

# LEARNING OUTCOMES OF CHINESE LANGUAGE TRAINING FOR BINUS UNIVERSITY EMPLOYEES

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## ABSTRACT

*This article discussed about the results of learning Chinese language for BINUS University employees. Learning method for adults and children are different, thus required teaching material and method that suit them. The aim of this research was to find out results of learning Chinese language through the material and teaching method used during training. The methods were descriptive qualitative, direct observation as trainer and collects participant test results as research data. The results show that teaching material is appropriate, however it needs to add review part. Direct method are used during the training makes the participants use Chinese language in daily conversation to achieve the goal of training. Indeed, it needs to strengthen mastery of participants' basic Mandarin through explanation about using the vocabulary and adding the classroom activities.*

**Keywords:** *Chinese language, direct method, teaching material*

## INTRODUCTION

Nowadays, the mastery of foreign language becomes one critical factor for success in the working world. One of the foreign languages that are rising rapidly is Chinese language. Chinese language is one of the official languages used by the United Nations. According to Professor Ulrichh Ammon who is the language professor at Duesseldorf University, Germany, Chinese language is used by 1.39 billion people with various dialects. (Aminuddin, 2015). In Indonesia, the number of people interest in Chinese language increasing. This can be found from the number of Chinese language courses that are growing. The number of people going abroad to China and Taiwan for study Chinese language also increases rapidly year by year. Many schools begin introduce Chinese language as their curriculum subject.

For college level, many departments aside from Chinese Literature department include Chinese language as one of their curriculum subjects. The companies also provide Chinese language training for their employees, for example BINUS University. This training through Corporate University (Corpu) programs that coordinated by BINUS Corporate Learning and Development (BCL&D) and in collaboration with the Department of Chinese Literature BINUS University. The aims of this training are introduce and learn Chinese language for employee and able to communicate with Chinese. To achieve these aims, it is required course materials and teaching methods in accordance with the conditions of employees.

The aim of this article is to look at the condition of Chinese language training for BINUS University employees. In this training, the author is in charge of teaching and developing training materials. Through this study, the author wants to analyze materials and teaching methods that given are in accordance with the conditions of employees or not, what obstacles are encountered during the training and their solutions as well as the extent to which the learning outcomes of the participants.

## METHODS

This article uses descriptive qualitative research method, doing direct observation as teacher in the Chinese language training for BINUS University employee, *Easy Chinese-Basic Level*. The period of this training is April 24<sup>th</sup> to June 12<sup>th</sup>, 2015. In addition to the observation also collect data from test results that have done by the participants.

## RESULTS AND DISCUSSIONS

Chinese language training for BINUS University employee *Easy Chinese-Basic Level* that period April 24 to June 12, 2015, is a Chinese basic training. In this training, the participants learn about Hanyu Pinyin (pronunciation and tones), introduction and the basic orders of writing Chinese character (Hanzi). It is expected that the participants are able to use Chinese language for daily conversation.

The purpose of this Chinese language training are: (1) Knowing the Hanyu Pinyin, (2) Knowing the basic order of writing Chinese characters (Hanzi) and being able to write 100 Chinese characters (Hanzi), (3) Being able to use Chinese language for daily conversation.

Through this training, the participants will learn 200 chinese vocabularies. The mechanism of the assesment consists of assignment (30%), mid test (35%) and final test (35%). Components of the exam consist of written test and oral test.

The topics of learning materials are:

1. Meeting 1
  - a. Session 1  
Introduction to Hanyu Pinyin.
    - 拼音介。
  - b. Session 2  
Introduction to Chinese Characters.
    - 字介。
2. Meeting 2
  - a. Session 1  
Hello!  
你好！
  - b. Session 2  
Greetings.  
打招呼。
3. Meeting 3
  - a. Session 1  
Self Introduction.  
介自己。
  - b. Session 2  
Nice to meet you.
    - 你很高。
4. Meeting 4  
Mid test (written and oral).
5. Meeting 5
  - a. Session 1  
What is your nationality?  
你是哪国人？
  - b. Session 2  
Where do you live?  
你住在哪儿？
6. Meeting 6
  - a. Session 1  
What time is it?
    - 在几点？
  - b. Session 2  
What day is today?  
今天星期几？
7. Meeting 7  
Final test (written and oral).

