



Problem Identification of Learning Chinese Proverbs at Faculty of Teacher Training and Education Tanjungpura University

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Abstract: This research aims to reveal some problems in learning Mandarin Chinese Proverbs in the Mandarin Language Education Study Program FKIP Tanjungpura University. The research method used in this research is qualitative descriptive study. Researchers use documentation techniques and interview techniques in gathering the necessary data. The documentation technique is used to collect data from non-human sources, which consists of learning curricula, textbooks, reference books in the library of mandarin language education programs FKIP UNTAN. The interview technique is done indirectly through Google forms and then analyzed descriptively. The results of the study indicate that the problem of learning Mandarin proverbs are related to the curriculum, teaching materials and students. The curriculum applied by the FKIP mandarin language study program in Tanjungpura University is in accordance with what was proclaimed by the government, namely the Curriculum Based Indonesian National Qualification Framework (KKNI)-based Higher Education Curriculum but in the translation of the available courses there is still not enough attention to the learning of Mandarin proverbs, because learning Mandarin proverbs is only an insert in the middle of learning another new vocabulary. The availability of teaching materials is still an obstacle in learning Mandarin Chinese proverbs because textbooks are still very dependent on grants from the Chinese government, so the available teaching materials are still very limited. The textbooks used in learning Mandarin proverbs explanations are also incomplete. From the viewpoint of students, they realize the importance of learning Mandarin proverb towards improving Mandarin language skills. 72.2% of students thought that by mastering Mandarin proverbs, it can indicate person's Mandarin language skills were already very high and 96.7% of students claimed to have difficulty in learning Mandarin proverbs.

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Introduction

In Indonesia, Mandarin is studied as foreign language like English, Korean, Japanese and so on. Foreign language learning is generally more focused on learning the vocabulary. Suyana (2017) could indicate the level of one's language skills by mastering many vocabularies. Moreover, if someone can use proverbs, with a choice of vocabulary that is more subtle, concise and appropriate in conveying the ideas, thoughts and feeling. Language is the most important communication tool in interacting and is a means of communication with other people. Society cannot live without language, otherwise language is inseparable from human life (Hidayat, 2012). Mandarin language teaching has started to be taught from the top level to the lowest level such as college, high school, junior high school, elementary school and even kindergarten. (Sutami, 2016). Teaching and learning foreign languages are carried out so that people are able to use them to communicate in conveying ideas and ideas



that they want to convey (Mat, A. C., & Soon, G. Y., 2010). Foreign language learning generally focuses on learning vocabulary. Adequate mastery of vocabulary indicates the maturity level of one's language skills. Moreover, if someone is able to use proverbs, with a choice of language that is more subtle, short, dense and precise in conveying ideas, thoughts and feelings.

According to Alemina Br Perangin-angin, (2018) dan Rosyidah, (2020) Learning a language, one of which is Mandarin cannot be separated from learning the proverbs, which are known by using a special or unique style of language. The sentences contained in proverbs contain artistic value, the words are often unclear, difficult to translate into other languages and are rarely expressed in everyday life. Veronika, T., Thamrin, L., Lusi, L., & Suhardi, S. (2021) dan Bersuara, T. P. E. T. (2013) Chinese proverbs are a hereditary heritage or distinctive culture that has existed throughout the history of Chinese cultural civilization that produces aesthetic values in language.

According to Waridah (2014) and Ragavan, R. et al. (2015), proverbs are sentences or groups of words with a fixed structure and a specific purpose. According to Waridah (2014) and Ragavan, R. et al. (2015), proverbs are sentences or groups of words with a fixed structure and a specific purpose. Proverbs are used in a variety of communication contexts, for instance social, educational and others in verbal even in written form. Proverbs is often use as figuratively to describe a particular purpose, and are one type of aphorism, which is a form of linguistics that is concise and contains general truths. As stated by Baharum, H., & Hamzah, N. (2017) and bin Ahmad, M. A. (2003) Proverb is a group of words with a fixed arrangement and has the intention of containing the advice of parents or old inheritance that contains teachings in it that encourage goodness. Proverbs are used in various communication contexts, be it social, educational and others in verbal and written form.

