

APPLICATION OF THE 汉语的语义学 [Hànyǔ de Yǔyì Xué] (CHINESE SEMANTIC) DIGITAL MODULE IN SEMANTIC COURSES OF MANDARIN EDUCATION PROGRAM OF STATE UNIVERSITY OF MALANG

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Abstract: The aims of this study are: (1) to describe the application of the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in the semantic course of the Mandarin Language Education Study Program, State University of Malang, and (2) to describe student responses to the 汉语的语义学 Chinese semantics digital module. This study used descriptive qualitative method. The data sources used in this study were students of class 2020 B of the Mandarin Language Education Study Program, State University of Malang. The data from this study were obtained from the results of observations and the results of student response questionnaires. The results of observations from this study indicate that learning activities by applying the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module run smoothly. Students of 2020 B enthusiastically participated in all learning activities in semantic courses from beginning to end. In addition, students can also understand Chinese semantic material easily, as evidenced by students being able to complete the practice questions in the module well. Based on the results of the student response questionnaire, it can be seen that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module makes students easier to learn Chinese semantic material anywhere and anytime. Students can understand Chinese semantic material quickly, because the material in this 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is written in Indonesian. It can be concluded that the 汉语的语义学 Chinese semantic digital module is effective to be applied to the semantic course of the Mandarin Language Education Study Program, State University of Malang.

Keywords: *chinese language, digital module, semantic*

INTRODUCTION

Along with the development of science and technology, foreign language skills are an important factor that must be mastered. In mastering foreign language skills, students are expected to not only master the four language skills, namely listening, speaking, reading, and writing, but also master the linguistic elements. As is the case with Mandarin learners, especially in the Mandarin Language Education Study Program, State University of Malang, students are not only required to master language skills, but they are also expected to master Chinese linguistic elements, such as phonology, morphology, syntax, and semantics of Chinese. According to Jian & Maopeng (2002), the book 《*Ma Shi Wen Tong*》 is a Chinese linguistic book that is a sign of the birth of modern Chinese linguistics.

Mandarin is one of the most widely spoken languages in the world. This statement is in line with the opinion of Thamrin (2021) who explains that Mandarin is the most widely spoken language after English. This makes more and more students learn Mandarin so that it is included in the curriculum in schools in Indonesia. Based on the 2020 curriculum of the Mandarin Language Education Study Program, students take Mandarin semantic courses in the third semester. Considering that students in the third semester are basic or beginner Chinese learners, teachers can't use Chinese semantic teaching materials in the full Chinese version. Mandarin semantic learning using PowerPoint media is less than optimal to support the material in Chinese semantic textbooks. These problems need to be overcome by using learning media. One of the learning media that can be used to support learning Chinese semantics is the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

The 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module contains materials on 词义的性质 [Cíyì de xìngzhì] 'nature of meaning', 词义的变化 [Cíyì de biànhuà] 'change of meaning', and 词和词的关系 [Cí hé cí de guānxi] 'word-to-word relationships'. Huang (2012) states that to improve the quality of teaching and learning activities, it is necessary to use teaching materials with the help of technology and multimedia. This is also reinforced by Zhao (2004) who states that teaching foreign languages such as Mandarin requires new ideas for innovation.

REVIEW OF LITERATURE

Research on the application of Chinese learning modules has previously been carried out by Fei (2012) who researched the application of three-dimensional Chinese teaching materials. The study concluded that the advantages of three-dimensional teaching materials in addition to increasing student activity can also increase teaching efficiency. In addition, Haryanti (2021) has also applied Chinese teaching materials to the Mandarin learning process for high school students. In Haryanti's research (2012) it was concluded that appropriate teaching materials can produce the expected outcomes in the Mandarin language learning process. Yinyu (2018) has conducted research by applying Chinese multimedia teaching materials. Yinyu's research (2018) describes the use of multimedia teaching materials in teaching Mandarin as a foreign language in Thailand. Prinda (2019) also conducted research by applying a module using the think pair share technique to SMK students to practice speaking Mandarin skills. In this study, it was concluded that the Mandarin language module combined with the think pair share technique could improve the speaking skills of SMK students.

The similarity of this research with research conducted by Fei (2012), Haryanti (2021), Yinyu (2018), and Prinda (2019) is that they both apply Chinese teaching materials. While the difference lies in the type of teaching materials used. Fei (2012) uses three-dimensional teaching materials, Haryanti (2021) uses conventional teaching materials, and Yinyu (2018) uses multimedia teaching materials, while this study uses digital teaching materials that can be accessed anywhere and anytime. This study aims to describe the application of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in Mandarin semantic courses and describe student responses to the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

METHOD

This research is a type of qualitative descriptive research. The data sources used in the study were students of class 2020 B Mandarin Language Education Study Program, State University of Malang, totaling 22 students. The data obtained from this study are in the form of observational data and questionnaire results. The main instrument of this research is the researcher, while the supporting instruments are observation sheets and questionnaires. Observation sheets were used by observers to

record the ongoing learning activities starting from the beginning to the end of learning activities using the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, questionnaire sheets were used to determine student responses to the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

After all the data was collected, the researcher analyzed the overall data from the observations and the results of the questionnaire. The steps of this research data analysis activity are as follows: (1) Collecting data from observations and student response questionnaires, (2) Checking the completeness of the data, (3) Rechecking the collected data, (4) Transcribing the data, (5) Analyzing the results of the data, (6) Presenting the results of the data descriptively, and (7) Drawing conclusions from the data that has been analyzed.

