

New Standards of Senior High School Chinese Textbook in Indonesia: A Case Study of the Vocabulary

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Abstract. Since the release of the 2013 Curriculum system by the Indonesian Ministry of Education, the vocabulary of Indonesian senior high school Chinese textbooks has constantly been changing. In 2021, The National Language Commission of the Ministry of Education, PRC, released the Chinese Proficiency Grading Standards for International Chinese Language Education (Grading Standard). In the same year, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia encouraged learning according to students' abilities and provided more expansive space for character development and essential competencies through the 2022 Prototype Curriculum system as an option for all academic units. This curriculum is a system implemented between 2022 and 2024 in the post-COVID-19 learning recovery. Based on the analysis of these new standards, we find out how to adapt to curriculum changes, find out which difficulties arise and how to overcome them. In this study, we use analytic and quantitative research to analyze the teachers' adaptation process to the two new standards in textbook vocabulary. Furthermore, we use the vocabulary statistics of Mandarin textbooks for senior high school, textbook compiling principle-based these two standards and related theory. Through the analysis and statistics of the vocabulary in this textbook, we found that teachers need to adjust some main words in adapting to the two new standards and make a vocabulary selection and supplement to the textbook vocabulary. In addition, to meet the standards of government textbook preparation and meet the expectations of textbook users to understand social life in China through vocabulary to achieve better communication, teachers need teaching resources for textbook vocabulary teaching in this adaptation.

Keywords: *Indonesian curriculum, Prototype Curriculum, Vocabulary learning, Chinese Language new standard, Bahasa Mandarin/汉语 textbook.*

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INTRODUCTION

In the online teaching during COVID-19 pandemic, textbook is one of the primary references for Chinese vocabulary teaching in the first year of senior high school. Statistics from the Minister of Education, Culture, Research and Technology from April to May 2021, in 612 schools and 18,370 primary schools in the first to the third grades of seven provinces across the country showed that students with textbooks have better learning efficiency than students without textbooks. Although this statistic data is for elementary school students and does not represent the learning efficiency of senior high school students, it demonstrates the importance of teaching materials, even in online teaching. In November 2021, the Ministry of Education, Culture, Research and Technology of Indonesia, regarding the socialization of learning recovery curriculum policy after the pandemic, offered Prototype Curriculum (*kurikulum prototipe*) (hereafter referred to as Prototype Curriculum) as an additional option for academic units to carry out learning recovery during the period 2022-2024. The national curriculum system will be reviewed in 2024 based on the evaluation during the learning recovery period.

The implementation of the Prototype Curriculum is mainly supported by supporting three aspects of the course, one of which is the textbook and additional teaching tools. In addition, teaching material is one of the three supporting factors in implementing the Prototype Curriculum system during the pandemic. However, the selection of vocabulary in Indonesian primary Chinese textbooks should not only focus on localization factors by referring to the country's subject range of essential Chinese teaching ability, but also focus on universality factors through the compilation of Chinese-Indonesian cooperative textbooks to improve the compilation quality of vocabulary. Therefore, the standards of Chinese texts for the first grade of senior high school in Indonesia are also some of the prior references to be paid attention to in Chinese textbook vocabulary. On March 24, 2021, the National Language Commission of the Ministry of Education of the People's Republic of China released 国际中文教育中文水平等级标准 (Chinese Proficiency Grading Standards for International Chinese Language Education 等级标准) (hereafter referred to as 'Grading Standard'), which includes the vocabulary standards for the Chinese Proficiency Test 汉语水平考试 (hereafter referred to as 'HSK').

In addition, according to the official website of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, www.kemdikbud.go.id, on November 26 2021, Minister of Education, Nadiem Makarim, in an online and offline (hybrid) forum on policy directions for restoring learning in the post-covid-19 era (*Kebijakan Kurikulum Untuk Pemulihan Pembelajaran Setelah Pandemi*) introduced and socialized the prototype curriculum draft. At this forum, Anindito Aditomo, Director of the Institute for Educational Standards, Curriculum and Assessment (*Badan Standar, Kurikulum, dan Asesmen Pendidikan*) introduced the national curriculum between and within COVID-19, which is divided into three era: pre-pandemic 2013 year curriculum (*Kurikulum Tahun 2013*), Temporary curriculum (*Kurikulum Merdeka Belajar*) for "Freedom learning (*Merdeka Belajar*)" in 2020-2021,

and a prototype curriculum system (*Kurikulum Prototipe*) for 2021-2022. In 2018, the implementation measures of the curriculum formulated in 2004 had not been completed, and the ministry developed the curriculum system for 2006 by decree no. 22, 23 and 24 of the Minister of Education in 2006. The main feature of the 2006 curriculum system is to adjust the objectives and content of the curriculum system for each academic unit according to the teaching situation of the district (Alhamuddin, 2019).

