The additional notes (注释, Zhushi) are listed expressions used when meeting people who have just returned from a place / met in the past. However, this agreement is only found in vocabulary, grammar, and reading texts. Whereas in the practice questions presented in this chapter, no type of exercise produces interaction text to express actions that have been done in the

past, namely the words 过 [guo] or 了 [le] in textbooks that are by KD 4.5. Therefore, the material contained in chapter 5 of this textbook is considered not by KD 3.5 and 4.5 in the 2013 Curriculum.

Third, in chapter 7, the material suitability with KD 3.3 and KD 3.8 in the 2013 curriculum is found. This chapter shows expressions of sympathy/empathy by KD 3.3 found in vocabulary and dialogue. Then in this chapter, there is also a grammar that is by KD 3.8, namely providing examples of sentences that complement the results of 结果补语 (Jieguo Buyu) by paying attention to the correct language elements. Although there is a presentation of grammatical material that explains the complementary sentences to the results of 结果补语 (Jieguo Buyu), there is no presentation of material that specifically addresses the topic. Therefore, the material contained in this chapter is considered not by KD 3.8 in the 2013 Curriculum.

Fourth, chapter 9 conforms to KD 3.2 in the 2013 curriculum. However, there is only a presentation of material on giving instructions and invites in this chapter, presented in vocabulary, grammar, and short dialogue. Meanwhile, asking permission and how to respond to it are not included in this chapter. Then for examples of invitation sentences in textbooks, they are limited to additional notes (注释, Zhushi), not explicitly explained. In this chapter, the types of practice questions presented are completing sentences, making sentences based on pictures, and answering selective information questions. However, no type of exercise produces interactive text related to examples of speech acts, giving instructions, inviting, asking permission, and responding using Hanzi or pinyin according to the request on KD 4.2 in the 2013 curriculum.

Fifth, in the first part, it is explained that chapter 10 is by KD 3.7 and KD 4.7. However, it turns out that in this chapter, some vocabulary, grammar, and dialogue are still tucked away by KD 3.4 related to the topic of activities/events that are being carried out / ongoing. In the vocabulary table used in the reading text in chapter 10, vocabulary is related to ongoing events. On page 134, there is a conversational text in which there are utterances of activities being carried out using the word 正在 [zhengzai]. On page 137, there are additional notes (注释, Zhushi) grammatical 正....呢 [zheng ... ne] which state an activity that was taking place at one time or another.

CONCLUSION

The material contained in the "高级汉语" (Gaoji Hanyu) Chinese textbook eleventh-grade shows a mismatch with the Chinese syllabus eleventh-grade Curriculum Education in Indonesia. Even though the results of the suitability analysis table shows there are two materials in the "高级汉语" (Gaoji Hanyu) Chinese textbook eleventh-grade is following the Curriculum Education in Indonesia, namely, chapter 6 and chapter 10. However, in other chapters, it is only found conformity in several textbook materials (vocabulary, grammar, reading texts, practice questions, culture) when analyzed in detail. So it can be said that the chapter is considered not by the topic and type of reading text requested in each KD syllabus of Chinese for eleventh-grade in the Curriculum Education in Indonesia. Exercise questions do not show suitability with KD 4. The Teaching Material Development Theory published by the National Education Department in 2008 states that the title or material presented in preparing teaching materials must contain competencies based that students must achieve. Therefore, it can be concluded that the "高级汉语" (Gaoji Hanyu) Chinese textbook eleventh-grade not only shows a mismatch with the Chinese syllabus eleventh-grade Curriculum Education in Indonesia. However, it also shows a non-conformance with the Teaching Material Development theory established by the Ministry of National Education in 2008. Therefore, it is hoped that the compilers of teaching materials will adjust the presentation of the material with the Curriculum Education Chinese syllabus. This research is also expected to reference Chinese teachers in Indonesia to choose appropriate teaching materials for learning Chinese in Indonesia, especially for high school students

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