FINDINGS AND DISCUSSION

Findings

This 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module was applied to students of class 2020 B of the Mandarin Language Education Study Program, State University of Malang, to be precise in the Mandarin semantic course. This 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module contains an explanation of Chinese semantic material in Indonesian. The semantics of Mandarin is difficult for learners, especially beginner learners because there are differences between the Chinese semantics and Indonesian semantics. 词义性质 [Cíyì xìngzhì] 'nature of meaning' in Chinese according to Fuyi & Guosheng (2009) consists of 客观性[Kèguān xìng] 'objectivity', 主观性 [Zhǔguān xìng] 'subjectivity', 概括性 [Gài guā xìng] 'generality', 具体性 [Jùtǐ xìng] 'specificity', 明确性 [Míngquè xìng] 'clarity', and 模糊性 [Móhú xìng] 'ambiguity'. Huang & Xudong (2005) explained that 词义的变化 [Cíyì de biànhuà] 'change of meaning' consists of 意义越来越深 [Yìyì yuè lái yuè shēn] 'The meaning of the word is getting deeper', 词义范围缩小 [Cíyì fànwéi suōxiǎo] 'the meaning scope of the word is narrowing', 词义范围扩大 'the scope of the meaning of the word is getting wider', 感情意义的变化 [Gǎnqíng yìyì de biànhuà] 'change in emotional meaning', 词义的转移 [Cíyì de zhuǎnyí] 'change in the meaning of words.

According to Huang & Xudong (2005), 词和词的关系 [Cí hé cí de guānxi] 'the relationship between words in terms of meaning consists of 近义词 [Jìnyìcí] 'similar meaning', 同义词 [Tóngyìcí] 'synonyms', and 反义词 [Fǎnyìcí] 'antonyms'.

The application of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is carried out online through the zoom application. The implementation of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is carried out through three stages, namely the initial, core, and final activities of learning. The initial activity was filled with apperception of semantic material by asking students questions about what are the semantic elements in Mandarin that students know. In the core activity, the lecturer applies the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, students listen to explanations about the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module starting from how to access the material contained in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

After listening to the teacher's explanation, the students independently studied Chinese semantic material, starting from 词义的性质 [Cíyì de xìngzhì] 'nature of meaning', 词义的变化 [Cíyì de biànhuà] 'change of meaning', and 词和词的关系 [Cí hé cí de guānxi] 'relationships between words'. While studying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module independently, students are asked to write down some terms or materials that are not understood, then students ask questions and discuss with the teacher some of the terms of materials that are not understood. After that, the teacher explained the material that was noted and considered difficult by the student. After the teacher explains the material, students work on learning activities and practice questions contained in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

In addition to the data in the form of observations on learning that applies the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, the data in this study is also in the form of the results of student response questionnaires to the application of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in the Mandarin semantic course. Based on the results of the student response

questionnaire, it is known that the response of Class 2020 B students to the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in the Mandarin semantic course is very interesting and easy to understand.

Table 1: Data on Student Responses to the Application of 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) Digital Module

No	Statement	SA	A	DA	SDA
1	汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module easily accessible	22	0	0	0
2	The material in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand	20	2	0	0
3	The material in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is explained in detail and clearly	18	4	0	0
4	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is very interesting	19	3	0	0
5	Commands on practice questions in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand	20	2	0	0
6	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can improve my understanding of Chinese semantics	21	1	0	0
7	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can increase my motivation to learn Chinese.	18	3	1	0
8	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can be used as a medium to learn Chinese independently.	17	5	0	0
9	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) c digital module can be accessed anywhere and anytime	22	0	0	0
10	Learning activities by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is more interesting	18	4	0	0

Note:

SA : Strongly Agree

A : Agree

DA : Disagree

SDA : Strongly Disagree

In the questionnaire there are ten statements of student response to the application of 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, and can be seen from the table that there are four choices, namely strongly agree, agree, disagree, and strongly disagree. Students choose the choice based on their conditions, and their response to learning that applies a 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module. Based on the table, most students strongly agree that

this 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easily accessible, easy to understand, the material is explained in detail, and, interestingly, commands on practice questions in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand, can improve understanding of Chinese semantics, can increase motivation to learn Chinese, can be used as a medium to learn Chinese independently, can be accessed anywhere and anytime, and learning activities by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is more interesting.

