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1 **Strategy of Compiling Chinese Language Textbook Based on**
2 **Integrative Teaching Model**

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13 **Strategy of Compiling Chinese Language Textbook Based on**
14 **Integrative Teaching Model**

15
16 **ABSTRACT**

17 Chinese language teaching and learning in high school level in Indonesia is running as a
18 compulsory lessons either as extra curricular lessons or as elective lessons. The teaching of
19 Chinese language at schools mostly based on integrated teaching models. Unfortunately, one
20 of problem that teacher and student had to face is the difficulty to find a real good textbook
21 which fulfilled four language competencies integratively to be learned in class. Surveys to more
22 than 30 teachers in Jakarta shows the necessity of textbook compiled based on integrated
23 teaching models that should reveals in the Chinese language textbook. Teachers need to have
24 a complete textbook that cover their needs in teaching Chinese as an integrated lessons. This
25 study aims to find out the strategy applied by textbook writer in compiling Chinese language
26 textbook especially by Indonesian writer. The research is using documentary research method
27 to study a sum of Chinese language textbook used in Jakarta.

28
29 **Keywords:** Chinese language textbook, compiling strategy, integrated teaching, language
30 competencies

31
32 **Introduction**

33 After more 3 decades Chinese language (known as Mandarin language – national
34 language of People's Republic of China) been banded to use openly nor widely in Indonesian
35 society, then since the year of 1998 it started a new era. Regarding to the issuing of Keppres
36 No. 6 Thn 2000, Mandarin language which formerly forbidden to be learned, became to be
37 taught, to be spoken openly, moreover take its new step in the society.

38 Mandarin language formally starts been included in school curriculum only for high
39 school level at 2004 (KBK) and also in 2006 Curriculum (KTSP) and 2013 Curriculum
40 (Kurtilas). The teaching of Mandarin language is running as a compulsory lessons or as
41 extracurricular lessons or as elective lessons. This policy based on Indonesian Language
42 Politics which decided that Mandarin language along with other languages as foreign language
43 and should be learnt in Middle High School as been stated by Alwi and Sugono (2011:62) and
44 Sutami (2012: 213).

45 Survey to 38 Mandarin teachers shows that Mandarin language teaching and learning at
46 schools mostly based on integrative teaching models. Not only Mandarin language lesson, but
47 also the other five foreign language, such as Japanese, Deutch, France, Korean and Arabian.
48 The reason is that there is only a limited lesson time prepared for these foreign languages to be
49 taught in class. The national curriculum allocated only two or three lesson time a week to study
50 foreign language, but not all school agreed to obey this policy. Some schools only put one
51 lesson time (45 minutes) a week to hold foreign language class. Some others put two lesson
52 time and a very few of schools put three lesson time a week.

53 Regarding integrated teaching models, Fogarty (1991) mentioned ten models of
54 integrated teaching. These models are (1) fragmented model; (2) connected model; (3) nested
55 model; (4) sequenced model; (5) shared model; (6) webbed model; (7) threaded model;
56 (8) integrated model; (9) immersed model, and (10) networked model. Each model has
57 characteristic and learning strategy.

58 According to what Fogarty describes, Zhang dan Yang (2006) mentioned that teaching
59 and learning Mandarin language in integrated models should combine four language
60 competencies and five language elements in class.. It means that the teaching and learning
61 Mandarin language match to Fogarty's Fragmented model. Four language competencies as
62 listening, speaking, reading and writing taught in the same time. Five language elements are

63 phonetics, vocabulary, grammar, Chinese character and cultural understanding included in the
64 process..

65 Hermina (2012) mentions that although since 2004 government has settled the
66 curriculum of Chinese language lesson, there are still existed many insufficiencies of Chinese
67 language textbook in Indonesia such as:

68 ⁶ *kebakuan Bahasa Mandarin, kebakuan Bahasa Indonesia, sistem ejaan Hanyu*
69 *Pinyin yang tidak betul, istilah gramatika yang baku dalam Bahasa Indonesia,*
70 *pengetahuan teoretis penulis mengenai tata bahasa Mandarin tidak*
71 *memadai.*

72 Hermina finds that in some textbook published in Indonesia by local writers there are
73 so many problems such as the using of nonstandard Mandarin language, nonstandard
74 Indonesian language, mistakes on the writing of *Hanyu Pinyin* system, nonstandard terms of
75 grammar, and also the lack of Mandarin language grammar understanding by writers.

