

DEVELOPMENT OF DIGITAL TEACHING MATERIAL 句法学 [Jù fǎxué]

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Abstract: The use of media greatly affects the achievement of learning objectives. Determining appropriate and suitable Mandarin textbooks for Indonesian learners is one of the challenges for Mandarin teachers. Most of the Mandarin textbooks in Indonesia are still in Chinese or English versions, as well as the Mandarin Syntax textbooks. Based on interviews with students of the Mandarin Language Education Study Program, Universitas Negeri Malang, the difference between Mandarin language syntax and Indonesian language syntax, as well as the lack of availability of Indonesian language textbooks related to Mandarin language syntax material are factors in the difficulty of learning Mandarin syntax. The aim of this study is to create digital educational materials in Indonesian language that can assist Indonesian students in grasping the concepts of the Mandarin Syntax course more easily. This 句法学 [Jù fǎxué] (syntax) digital teaching material with Indonesian explanation contains 词类 [Cílèi] (word class) material consisting of 名词 [Míngcí] (noun), 动词 [dòngcí] (verb), 形容词 [xíngróngcí] (adjective), 数词 [shù cí] (number), 量词 [liàngcí] (unit word), 代词 [dàicí] (pronoun), 副词 [fùcí] (adverb), 介词 [jiècí] (preposition), 连词 [liáncí] (conjunction), 助词 [zhùcí] (auxiliary word), 拟音词 [nǐ yīn cí] (sound imitation). The findings from this research show that the digital teaching materials for 句法学 [Jù fǎxué] (syntax) with explanations in Indonesian are both engaging and suitable for understanding the subject.

Keywords: module, digital, syntax, Chinese

INTRODUCTION

The use of media greatly affects the achievement of learning objectives. Determining appropriate and suitable Mandarin textbooks for Indonesian learners is one of the challenges for Mandarin teachers. Most of the Mandarin textbooks in Indonesia are still in Chinese or English versions, as well as the Mandarin Syntax textbooks. Based on interviews with students of the Mandarin Language Education Study Program, Universitas Negeri Malang, the difference between Mandarin language syntax and Indonesian language syntax, as well as the lack of availability of Indonesian language textbooks related to Mandarin language syntax material are factors in the difficulty of learning Mandarin syntax. This is in line with the opinion of Lu Jianming (2022) which states that word class is one of the unavoidable problems in learning Mandarin. according to Peng Xiaochuan, et al (2008) word classes in Mandarin consist of 名词 [Míngcí] (noun), 动词 [dòngcí] (verb), 形容词 [xíngróngcí] (adjective), 数词 [shù cí] (number), 量词 [liàngcí] (unit word), 代词 [dàicí] (pronoun), 副词 [fùcí] (adverb), 介词 [jiècí] (preposition),

连词 [liáncí] (conjunction). In the Mandarin syntax course at Universitas Negeri Malang, students will study 词类 [Cílèi] (word class) material consisting of 名词 [Míngcí] (noun), 动词 [dòngcí] (verb), 形容词 [xíngróngcí] (adjective), 数词 [shù cí] (number), 量词 [liàngcí] (unit word), 代词 [dàicí] (pronoun), 副词 [fùcí] (adverb), 介词 [jiècí] (preposition), 连词 [liáncí] (conjunction), 助词 [zhùcí] (auxiliary word), 拟音词 [nǐ yīn cí] (sound imitation).

Teaching materials are very important in learning because they function to help teachers convey material to students. This is supported by the opinion of Huang (2012), which explains that the quality of learning can be improved by using teaching materials along with technology and multimedia. In line with this opinion, Widyastuti, et al, (2019) also stated that teaching materials are media designed to help individual students achieve their learning goals. Apart from that, Zhao (2004) also stated that in teaching Mandarin as a foreign language, new ideas are needed as an innovation. Therefore, the goal of this research is to create a digital teaching material for 句法学 [Jù fǎxué] (syntax) in Indonesian, with the intention of aiding the study of the Mandarin Syntax course.