The Chinese proverb is known as 成语 (read: chéngyǔ), which is a standard phrase in a concise form that has been circulating in the community for a long time (Shengshu, 2016). The definitions of Mandarin proverbs put forward by experts, among others: 1. Short words whose composition is fixed / standard in Mandarin formed in a long time. Most of them come from ancient books, legends and folklore about interesting traditional Chinese culture, some from mythology or factual historical references and some are from literary works from various dynasties in Chinese history (Yiling, 2010); 2. vocabulary with a fixed composition, nuanced written language and is concise, which has been circulating and used for a long time (Jun, 2015).

The general public more widely knows the Mandarin proverb as a collection of wise words that contain advice, motivation, parable, norms and principles of life for those who hear or read it. In Mandarin, there is a idiom that the meanings can be literally understood directly, and some of which meaning is difficult to understand directly so it is necessary to know the origins of the proverbs to understand them. Mandarin has interesting origins, such as those from mythology, objective history, and literary works of various dynasties in Chinese history.

It can be seen that the Mandarin proverbs were formed long time ago throughout history of Chinese culture civilization. Therefore, Mandarin proverbs are referred to as one manifestation / symbol of the wealth of language and culture possessed by the Chinese state. Learning Mandarin proverbs also indirectly know the culture of Chinese society. Chinese Proverbs are condensed history. Chinese Proverbs are condensed history. Learning and using them can make us know the past and see the present, and take history as a mirror. There are a lot of proverbs deduced from Chinese historical stories and historical allusions. Mastering a



certain number of proverbs and accurately understanding and using them can greatly improve the skills and ability of Chinese language expression and improve the method of communicating with other people. This is certainly one of the attractions for someone to learn Mandarin. So learning Mandarin proverbs has a very special position in learning Mandarin. According to Yufang (2016), proverbs are expressions of feelings in the basic unit of the Mandarin language system. Learning Mandarin proverbs can improve students' expressive abilities and help comprehensively enhance students' Mandarin language skills. However, to master the Mandarin proverbs is not that easy, must go through a good and systematic learning process. As research conducted by Trahutami (2011). In Japanese people's view, proverbs are considered role models because they contain social and cultural norms that can imitate behavior and communication in Japanese society.

The word "teaching" comes from the word "teach" which means the instructions given to people so that they are known (obeyed). Learning means the process, ways, actions of learning (KBBI Kemendikbud, 2021). In the results of research stated that the vocabulary in Mandarin proverbs is very large, the meaning contained in Chinese proverbs is comprehensive. It is often used both orally and in writing. Although learning Mandarin proverbs already exists from the basic level to the professional level, it remains one of the difficult for students when learning them.

According to Corey, quoted from Majid (2013), learning is a process in which a person's environment is intentionally managed to enable them to participate in certain behaviors. Mulyono revealed that learning is an effort to direct students into the learning process so that they can obtain learning goals according to what is expected (Mulyono, 2011). Learning has the nature of planning and design (design) as an effort to teach students (Hamzah, U., Nina, L., & Satria, 2010). So in learning Mandarin proverbs a clear learning method is needed so that it can achieve optimal learning goals.

The research related to learning Mandarin proverbs, (郭静 Guo Jing, 2011) analyzes the learning of Mandarin proverbs as a foreign language, which states that effective teaching of proverbs can help foreign students to understand and master Mandarin proverbs correctly, stimulating their interest in learning Mandarin, help enrich language and cultural knowledge, deepen understanding of Chinese culture and improve mandarin language skills. (Yufang, 2016) Analyzes Problems in learning Chinese proverbs as a foreign language and problem solving strategies that teaching proverbs is beneficial in increasing the ability of foreign students to express in mandarin and improve their comprehension of mandarin language comprehensively.

According to Peidi (2018) "Research about Proverbs of Teaching in Chinese Teaching as a Foreign Language" mandarin proverbs are cultural richness in mandarin, which is not only an important part of vocabulary in languages, but also carries Chinese cultural characteristics. The results of this study indicated that teaching proverbs were one of the essential teachings in teaching high-level Mandarin, but in reality, the teaching of proverbs did not get enough attention, and the teaching materials related to teaching proverbs were limited. From the results of the description above, it can be seen that learning Mandarin proverbs still have some problems, and they need to be solved in order to achieve the desired learning goals.