The teaching method used in this Chinese language training is direct method. This method is one of the methods that used in teaching foreign language. Direct method is a way of presenting foreign language lessons where the teacher directly using that foreign language as instruction without using mother language of the participants in teaching. If there are some words that are difficult to understand by the participants, the teacher can interpret by using props, demonstrating, and describing it.(Wibisono, 2014). Direct method is a second language teaching method which does not only take second language as a material to be taught and trained, but it also regards as instruction in teaching and training second language. (Utomo, 2015).

According to Xu Zi Liang and Wu Ren Fu (2012), direct teaching method emphasizes teaching based on conversation that aims to foster conversational skills, taken from the basic of linguistics theory *In human lives occurs conversation at the first and then writing*. Direct method is an easy and effective method in teaching Chinese basic conversation for foreigners. (Dong, 2011).

Session 1 in first meeting, the participants learn about *Hanyu Pinyin* (Chinese pronunciation and tones). In this session, participants were introduced the pronunciation in Chinese language, which is called Hanyu Pinyin. The Hanyu Pinyin consists of three components; they are initials, finals and tones. These are the example of each component to facilitate participants in distinguishing it (figure 1).

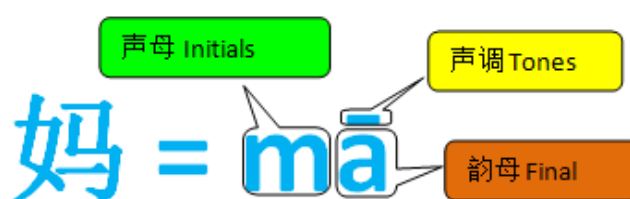


Figure 1 Locations of *Initials, Finals dan Tones*

Participants were asked to follow and imitate the pronunciation of each component that spoken by teacher. This is one of the main basic principles of direct method based on imitating. Participants after listening the pronunciation that spoken by teacher, they have to pronounce by themselves. If there is a less precise, then the teacher will correct. Participants had difficulty in pronunciation, especially distinguish which one is aspiration (p, t, k, q) and which one is not aspiration (b, d, g, j), pronounce ü, differentiate pronunciation of z, c, s, zh, ch and sh. Pronunciation is done repeatedly so that participants are able to remember and know how to pronounce correctly when they read Hanyu Pinyin.

Besides learn pronunciation, participants also learn about intonation. In this part, participants experienced problems in distinguishing tones, especially second tones and third tones, because in Indonesian language there is no such tone. Teacher facilitates participants to distinguish tones in Chinese language by using gesture. For the first tone, the teacher will use horizontal hand movements (following horizontal line), the second tone directed by the movements of hand going up, the third tone directed by the movements of hand down and up or head move to down and up form the letter U or V, and for the forth tone directed by the movements of hand up to down (decline). Besides body movement, the teacher also gives sample image, so that participants know if the tone is pronounced inappropriately, then the meaning will be different. It can be seen at the figure 2:

第一声 1 <sup>st</sup> tone	第二声 2 <sup>nd</sup> tone	第三声 3 <sup>rd</sup> tone	第四声 4 <sup>th</sup> tone
妈 mā Mother	麻 má Hemp	马 mǎ Horse	骂 mà To Scold
			

Figure 2 Tones in Chinese language

Session 2 in first meeting is to learn about Chinese characters or *Hanzi*. In this session provides the examples of Chinese character (Hanzi) and Pinyin to participants, in order to distinguish both of them. It can be seen at figure 3:



Figure 3 Chinese Characters (*Hanzi*) and *Pinyin*

Besides that, the participants also learn about what is stroke in this session. Teacher gives the basic strokes of Chinese characters and the example of stroke rules on the board. The teacher writes one stroke and asks participants to follow the direction of writing that stroke, such as writing strokes Heng (一), and it must be written from left to right. Participants have difficulty in understanding the rule of stroke order because the combinations of stroke orders are difficult to understand. So that, by giving stroke order exercises and asking the participants to guess the order of writing some Chinese characters. It also shows to participants the changes of Chinese characters from symbols to characters in order to attract participant interest.