Discussion

Learning activities while implementing the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are following the module's function as teaching materials proposed by Majid (2006) which states that teaching materials are the entire material to be taught to students, used by teachers as a guide to direct all learning activities. activities in teaching and learning activities, guidelines for carrying out activities in the learning process for students, tools for evaluating the achievement of learning outcomes, assisting teachers in teaching and learning activities, assisting students in the learning process, as learning tools to achieve learning objectives, to create a learning environment or atmosphere conducive. At the end of the learning activity, students and lecturers actively conclude learning about the semantics of Mandarin.

Teaching and learning activities for Chinese semantic subjects by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module run smoothly and according to plan, in a conducive classroom situation. Students are enthusiastic about participating in the learning process of Mandarin semantic courses. This is proven by the fact that Class 2020 B students can follow the steps of learning semantic subjects explained by the teacher. By applying this 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, students will more easily understand material about Chinese semantics. This is proven by students being able to work on practice questions and learning activities in the module properly and correctly. This is in line with the opinion of Kustiawan (2016) who explains that learning media is a tool in learning that is used to deliver teaching materials that can make students more interested and

enthusiastic in participating in learning activities. In addition, students are more active in taking notes on materials and terms that are considered difficult, actively asking questions about Chinese semantic material, and actively discussing topics that are not understood. Semantic materials that are considered difficult include the ‘nature of meaning’, 社会性 [Shèhuì xìng], 独特性 [dútè xìng], 词义内容深化 [Cíyì nèiróng shēnhuà], and 情感意义的变化 [Qínggǎn yìyì de biànhuà], besides that students are also actively asking about 词义的转移 [Cíyì de zhuǎnyí], 同义词 [Tóngyìcí] and 近义词 [Jìnyìcí]. This is following the statement of Sanjaya (2009) which explains that the interaction between learners and teachers, learners with other learners, and learners with the environment is a sign of the interactivity of a learning process. In line with this opinion, Dananjaya (2011) also explains that learning media is a tool used to obtain fun and challenging atmosphere in teaching and learning activities. This is also in line with the opinion of Haryanti (2012) who explains that the appropriate teaching materials can achieve the expected results in the Chinese language learning process.

According to the table of data on student responses to the application of 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, in the first statement, all 2020 B students stated that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easily accessible. This is in line with the opinion of Arsyad (2014) who states that one of the benefits of learning media is that it can overcome the limitations of the senses, space, and time. In the second statement, 20 students strongly agreed, and 2 students agreed that the material in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand. Students revealed that the explanations in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are easy to understand because they are explained in Indonesian, and equipped with tables and diagrams that made it easier to explain the material. Thus, it can be said that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can help students understand Chinese semantic material. This is reinforced by the opinion of Djamarah (2010) who states that learning media are tools used during learning to help achieve learning objectives.

In the third statement, 18 students strongly agreed, and 4 students agreed that the material in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module

is explained in detail and clearly. In the fourth statement, 19 students strongly agreed, and 3 students agreed that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is very interesting. In the fifth statement, 20 students strongly agreed, and 2 students agreed that the instructions on the practice questions in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are easy to understand. This is in line with the opinion of Kustandi & Sutjipto in Yohana (2011) which explains that learning media is a tool used during learning to describe the material presented so that learning objectives can be achieved properly.

In the sixth statement, 21 students strongly agreed, and 1 student agreed that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module could improve their understanding of Chinese semantics. In the seventh statement, 18 students strongly agreed, 3 students agreed, and 1 student disagreed that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module could increase my motivation to learn Mandarin. This is in line with the opinion of Suprihatiningrum (2013) who states that one of the benefits of learning media is that it can create positive attitudes in students towards the material and learning process. In the eighth statement, 17 students strongly agreed, and 5 students agreed that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can be used as a medium to learn Mandarin independently. In the ninth statement, all 2020 B students stated that they strongly agree that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can be accessed anywhere and anytime. This is in line with previous research conducted by Yinyu (2018) which explained that multimedia teaching materials received a good response because they could be used anywhere and anytime. In the tenth statement, 18 students stated that they strongly agreed, and 4 students agreed that learning activities by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are more interesting.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is carried out through three stages, namely initial activities,

main activities, and final learning activities. In the early learning activities, the researchers did an apperception related to the semantic material of Mandarin. In the main learning activities, the researcher as a teacher applies the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, starting by explaining how to access 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, then explaining the materials contained in the module. Students study the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module independently while taking notes on material that is not understood and then asking the teacher. After students understand the material, students work on practice questions contained in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module. At the end of the learning activity, students and teachers actively conclude the semantic material of Mandarin. Based on the results of observations, it can be concluded that learning Mandarin semantic subjects by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module runs smoothly and in a conducive situation. Based on the results of the student response questionnaire, it can be concluded that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand and easy to access.

Suggestions

Based on the results of this research, it is expected that Chinese language teachers can apply the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in Mandarin semantic courses. For further researchers, it is hoped that digital module research can be applied to other subjects.

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