Prior studies have explored the creation of Mandarin teaching materials. For instance, Safitri (2016) developed materials for Mandarin instruction aimed at high school students in class X. Similarly, Kurniasari (2019) crafted digital-based Mandarin textbooks specifically designed for class X students at SMA Don Bosko Semarang. These previous studies employed the Research & Development (R&D) approach. Agustin (2021) pursued research centered on constructing a Chinese language textbook tailored for high school students in class X. Notably, the outcomes indicated the suitability of the developed Chinese textbook for Mandarin learning within this context. Furthermore, Sakti et al. (2021) created a digital module featuring Mandarin phonology content. This developmental research also adopted the Research and Development (R&D) methodology.

The similarities between this development research and development research by Safitri (2016), Kurniasari (2019), Agustin (2021), and Sakti, et al (2021) are that they focus on creating teaching materials for Mandarin language. Meanwhile, the difference between this development research and the development carried out by Safitri (2016), Kurniasari (2019), Agustin (2021), and Sakti, et al (2021) lies in the specific content included in these materials. Safitri (2016), Kurniasari (2019), and Agustin (2021) developed teaching materials with material for class X high school students, Sakti's research, et al (2021) developed teaching materials with Chinese Phonology material. Whereas in this study developed digital teaching materials with Mandarin syntax material.

METHOD

This research is a development research, which aims to develop a product in the form of digital teaching materials 句法学 [Jù fǎxué] (syntax) in the Indonesian version. In line with this statement, Mulyatiningsih (2012) states that development research has the goal of producing a new product through the development process.

This research used the Research and Development (R&D) approach, structured through the following steps: (1) analyzing potentials and problems, (2) collecting data, (3) designing products, (4) validating products, (5) revising products. This development research uses an instrument in the form of a questionnaire to gather information from material experts and media experts during the product development process.

The validation results of the digital teaching materials 句法学 [Jù fǎxué] (syntax) in the Indonesian version developed in this study were analyzed using a Likert scale. According to

Sugiyono (2018), the Likert scale is employed to assess individuals' opinions and perceptions regarding a phenomenon. In this research, the questionnaire instrument served the purpose of gathering feedback and recommendations from experts in content and media concerning the Indonesian version of digital teaching materials for 句法学 [Jù fǎxué] (syntax) that were under development. Suggestions and comments from media experts and material experts were used by researchers as a reference for revising or improving digital teaching materials 句法学 [Jù fǎxué] (syntax) in the Indonesian version. It can be determined that the Indonesian version of digital 句法学 [Jù fǎxué] (syntax) materials is considered viable if the outcomes of a questionnaire administered to media and materials experts regarding these materials attain at least the "good" criteria.

FINDINGS AND DISCUSSION

A teaching material must be arranged systematically and contain learning components. This is reinforced by the opinion of Prastowo (2011) which states that the elements that must be present in teaching materials include: learning instructions, competencies to be achieved, supporting information, exercises, worksheets, and evaluations. Because of this, the Indonesian version of digital 句法学 [Jù fǎxué] (syntax) teaching materials comprises an introduction, table of contents, context, concise overview, concept maps, advantages, learning objectives, instructional tasks, practice exercises, summaries, assessments, answer keys, conclusion, and reference list.

The main material in this digital teaching material is about 词类 [Cíleì] (word class) material consisting of 名词 [Míngcí] (noun), 动词 [dòngcí] (verb), 形容词 [xíngróngcí] (adjective), 数词 [shù cí] (number), 量词 [liàngcí] (unit word), 代词 [dàicí] (pronoun), 副词 [fùcí] (adverb), 介词 [jiècí] (preposition), 连词 [liáncí] (conjunction), 助词 [zhùcí] (auxiliary word), 拟音词 [nǐ yīn cí] (sound imitation).

The Likert scale enables respondents to share their viewpoints regarding a statement, ranging from the least to the most agreeable. Correspondingly, as noted by Riduwan (2010), the Likert scale can gauge an individual's stance or viewpoint on social matters. In the present research, the Likert scale was employed to assess the input from experts regarding the Indonesian version of digital 句法学 [Jù fǎxué] (syntax) teaching materials. In research on the development of the 句法学 [Jù fǎxué] (syntax) digital module in the Indonesian version, the following results were obtained:

a. Survey outcomes of media expert

Media experts completed an evaluation questionnaire regarding the Indonesian version of digital teaching materials for 句法学 [Jù fǎxué] (syntax), aiming to gather their feedback on this materials.