Session 1 in second meeting, it discusses topic *Hello*. In this topic, the participants learn about singular and plural pronoun and how to greeting and reply. At first, participants learn new vocabulary. Participants follow the teacher to read new vocabulary, after that the teacher explains the meaning of them. The teacher explains to the participants through body gestures, pictures and translated to Indonesian language, if they still do not understand. For example, *I* in Chinese language is *Wǒ*, then the teacher will point to himself, while *You* in Chinese language is *Nǐ*, then the teacher will point to the participants. Afterwards participants will follow the teacher to learn reading materials. These reading materials are short sentences, which the word in the sentences come from the new vocabulary that just learned. It can be seen in figure 4:

dúyídú 二、读一读 Let's read		
nǐhǎo nǐhǎo 你好!您好!	nǐhǎoma 你好吗?	nǐmenhǎoma 你们好吗?
wǒhǎo 我很好	wǒbùhǎo 我不好	wǒmendōuhǎo 我们都很好

Figure 4 Reading Materials

Participants have difficulty in reading two characters, which have same third tone because there is a change in pronunciation when two characters with third tone. The teacher explains to participants the changes of pronunciation in Chinese language through examples.

After learning about reading materials are continued to conversation part. Participants follow the instruction in reading, and then the teacher will ask the questions to participants by using sentences that are in the part of dialogue. The teacher also asks them to practice conversations with other participants and with the teacher himself/herself. In this session, some participants still do not know the difference meaning between *Nǐ hǎo* and *Nǐ hǎo ma* and the answers. Because of that, teacher will ask the participants repeatedly to make sure do the participants understand it well. After that, the lessons will be continued to substitute exercise like in the figure 5. Participants through this exercise are able to make new sentences by changing subject and object.

t i huàn liàn xí  
四、替换练习 Substitute exercise

nǐ 你	hǎo 好!
nǐmen 你们	

nǐ 你	hǎo 好	ma 吗?
nǐmen 你们		
tā 他		
tā 她		

tāmen 他们		
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wǒ 我	dōu (都) hěn 很	hǎo 好。
wǒmen 我们		
tā 他		
tā 她		

tāmen 他们		
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wǒ 我	dōu (都) bù 不	hǎo 好。
wǒmen 我们		
tā 他		
tā 她		

tāmen 他们		
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Figure 5 Substitute Exercise

Session 2 in second meeting, it discusses topic greetings. In this topic, the participants learn about adverb of time (morning, afternoon, night), such as saying good morning, afternoon and night in Chinese language. Beside that, it also discusses how to say gratitude, apologize, goodbye, allow entering, allow sitting and how to reply it. The participants start to learn new vocabularies about simple greetings. These new vocabularies are described through picture such as morning, afternoon and night. It is also described through body gestures. For example when people give you something, you can say *Xièxie* and that people can reply *bú kèqǐ* atau *búxiè*. After that, the training class is continued to reading sections, dialogues and fills in the blank exercises. In this part, participants have no difficulties. Participants are able to say good morning, afternoon, night, goodbye, thank you, apologize, allowing entry and sit. And they reply well.

Session 1 in third meeting, the topic is about self introduction (*Jièshào zìjǐ*). The participants learn about surname, name, age and job. Participants read and learn new vocabulary and then continued with dialogues. In this part, participants ask and answer the questions about name, then continued with read another example in training material such as surname, name, age and job. Thereafter, the participants introduce to numbers in Chinese language. The aim of learning numbers in

Chinese language is to get information about the participant's ages. After mastering the number, participants exercise how to introduce themselves and present it in front of class. In this part, participants are able to introduce themselves well, but they have difficulty to pronounce *employee* in Chinese language (*zhíyuán*), so that teacher asks the participants to pronounce repeatedly this vocabulary with correct pronunciation.

Session 2 in third meeting, the topic is *nice to meet you* (*Rènshi nǐ hěn gāoxìng*). The participants learn about asking who, introduce others and family members in Chinese language. At the first, the participants learn new vocabulary, read dialogues and then exercise to introduce one of their colleagues in front of class. Participants are able to introduce one of their colleagues in front of class well.

After three meetings, The participants should follow learning evaluation through mid test. Components of mid test consist of written test with 50 point and oral test with 50 point with total point 100. The result of mid test can be seen in Table 1.