So, the problematic learning of Mandarin proverbs referred to the difficulty or obstacles that hinder, complicated or even could cause the failure of learning Mandarin proverbs. If this is ignored, it will hinder student development. Therefore, the problems in learning Mandarin that occur to students need to be solved (HARYATI, F. N, 2017 The



research aims to reveal the problems of Chinese Proverbs learning in Chinese Language Study Program of Teaching Training & Education Faculty of Tanjungpura University, with the hope of providing useful input in improving and enhancing Mandarin proverbs learning in FKIP UNTAN.

Research Method

This research is a descriptive study to make a systematic, factual, and accurate description of the facts and the characteristics of the population or a specific area (Sumadi Suryabrata, 2010). This research was made to describe the learning conditions of Mandarin proverbs in the Mandarin Language Education Study Program FKIP UNTAN and students' views on their problems.

The study was conducted at the Mandarin Language Education Study Program FKIP UNTAN. The Mandarin Language Education Study Program FKIP UNTAN is one of the study programs under the Department of Language and Art Education, Faculty of Teacher Training and Education, Tanjungpura University.

In this study, the number of samples was based on research needs sampling. Purposive sampling is a non-random sampling technique where the researcher determines sampling by determining specific characteristics that are appropriate to the purpose of the study so that it is expected to answer the research problem. The sample used in the study were students who had studied the vocabulary of Mandarin proverbs specifically in the Mandarin Language Education Study Program. Based on Gay in (Suwartono, 2014) the minimum sample size for descriptive research is 10% of the population.

Table 1. Number of Student Sampling

No.	Generation	Number of Students
1	2016	34
2	2017	27
	Total	61

In this study, there were 61 students in 2016 and 2017, as many as 61 people, with 46.5% of the total number of students. The reason for choosing this sample is that they are middle and upper level students in the Mandarin Language Education Study Program FKIP UNTAN, who have studied Mandarin proverbs. Researchers use documentation techniques and interview techniques in gathering the necessary data. The documentation technique is used to collect data from non-human sources, which consists of learning curricula, textbooks, reference books in the library of mandarin language education programs FKIP UNTAN. The interview technique is done indirectly, through the filling out of research instruments in the form of questionnaires. Questionnaire is a technique or a way of collecting data indirectly (Sudaryono, 2016).

The research questionnaire was distributed using a Google Form consisting of open and closed questions using a Likert scale with five answer choices, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS) and Strongly Disagree (STS). The questionnaire distributed was a questionnaire that had been tested for its validity and reliability. The purpose of disseminating this questionnaire is to find complete information about students' views on teaching proverbs in the Mandarin language education program FKIP UNTAN. According to Muhammad, M. H (2011) Data analysis is an activity to parse or disentangle data to produce rule relating to the focus of research using methods, techniques and tools. Data analysis involves working on the organization of data, sorting into specific units, synthesizing data, and finding important things to describe in writing. In this qualitative



study, data were analyzed at the time of data collection and after data collection was completed.

Results and Discussion

Problems Related to the Curriculum

The details of the courses available in this curriculum do not reveal any Mandarin proverb courses. What about learning the Mandarin proverbs then? As with the previous explanation, mandarin proverbs are part of learning Mandarin vocabulary. Mandarin proverbs often appear in conversation material and in reading texts in Mandarin. There is still one KBM course that teaches theory related to Mandarin proverbs, namely the Mandarin Morphology course. This course studies the ins and outs of Chinese vocabulary as well as the influence of changes in the form of Chinese vocabulary in terms of both grammatical and semantic functions. In this course there are special sub-chapters of material that discuss the theory of Mandarin proverbs.