The 2006 curriculum system mainly developed the minimum standards of teaching implementation, and the education units and teachers arranged the specific objectives and contents. The 2006 curriculum system was organized by educational teams (teachers) in all aspects of teaching, that had the following characteristics: first, the implementation of the teaching curriculum was not uniform across the country, and different regions had different performance; second, because the 2006 curriculum system only described the minimum standards of content, teachers had to expand the curriculum system, such as implementation process and time; third, teachers can not only set the teaching content and objectives, but also set their evaluation standards. Fourth, to improve the teaching efficiency of the curriculum system, teachers conduct research and evaluation on the curriculum system. Context-Based learning is the starting point of Indonesia's 2013 curriculum institutional framework. Therefore, the implementation system is different for the 2013 and 2006 courses (Sanjaya, 2008). Furthermore, the 2006 curriculum was implemented according to the teaching situation in other areas of the academic unit.

Indonesia is a country with different educational development in different regions. Other factors that differ from region to region include educational opportunities, educational facilities and quality, cultural broadcasting in education, and educational management. This curriculum system is difficult to achieve national curriculum standards. Considering this non-uniform standard, the state designed a new curriculum system for 2013 (Alhamuddin, 2019). Hudiyehti et al. (2020) analyzed and studied Chinese textbooks in Indonesia. First, they collected Chinese textbook from online and offline bookstores in Indonesia. They found that only five of the 22 Chinese textbooks were locally written in Indonesia. In 2004, government listed The Chinese language course as one of the official courses, and Chinese language education in Indonesia has received more attention. Although Chinese language has been included in the national curriculum, there is no specific basic competence or subject scope for vocabulary compilation in textbooks. Sutami (2017) stated that one of the important aspects of Chinese language teaching in Indonesia that needs to be improved is the teaching materials. In 2021, two new standards can influence the vocabulary in Indonesian Chinese textbooks. Indonesian Chinese language vocabulary learning has faced the problem with two different standards. To expand the vocabulary in the textbook, Indonesian Chinese language teachers and students need a supplementary reference book that can help them fulfill the different standards in vocabulary learning. Wiratikusuma (2020) noted that *现代汉语分类词典* (A Thesaurus of Modern Chinese (hereafter referred to as TMC) can help Indonesian Chinese language learning in vocabulary learning. Wiratikusuma (2021)

added that “by using TMC, we can find the words related to things that native speakers use, the words that can reflect Chinese culture, society and habits with the classification of words”. Furthermore, this Chinese thesaurus can provide the Chinese language natively in China frequently used. For example, it provides the vocabulary of the name of a family member in Chinese that reflect the relation member of the same family (wiratikusuma, 2022). Mountain and Lee (2007) believe that the thesaurus helps students find a range of related vocabulary in vocabulary teaching activities.

There is a correlation between curriculum and vocabulary in the textbook. Graves (2008) noted that the late 1980s marked a watershed in language syllabus and curriculum design theory and practice. She thinks the curriculum is about teaching plan practice and evaluation. She feels that language courses are unique and different from other courses. The classroom content of language teaching courses is related to the surrounding social education content. She suggests that the curriculum be a dynamic interplay of “planning, formulating, and evaluating.” A course is not only a study plan, but also a learning process. Grave (2008) noted that “educational institutions believe that teachers have insufficient grasp of curriculum innovation, and vice versa, teachers believe that educational institutions have insufficient knowledge of teaching facts in the classroom”. Hatch and Brown (1995) divided vocabulary teaching into students' strategies and teachers' strategies for some classroom teaching problems. They noted that if students read from the textbook and expand the vocabulary categories, they can master “new” vocabulary not provided in the new words section. Meanwhile, Macalister, John, and Nation (2019) believe that curriculum topics should comprehensively cover the range of vocabulary, grammar and language cognition.