Table 1 Mid-Test Results

Participants	Written Result	Oral Result	Total
1	50	50	100
2	49	49	98
3	47	50	97
4	47	49	96
5	47	47	94
6	49	44	93
7	48	45	93
8	49	40	89
9	42	38	80
Average	47.56	45.78	93.33

From table 1 can be known the highest result is 100, where participants can answer all written questions correctly. In oral parts, the participants can make self introduce well and answer whole question correctly in Chinese language. The average of written result is 1.78 point below the average of written result. This is because there are some participants who have difficulty answer the questions. Some of them did not understand the questions and others understand the questions but did not know how to answer the questions. Thus, it needs more asking and answering questions practice, so that participants can ask and answer questions properly in Chinese language. Besides that, the participants give the task to make dialogues according to the material, but they do not allow to copy whole dialogues in material.

Session 1 in fourth meeting, the topic is *what is your nationality?* (*Nǐ shì nǎ guó rén?*). In this topic, the participants learn about name of countries and cities, ask the surname, the origin and the nationality. Training is started with learn new vocabularies. The new vocabularies about country and city in this topic are pretty much, so that the teacher gives the exercise to participants the cutting and sticking of countries and cities' names. This kind of exercise facilitates the participants to remember name of countries and cities in Chinese language easier. Continued to part two, reading sentences section. Teacher asks the participants to ask and answer questions with their partners. The topic of asking and answering questions are where do you come from, what is your nationality and surname. After that, it was continued to conversation section. The participants make self-introduction. They must add their nationality and city that they come from. The participants are able to make longer

dialogues. The fourth section is answer the question based on picture and guess the nationalities. The last exercise is to introduce one of their friends that consist of name, age, occupation and nationality.

Session 2 in fourth meeting, the topic is *where do you live?* (*Nǐ zhù zài nǎr?*). The participants learn about the name of places, distance, direction and how to mention apartment or house numbers. Participants at the first learn new vocabularies and dialogues. The teacher asks some participants to make role play based on dialogue. Third section is answer the questions. Answer the questions based on information and picture that given in material, such as who is live on the third floor and who is live in this room number. After participants finish that exercises, the teacher discusses the answers together with participants. The last exercise is asking at least 3 participants where they live. After that, the teacher pointed to some participants to present their assignment in front of class. Participants are able to do exercise well but when the teacher asks some questions to the participants that related to the topic, some of them do not understand and then the others understand it, but they do not know how to answer. So, the participants need more asking and answering questions exercises.

Session 1 in fifth meeting, the topic is *what time is it?* (*Xiànzài jǐ diǎn?*). The participants learn about expressions of time in Chinese language, daily activities, such as get to work, get off work, to get up, sleep, etc. Started with learn new vocabulary. After that, the teacher explains about the expressions of time in Chinese language. Participants have difficulty to understand it because some of them forget about numbers in Chinese language. The teacher gives examples in board and writes chinese numbers to review. After that, the teacher gives some exercises about expression of time to participants. They start to understand how to express time in Chinese language. It is continued to section 2 and 3 about dialogues. Section 4 is answer questions based on information in material and discuss it together. The teacher also asks the participants what time do they go to work, go to sleep and others activities.

Session 2 in fifth meeting, the topic is about *what day is today?* (*Jīntiān xīngqī jǐ?*). The participants learn about expression of date and day in Chinese language and adverbs of time, such as today, yesterday, tomorrow, etc. Participants learn new vocabularies. The teacher uses timeline to facilitate participants to remember, teach them the expression of year, month and date in chinese grammar order. Explanation is done repeatedly and the teacher gives more examples because participants have difficulty in the order of date. Continued to section 2 is about reading and section 3 is about dialogue. Section 4 is answer questions based on information in material. Section 5 participants make dialogue.

After participants finish the material in meeting 4 and 5, they will be evaluated through final test. Components of final test are same as mid test. It consists of written test with 50 point and oral test with 50 point, and the total point of both test is 100 point. The result of final test can be seen in table 2.