Table 1. Table of the results of media expert questionnaire

No	Aspects	Percentage	Criteria
1	The design of 句法学 digital teaching material is attractive	90%	Very good
2	The font is clear	96%	Very good

3	The color selection on the digital teaching material is interesting	94%	Very good
4	Easy of accessing	97%	Very good
5	The overall visual presentation of the 句法学 digital teaching material is attractive	92%	Very good

Derived from the survey responses provided by media experts on the digital 句法学 [Jù fǎxué] (syntax) module in Indonesian, it shows that the digital 句法学 [Jù fǎxué] (syntax) teaching material in the Indonesian version is practical and suitable for learning purposes as evidenced by the results obtained based on the 5 criteria above which consist of aspects of teaching material design, aspects of fonts, aspects of color selection, aspects of ease of accessing, and aspects of the visual presentation of teaching materials as a whole are all appropriate and stated to be “very good”.

b. Survey outcomes of material expert

A questionnaire designed for assessment, focusing on digital teaching materials related to media, was completed by a content expert to gauge their reaction to the content of the Indonesian version of digital teaching materials for 句法学 [Jù fǎxué] (syntax).

Table 2. Table of results of the material expert questionnaire

No	Aspects	Percentage	Criteria
1	Clarity of content	95%	Very good
2	Language accuracy	94%	Very good
3	Clarity of instructions about exercises	96%	Very good
4	Variations of practice questions	92%	Very good
5	Easy of accessing	96%	Very good

Derived from the responses provided by material experts in the questionnaire on the Indonesian version of the teaching material 句法学 [Jù fǎxué] (syntax), it shows that the digital teaching material 句法学 [Jù fǎxué] (syntax) in the Indonesian version is interesting and appropriate for use in learning Mandarin Syntax courses. This is evidenced by the results obtained based on 5 criteria, namely aspects of clarity of content, accuracy of language, clarity of instructions about exercises, variations of practice questions, and ease of accessing digital teaching materials independently, all of which are feasible and declared “very good”.

Feedback and recommendations from media experts and material experts:

Table 2.3. Table summarizing feedback and recommendations provided by media and material experts

Validator	Feedback and recommendations
Media Experts	Indonesian digital teaching materials are interesting, adding pictures that match the material can be done so that digital Indonesian teaching materials in Indonesian are even more interesting.
Material Expert	The material has been written clearly, there are some mistakes in writing hanzi, tones in <i>pinyin</i> that need to be corrected.

CONCLUSIONS

Based on the findings and discussion in this study that have been described above, there are two conclusions. First, the products produced in this study can be said to be digital learning teaching materials, second, namely digital teaching materials 句法学 [Jù fǎxué] (syntax) in the Indonesian version developed suitable for use in learning Mandarin Syntax. According to media and material experts, the Indonesian version of the digital teaching material for 句法学 [Jù fǎxué] (syntax) boasts an appealing layout, comprehensible content, clear presentation, and convenient accessibility. However, the 句法学 [Jù fǎxué] (syntax) digital teaching materials in the Indonesian version are limited to 词类 [Cílei] (word class) material consisting of 名词 [Míngcí] (noun), 动词 [dòngcí] (verb), 形容词 [xíngróngcí] (adjective), 数词 [shù cí] (number), 量词 [liàngcí] (unit word), 代词 [dàicí] (pronoun), 副词 [fùcí] (adverb), 介词 [jiècí] (preposition), 连词 [liáncí] (conjunction), 助词 [zhùcí] (auxiliary word), 拟音词 [nǐ yīn cí] (sound imitation). It is recommended for future researchers or developers to be able to develop digital teaching materials with other Mandarin language syntax material so that they can add references to teaching materials, especially for Mandarin syntax material.

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