Muslich (2010) considers a close relationship between curriculum and teaching materials in any curriculum, including foreign language teaching. The curriculum formulated by Indonesia is the primary reference for compiling the content of teaching materials. Course and textbook research are interlinked. He noted that one of the four common textbook problems is that the textbook compilation and design do not conform to the educational curriculum system. Therefore, this kind of teaching material cannot reach the academic plan of curriculum system design. Richard (2003) noted that textbooks are critical for most language courses. Textbooks are the central core of teaching design and should provide students with a systematically planned and developed syllabus. This study is to improve the quality of Indonesian Chinese textbooks and meet the vocabulary standards for Indonesian local Chinese textbooks. We analyze the criteria for vocabulary selection in Indonesian senior high school Chinese language textbooks from the two new standards and the statistical analysis of textbook vocabulary as the research object. In addition, this study discusses the analysis of Indonesian textbook vocabulary need vocabulary teaching and supplementary resources to the requirement from the two new standards.

RESEARCH METHOD

This research used data analysis and statistical analysis methods based on previous related research. We use the data analysis method to analyze the different

education systems with different standards and outlines of the textbook's curriculum system of Chinese language vocabulary. Therefore, the vocabulary range of textbooks also needs to be adjusted according to the latest curriculum system to the basic ability standards for Chinese language teaching in Indonesia. Therefore, this study uses the newest curriculum standards by sorting out and describing local Chinese teaching materials in Indonesia and the curriculum standards specified by China and India for Chinese teaching and teaching materials. Furthermore, we use statistical analysis by using the vocabulary in the textbook as the main object of statistical research in this paper. We divided the statistical entity into two aspects: the number of vocabulary entries and the distribution of vocabulary in the textbook. We use *Microsoft access* in word sorting to analyze whether the vocabulary in the textbook conforms to the vocabulary teaching situation in Indonesian high schools and whether the number of vocabulary in the textbook conforms to the arrangement of Chinese class hours in the national curriculum system. On the other hand, the distribution of textbook vocabulary is to analyze the distribution of textbook vocabulary in the vocabulary list of the Grading Standard for 3 stages and 9 levels of the newest HSK level and 3 stages and 6 levels of the HSK level 1. Following is the data analysis of vocabulary for the two new curriculum standards and statistical analysis of the number and distribution of vocabulary.

Analysis of vocabulary for the two new standards of curriculum

This study uses the vocabulary of Indonesian senior high school first-grade Chinese textbook Bahasa Mandarinto analyze the two new standards issued by the People's Republic of China and the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021. This Chinese textbook is compiled according to the 2013 curriculum system. The National Language Commission of the Ministry of Education of the People's Republic of China on March 24, 2021, released Grading Standard. In addition, the Ministry of National Education of the Republic of Indonesia in November 2021 released the draft of *Kurikulum Prototipe* (Prototype Curriculum). Based on the statistics of the vocabulary and distribution in the grading standard on the textbook, this study analyzes the curriculum objectives, curriculum scope and principles, functional objects and evaluation standards of these two new standards.

The number and distribution of vocabulary

For the number and distribution of vocabulary, we analyzed whether the number of words in the text conforms to the vocabulary teaching situation of Chinese learners in senior high schools in Indonesia and whether the number of words in the text conforms to the requirements. In addition, the average number of terms of each lesson in the whole textbook is used to analyze the presentation rate in texts of each lesson to the entire textbook. The higher the average value is, the higher the utilization rate of vocabulary in the textbook is, and the higher the utilization rate is, the higher the efficiency of students' vocabulary mastery is. Meanwhile, we also put attention for distribution of vocabulary on the textbook of teaching material vocabulary for the analysis of the distribution of teaching material vocabulary in the vocabulary of Grading Standard. This new standard gives

reference to the newest 3 stages and 9 levels of Chinese Proficiency Test HSK. Three stages are divided into basic, intermediate and advanced, and nine levels are divided into level 1 to level 9.

RESULT AND DISCUSSION

The following is the result analysis of the two standards of Grading Standard and Prototype Curriculum System based on the textbook vocabulary of Bahasa Mandarin vocabulary selection according to the curriculum system of 2013, as the main research object of this study.