Problems Related to teaching Materials

Until now the FKIP UNTAN Mandarin Education Study Program has only 1016 titles available in the library, 4 national titles and 4 international journals and 3 titles and 12 proceedings. Teaching material that contains Mandarin proverbs in the form of story books, dictionaries, textbooks and VCDs. The story book referred to here is a children's story book relating to the origin of the Mandarin proverbs both from myth and factual history. Some of the Mandarin proverb dictionaries available at library, namely A Chinese-English Dictionary of Chinese Proverbs (汉英汉语用法用法词典 read: Hànyǐng Hànyǔ chéngyǔ yòngfǎ cídiǎn), Xinhua Chengyu Cidian 词典新华用法词典 read: Hànyǐng Hànyǔ chéngyǔ yòngfǎ cídiǎn), Xinhua Chengyu Cidian (新华成语词典 read: Hànyǐng Hànyǔ chéngyǔ yòngfǎ cídiǎn), Xinhua Chengyu Cidian (新华成语词典 read: Hànyǐng Hànyǔ chéngyǔ yòngfǎ cídiǎn), Xinhua Chengyu Cidian (新华成语词典 read: Chengyu Xuexi Cidian (汉语成语学习词典 read: Hànyǔ chéngyǔ xuéxí cídiǎn), Chengyu Da Cidian (成语大词典 read: Chéngyǔ dà cídiǎn), Duogongneng Chengyu Cidian (多功能成语词典 词典), Chengyu Da Cidian (成语大词典 read: Chéngyǔ dà cídiǎn), Duogongneng Chengyu Cidian (多功能成语词典 词典 词典 C uban, 词典 词典 大 ox ox Xia 词典) ::) read: Chéngyǔ dà cídiǎn). (彩图版小学生成语词典 read: Cǎi tú bǎn xiǎoxuéshēng chéngyǔ cídiǎn.) The textbook referred to is the teaching material used by lecturers in lectures; almost all textbooks related to language skills (listening, speaking, reading and writing), in the textbooks referred to are teaching materials used by lecturers in lectures. It contains Mandarin vocabulary proverbs, but the number of vocabulary proverbs is very diverse per book.

To get a clearer picture of the number of Mandarin proverbs learned by students, the researchers took two textbooks as representatives. The reason for choosing these two textbook packages is because among all the teaching materials used by students, the number of proverbs in these two textbooks are relatively large. The first is Road to Success: A Series of Progressive Chinese Textbooks for Foreigners (成路之路 read: Chénglù zhī lù), used in

comprehensive courses. This textbook consists of many levels including: Threshold 1 book, Lower Elementary 2 book, Elementary 2 book, Upper Elementary 3 book, Lower Intermediate 2 book, Intermediate 2 book, Lower Advanced 2 book, Advanced 2 book. Students only use these teaching materials to lower advanced levels. From these 14 textbooks, researchers found around 481 Mandarin vocabulary proverbs that were studied during 8 semesters of lectures. The second is Chinese Fast Reading: A Step by Step Approach (汉语阶梯快速阅读 read: Hànyǐ jī tī kuàisù yuèdú), used in courses in understanding short discourse, comprehension of narrative reading and speed reading techniques. This textbook consists of 5 levels, but students only complete 3 textbooks. From these 3 textbooks, researchers found about 92 mandarin proverbs that were studied over 3 semesters.

Table 2. Mandarin Proverbs

No	Description	Number of Mandarin Proverbs
1	The total vocabulary of Mandarin proverbs in the Chinese Idiom Dictionary	18.000
2	Mandarin proverbs that are often used based on the book 《Teaching Chinese morphology》 《Pengajaran Morfologi Bahasa Mandarin》	3000
3	Chinese proverbs studied by students of Mandarin Education Study Program FKIP UNTAN	<1000

However, when compared with the number of mandarin proverbs that are often used, the number of mandarin proverbs studied by students reaches 33.3%.

Table 3. Student Questionnaire Table

No	Statement	SS	S	N	TS	STS
1	Mandarin proverbs that you learn from textbooks are enough for you	0	17	0	0	44
2	The explanation of the Mandarin proverb in the textbook used in lectures is complete and clear	6	17	0	38	0

The results of the student questionnaire data showed that as many as 72.1% of students stated that Chinese proverbs that had been learned from textbooks in lectures were still not enough. Even 62.3% of students stated that the explanation of the Mandarin proverb in the textbooks used in lectures was incomplete and unclear.



Chart 1. Learning Resources for Mandarin Proverbs



In addition, data on Mandarin proverb learning resources showed that 90% of students choose internet media, 59% of textbooks and 20% of dictionaries (books). So, in general, learning Mandarin proverbs in Mandarin language education study program is considered still lacking.

Problems Related to Students

Students' views on Mandarin proverbs significantly affect the learning outcomes of Mandarin proverbs, especially the factors of student attitudes and interests. Based on the student questionnaire filling data, it can be seen that as many as 84% of students said Mandarin proverbs were interesting to study. As for some of the reasons put forward by students include: Mandarin proverbs have concise words but have profound meanings, Mandarin proverbs contain Chinese cultural values, Mandarin proverbs have fairy tales or original historical stories, are more challenging to learn, also can be used in daily conversation, by learning Mandarin proverbs will definitely increase the knowledge and ability of Mandarin language.