76 Zhang and Yi (2012) find the same result on their study about the condition of Mandarin
77 language learning in Indonesia. The research finds that Mandarin language teaching and
78 learning has achieved good point, but there are still some problems regarding teacher ability
79 and textbook insufficiencies. Their study result shows that Indonesian Mandarin language
80 textbook is very rare, only some of books used in schools. Teachers are prefer to use textbook
81 published from other countries.

82 Other research about Mandarin language textbook tells us that there are still some
83 problems we do need to face. Some of ² *research aims to find out the fitness of the* textbook to
84 curriculum, some other tries to find out the fitness of textbook materials with expected
85 competencies.

86 Haryanti (2013) tries to review three Chinese language textbooks used in high school.
87 She finds that those three books have already achive the standard of Chinese language

88 teaching and learning. But, she suggests to separate materials for general high school and
89 vocational high school.

90 Trihardini (2017) in her study on “Bahasa Tionghoa” textbook shows that there are
91 incompatibility between expected competencies with materials in the textbook. Rosalin (2013)
92 mentioned that there are some problem revealed in Indonesian Mandarin language textbook
93 regarding the content of material, translation and situational background.

94 This study aims to analyze the strategy of compiling textbook especially Mandarin
95 language textbook used di high school in Jakarta.

96 **Materials and Methods**

97 This research limited the range of study only to Mandarin textbook used in Jakarta that
98 published by local publishers and compiled by local writers. The study used documentary
99 research method to study a sum of Chinese language textbook used in High school in Jakarta
100 and also survey to 38 Chinese language teachers to collect some information related.

101 The study finds out ten (10) most popular textbook use in High school in Jakarta, but
102 only five (5) books were written by Indonesian local writers, books with (*) which are:

- | | | |
|-----|--------------|-----------|
| 103 | 1. 华语* | 2. 跟我学汉语* |
| 104 | 3. 快乐汉语* | 4. 轻松汉语* |
| 105 | 5. 汉语会话301句* | 6. 高级汉语 |
| 106 | 7. 高级汉语 | 8. 学汉语很容易 |
| 107 | 9. 简学汉语 | 10. 欢乐汉语 |

108 **Result and Discussion**

109 Liu (2000) mentiod about “five principles” regarding textbook compiling. The
110 principles of systematics, scientific, practicable, interesting and meets the needs of learners.

111 Rosalin (2013) mentioned that only three principles are the most importance, which is language
112 principle, cultural principle and teaching principle.

113 The study finds that Indonesian local writers try to meet these principles. They tried to
114 make a textbook with systematic structure, interesting and tries to strict in the knowledge of
115 Mandarin language structure.

116 The structure of Chinese language textbook used in High School already meets the
117 regulation of textbook writing. Each textbook has parts as:

118 1. Text

119 2. New words list

120 3. Grammar

121 4. Note, and

122 5. Exercise

123 The material existed in Chinese language textbook used in High School mostly talk
124 about 1) Daily routine topics; 2) Basic competence according to National Curriculum; and also
125 3) Culture cross understanding corner. The writers seems to assume that the learners mostly
126 from zero level regarding the history at the past. These topics are match to what is revealed in
127 the national curriculum.

128 The importance of practicing also revealed in part of exercise that includes in the
129 textbook. There are 1) Grammar exercise; 2) Conversation exercise, and also 3) Writing
130 exercise. The writers regards the importance of language practice to achieve language
131 competencies.

132 The textbook also tries to present four language competencies and five elements of
133 language in each book. But listening competencies seems to be the parts missing from each
134 textbook. The writers seems to face the difficulties to present audio materials.

135 **Conclusion**

136 Integrated teaching models used in textbook is Fragmented model by Fogarty. But
 137 unfortunately, not all language competencies has a part of exercise, especially Listening
 138 exercise. The topics of material includes daily routine activity. The textbook compiled as a very
 139 basic level. Teachers need textbook compiled based on integrated teaching models that should
 140 reveals in the Chinese language textbook. Teachers need to have a complete textbook that cover
 141 their needs in teaching Chinese as an integrated lessons. The problem that teacher and student
 142 had to face is the difficulty to find a real good textbook which fulfilled four language
 143 competencies integratively to be learned in class.

144

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160 **Reference**

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