Table 2 Final Test Results

Participants	Written Result	Oral Result	Total
1.	47	47	94
2.	47	44	91
3.	46	45	91
4.	44	45	89
5.	45	42	87
6.	44	43	87
7.	43	42	85
8.	40	42	82
9.	30	40	70
Average	42.89	43.33	86.22

From table 2, we know the average of total result decrease by 7.11 point to 86.22 point. It because of there is more materials contained on the meeting of 4 and 5. Besides that, the participants must also review the material previously contained in the meeting 2 and 3. If we see from the total new vocabularies of each meeting are almost same. New vocabularies in meeting 4 and 5 are 91 words, while in meeting 2 and 3, they have 89 new vocabularies. So, there are 180 new vocabularies.

The average of written results has decreased by 4.67 point and oral test also decreased by 2.45 point. The reduction of oral test results do not as much as written test result because the method of teaching used in this training is direct method that emphasizes the conversation. Participants are able to introduce others participants and answers the questions in Chinese language, but not all the questions are answered correctly.

Comparing to the average of written test in mid test, the average of written test in final test is decreased due to additional part. This part is about translated the sentences from Indonesia language to Chinese language. The point gained by participants in this part is lower than other parts. The majority errors are in questions number 3 and 5. For question number 3 *where is you apartment?*, from 9 participants, only 3 participants have the correct answer. The correct answer is “*Nǐ de gōngyù zài nǎr?*”. Participants have difficulty in using the word “*nǎr*”. 1 participant do not answer, while 5 participants’ answer are false. From this 5 participants, 2 participants added “*zhù*” in front of “*zài nǎr*”, so it becomes “*Nǐ de gōngyù zhù zài nǎr?*”, and the others 3 participants do not add “*zài*” in front of “*nǎr*”. Question number 5 is *are you Chinese?* From 9 participants only 1 participant answers correctly by “*Nǐ shì Zhōngguó rén ma?*”. From 8 participants who have wrong answer, 2 participants do not write “*ma*” at the end of their answer, whereas “*ma*” is mean “what”, and the other 2 participants do not write “*shì*” after subject “*Nǐ*”. The word “*shì*” is particle are. 2 participants misinterpret “Chinese” become “*Zhōng rén*”. They do not put “*guó*”, while the correct answer is “*Zhōngguó rén*”. 2 participants write the wrong Hanyu Pinyin of “*Zhōngguó rén*”, 1 participant write “*Zhōngguó rén*”, and the other participants write “*Chungkuo ren*”.

This is one of shorfall of direct method because during the learning process does not emphasize grammar. So that, the participants have difficulty in translating sentences from Indonesian language to Chinese language and understand the word orders in Chinese language. This is in line with the results of Sun (2013) research’s which state that direct method too emphasizes in conversation, it causes of lack of mastery basic grammar language. Besides that, participants are also not proficient in writing Hanyu Pinyin because they more focus in conversation. This can be seen from 67% participants are wrong in writing Hanyu Pinyin. From 9 participants, there are 6 participants make mistakes in writing Hanyu Pinyin in their answer sheet.

## CONCLUSIONS

Easy Chinese-Basic Level (简单汉语-初级) materials that used in Chinese language training for BINUS University employee are good, but it needs additional review material. This additional material contains a review of material that has been taught but need to summarize and give more examples and exercises. This material is necessary because when participants learn some new materials, they will forget the previous one. By repeating and reviewing make participants easier to recall and learn new materials. Direct method in accordance with the BINUS University employees because the expectation of participants is able to use Chinese language for daily activities. Participants are able to make self introduce and introduce others. Besides that, they are able to ask and answer questions in Chinese language. Direct method is not applied to the entire learning activities because the new vocabulary sections need to explained in Indonesia language, so that participants will understand better. Besides that, Chinese language training for employee needs to introduced Chinese



basic grammar. Question words and vocabulary that frequently used must be given rules of grammar and word orders, so the participants are easier to understand in using words to make sentences and asking questions. For teaching vocabulary, based on result of Liang & Guo (2006) research that use direct method in teaching Chinese vocabulary for foreigner through multimedia, songs and picture.

The purpose of training is participants are able to use Chinese language for daily conversation, so the components result for oral test is greater than written test. Besides that class activities for support direct method need to be varied and added. Not only give dialogue or asking and answering questions, but also added more attractive role play, word play and etc. So that, it can motivate them to use Chinese language for speaking.

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