In addition, as many as 72.2% of students thought that mastering Mandarin proverbs could indicate that a person's Mandarin language skills were already very high. In other words, as a professional in Mandarin language have to master Mandarin proverbs. From this it is obvious that students consider it's very important to master Mandarin proverbs in learning Mandarin, so that it becomes a motivation for students to learn Mandarin proverbs. This was revealed through the questionnaire data which showed that as many as 96.7% of students claimed to have difficulty learning Mandarin proverbs. As for the two difficulties encountered, students find it difficult to understand the subtleties and depth of the meaning of Mandarin proverbs and it is difficult to remember Mandarin proverbs. This is where the contradiction arises between the interests and difficulties faced by students of the Mandarin Language Education Study Program FKIP UNTAN.

Discussions

Based on the results of research collected in the field, the researcher found several problematics learning of Mandarin proverbs in the FKIP UNTAN Mandarin Language Study Program consisting of curriculum components, teaching materials and students. The research data was taken based on the results of documentation and research questionnaires filled out by the students. The following is a description of the problematic learning of Mandarin proverb teaching in UNTAN FKIP:

Following Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education, the curriculum is a set, plan and arrangement regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve the goals of Higher Education. The curriculum is a cornerstone in the implementation of learning in higher education. This foundation will be a reference in determining the approaches, methods, techniques and teaching materials used in learning activities in order to achieve optimal learning outcomes.

In fact, until today there is no standardized university curriculum for standard Chinese education study programs. During this education, providers are given the freedom to develop their own curriculum with their respective characteristics. In this case, the Mandarin Language Education Study Program FKIP UNTAN always adjusts the Mandarin language curriculum with the applicable Higher Education Curriculum standards. Since the academic year of 2017/2018 the Mandarin Language Education Study Program FKIP UNTAN has implemented the KKNi-based Higher Education Curriculum. There are no Mandarin proverb

courses in this curriculum, and there are mandarin language skills courses. Most of the Mandarin proverb material students study is when they learn new vocabulary in Mandarin Language Skills courses such as comprehensive Mandarin courses, daily conversation comprehension, short discourse understanding, description reading comprehension, monologue conversation, narrative information communication, and reading comprehension. narration, understanding news and official communication, speed reading techniques, writing and so on. To understand the impact of a Mandarin language curriculum being implemented, it is necessary to gather data from students' perception as mandarin learner.



Chart 2. Student Perceptions of Learning Chinese Proverbs

Based on the results of questionnaire data regarding the curriculum implemented by the Mandarin Language Education Study Program, FKIP UNTAN showed that they did not agree 5%, and neutral 30% of students considered that there was no need for mandarin proverb specific courses. 65% of students stated that it was necessary to hold special courses that taught Mandarin proverbs and not combined with other material so that Mandarin proverbs could be discussed in more detail and comprehensively. These results prove that there is still a lack of concentration in learning Mandarin proverbs in the current curriculum.

Teaching materials are everything (both information, tools and text) used to make it easier to facilitate the teacher / instructor in carrying out teaching and learning activities (Prastowo, 2012). (Maria, 2019) said that teaching material was one of the challenges faced by the Mandarin Language Study Program at the State University in Indonesia. The availability of teaching materials in the form of Mandarin textbooks is still relatively very limited in Indonesia. Mandarin Language Education Study Program FKIP UNTAN also experienced the difficulties in providing Mandarin language teaching materials. During this time, most teaching materials in the form of textbooks are donations from Hanban and the Chinese government which are sent directly from China.

Although the availability of the textbooks is still limited, they are still following the scope of learning in the Mandarin language education study program, which covers aspects of language, language skills (listening, speaking, reading and writing), teaching skills, and appreciation of Chinese literature and culture. These text books are the main source of teaching material from lecturers who teach courses in the Mandarin language education study program, including teaching materials that contain Mandarin proverbs.

From the description above, it is obvious that the number of Mandarin proverbs students learn is still below 1000. Based on the Chinese Mandarin proverbs, the Chinese Idiom Dictionary (中国成语大辞典 read: Zh ngguó chéngyǔ dà cídiǎn) the total number of mandarin proverbs is about 18,000 pieces (Yiling, 2010) of the many Chinese proverbs, 3,000 are often used. So if a comparison is made with the total number of Mandarin proverbs, then the number of Mandarin proverbs that students learn is only about 5.5%.

Students are community members who are trying to develop their potential through a learning process in the path of education from informal education, formal education and non-formal education at the level of education and certain types of education. The students referred to in this study are currently studying in the Mandarin Language Education Study Program FKIP UNTAN.

Student's interest on the learning material have an ample amount of effect on the learning's success rate. Learning interests include interest to learn, focus on learning, and knowledge. If the students have interest with the subject, then they'll be fascinated with the subject, therefore they'll diligently study and keep on grasping the knowledge that in line with the subject. Student's interest in mandarin's idioms can be seen in the table presented below :

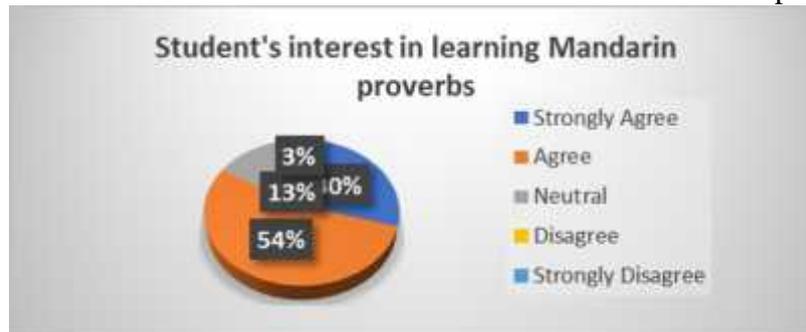


Chart 3. Student's Interest in Learning Mandarin Proverbs

From the student point of view, it can be concluded that students have an interest to learn Mandarin proverbs. But to be able to master the Mandarin proverbs is not easy at all. Biktimirov, E. N., & Feng, J. (2006) in his their suggested the use of Chinese proverbs in teaching Mandarin Language. Facilitating the teaching of proverbs to students can attract and increase retention of new material, and create a more welcoming classroom environment and understanding of Chinese culture. Therefore, the use of Chinese proverbs in the classroom is highly recommended.

Conclusion

The conclusion obtained from the results of this study includes, the first problem in studying Mandarin proverbs is the application of a curriculum that does not support learning sayings as a whole. That is because no courses specifically teach Mandarin proverbs in the applied curriculum Learning Mandarin proverbs is the only insertion while learning another new vocabulary. Mandarin proverb courses can be held separately as elective courses. This is reinforced by the questionnaire results, which showed that more than 60% of students considered the need for a Mandarin proverb course.

The second problem is that language teaching materials' limitations and shortcomings have become a polemic for mandarin language study programs in Indonesia. This can only be overcome by more actively and creatively using electronic media learning resources to support learning Chinese, especially empowering online dictionary applications available on android playstore, for example: iomol language, Zhonghua Chengyu cidian, Chengyu zonghe da cidian and others; Chinese proverb web sites that are already available on Google and Baidu like DIYifanwen.com, cy.5156edu.com, chengyu911cha.com, chengyu.t086.com and so on. The third problem comes from the students themselves. Most of the students admitted that they had difficulty learning Mandarin proverbs. The issues faced by students are challenging to understand the subtlety and depth of the meaning of Mandarin proverbs, and it is difficult to remember the vocabulary of Mandarin proverbs.



Mandarin proverbs are an essential part of the vocabulary that students always demand in learning Mandarin. Students are interested in brevity, but at the same time they are difficult to understand the subtlety and the depth of its meaning. So it is very important to solve the contradiction between interests and difficulties that arise in learning Mandarin proverbs. Researchers feel that the lecturers need to conduct further research to find new innovations in learning Mandarin Chinese proverbs.

Recommendation

The research results on the problems of learning Mandarin proverbs at FKIP Tanjungpura University can be used as recommendations for teachers or lecturers in teaching Mandarin. So that in the future, Mandarin language teachers can pay more attention to learning Mandarin proverbs. Given the large number of Mandarin proverbs, the complex structure of the Mandarin proverbs and the cultural values contained behind these proverbs, learning Mandarin proverbs get serious attention from mandarin language teachers or lecturers. Even Mandarin can be packages more innovatively in one course the Mandarin language curriculum.

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