Vocabulary standards for teaching material vocabulary for 国际中文教育中文水平等级标准 Chinese Proficiency Grading Standards for International Chinese Language Education)

The differences between the curriculum system of 2013 and the curriculum objectives of Grading Standard are mainly reflected in four aspects: curriculum objectives, curriculum scope and principles, functional objects, and evaluation criteria. The first is the difference in course objectives. The curriculum objectives of the 2013 curriculum system reflect the country's demand and direction for foreign language teaching in cultivating students' character and language ability. In foreign language teaching, teachers should guide students to master language knowledge and skills according to the core and basic skills of the curriculum system and cultivate students' psychological attitudes and abilities—social attitudes in foreign language teaching. The four objectives of the curriculum system objectives for 2013 are 1) mental attitude competence, 2) social attitude, 3) (language) knowledge, and 4) (language) skills. In addition, the focus of the course is to improve students' ability to communicate in Chinese in life, study and work. The second is the difference between curriculum scope and principle. According to the Ministerial Order No. 21, 2016, the curriculum scope of the 2013 curriculum system is targeted at the six main areas of Chinese language teaching in Indonesia by the Ministry of Education, i.e., 'personal information, 'family life, 'school life', 'daily life, 'hobby', and 'tourism'. The curriculum scope of Grading Standard mainly covers the common topics involved in the use of Chinese in life, study, and work by learners from different countries around the world, and typical language communication tasks completed by extensive use of multiple language skills the process of communication. Therefore, the curriculum scope of Grading Standard is broader than that of the 2013 curriculum system. In the curriculum, in principle, the two standards are different. The third is the difference between the **applicable objects**. The objects of the 2013 curriculum system are Chinese teaching in senior high schools in Indonesia, which is divided into three levels in senior high school, not according to Chinese ability. The functional objects of Grading Standard are Chinese learners with elementary, intermediate, and advanced Chinese proficiency. The fourth is the difference in evaluation criteria. According to the Government Decree No. 19 of 2005, the evaluation criteria for the 2013 curriculum system are the national education standards related to the methods, procedures and tools for evaluating students' learning effectiveness. Assessment is for measuring student

learning outcomes and evaluating the implementation of the process. The evaluation scope is based on each subject's basic abilities, emphasizing whether students have mastered the Chinese ability related to the topic. The evaluation standard of Grading Standard is based on 3 stages and 9 levels of the newest HSK. In terms of vocabularies, the number of first-level standard wording in the Grading Standard is twice than the first-year senior high schools in the 2013 curriculum system. The standard for first-level words is 500 words (300 Chinese characters, 269 syllables, 48 grammar points). The assessment criteria are based on the four abilities to listen, speak, read, and write. In addition, the word standard of 汉语 is also within the range of 150 words in level 1 and 300 words in level 2 of 3 stages and 9 level version of Chinese Proficiency Test (汉语水平考试 HSK).

Vocabulary standards for teaching material vocabulary for Kurikulum prototipe (Prototype Curriculum)

Although in 2004, Mandarin lessons in Indonesia already had a place as an official subject ([Hudiyekti et al., 2020](#)), if we look at the developments in the curriculum in Indonesia ([Sanjaya, 2008](#)), from the 2013 curriculum begin to provide details for the standard of learning Mandarin in Indonesia. The 2013 curriculum, in addition to providing the same standards for a subject in Indonesia ([Alhamuddin, 2019](#)), also provides more directed directions and references for each lesson. In Chinese subjects, textbooks are essential in learning Chinese ([Sutami, 2017](#)). Therefore, to improve the quality of learning Mandarin, especially in learning vocabulary, it is necessary to research Chinese textbooks. However, during the pandemic using online learning, both teachers and students had difficulty achieving the targets of the curriculum 2013 standards. Therefore, a government based on the curriculum 2013 designed a prototype curriculum to help them gain the results of this teaching and learning process. The 2022 Prototype Curriculum (Kurikulum Prototipe) is one of the options of the curriculum system for education units to carry out rehabilitation learning from 2022 to 2024. The 2022 prototype curriculum system expands on the direction of the previous curriculum system. The 2022 prototype curriculum for the national curriculum will be assessed in 2024 based on restoring assessment during learning. One of the three main aspects of implementing the 2022 prototype curriculum system is teaching materials and supplementary resources. Based on the vocabulary statistic of Bahasa Mandarin used in the 2013 curriculum system, the author analyzes these vocabulary selection criteria in the curriculum objectives, curriculum scope and principles, functional objects, and evaluation criteria of the prototype curriculum system in 2022. The main difference between the two curriculum systems is that the 2022 prototype curriculum system simplifies the 2013 curriculum system. The first is the difference in course objectives. The curriculum objectives of the 2022 curriculum system are based on those of the 2013 curriculum system. This curriculum system has three characteristics:

1. The purpose of curriculum design is to comprehensively develop students' learning ability, including the overall orientation of cognitive, social, emotional and spiritual cultivation.

2. The course is designed and expanded based on students' skills and interests.
3. The curriculum is contextualized and personalized according to the culture, school, local environment and student needs.

The main objective of the 2022 curriculum system is to support the resumption of the national learning policy for all educational institutions across the country. In support of this policy, the focus of the three curriculum objectives is divided into the following three goals: project-based development learning to activate people's capabilities and character; focusing on the crucial content of instruction so that there is sufficient time to develop essential competencies, such as in the arts and sciences; and providing teachers with the flexibility to design targeted teaching objectives based on their students' abilities.

Second, in terms of curriculum objectives, it has no significant influence on the vocabulary of primary Chinese textbooks for the first grade of senior high school in Indonesia. Compared with the curriculum objectives of 2013, the curriculum objectives of the prototype curriculum system of 2022 are the simplification of the curriculum objectives of 2013, which both reflect the country's demand and direction for foreign language teaching in cultivating students' character and language ability. The vocabulary selection criteria of the 2013 Chinese Curriculum system and the curriculum scope and principles of the 2022 prototype curriculum system are compiled based on the same legal provisions. Therefore, the vocabulary of the two curriculum systems is the same, including 'personal information, 'family life, 'school life', 'daily life, 'hobbies' and' travel '.

Third, the objective is for Indonesian senior high school Chinese teaching that is divided into senior high school first grade, second grade and third grade. The scope of Chinese teaching for elementary and junior high school education units is based on this curriculum system for senior high school.

Fourth, the evaluation standards follow government order No. 19 of 2005. The evaluation standards of the curriculum system in 2013 are the national education standards related to the methods, procedures, and tools of student learning effect evaluation—assessment for measuring student learning outcomes information statistics and assessment of the implementation of the process. The evaluation scope is based on each subject's basic abilities, emphasizing whether students have mastered the Chinese ability related to the topic. However, the assessment criteria of the prototype curriculum system in 2022 will make the minimum achievement standard more flexible to be adjusted according to different teaching situations. In addition, in terms of assessment, teachers can use the main vocabulary to assess students' basic abilities. The point is not to learn all the words in the textbook but to master the main words well.

The difference of amount of vocabulary and the distribution of vocabulary in two new standards

1. The amount of vocabulary

Table 1. *The amount of vocabulary entries*

Bahasa Mandarin	Grading Standard	Kurikulum prototipe (Prototype Curriculum)
330 words	500 words	No standard for the amount of vocabulary

The number of words above refers to all the words in the Bahasa Mandarin textbook, including the repeated words that are presented twice or more. For example, the word '吃 (eat)'. Although these words have been presented on other topics, they are repeated because they are the main or keywords of the topic. There are 330 words in Chinese, which are divided into 252 new words, two proper nouns, and 76 supplementary words. The number of words is divided into the three parts of '生词 (new words)', '专有名词 (proper nouns)', and '补充生词 (supplementary new words)' in Bahasa Mandarin that has total of 330 words. It was quite challenging to take words for the statistic of the amount of vocabulary in this textbook. The 'new words' in lesson 6 are mostly phrases and sentences, such as '现在休息一下 (take a break now)', '现在继续上课 (continue our lesson now)', etc. In this study, the vocabulary like this sixth lesson is first divided from short sentences into words, such as '现在休息一下 (take a break now)' is divided into three words '现在 (now)', '休息 (take a rest/break)', and '一下 (in a moment)'. The amount of vocabulary in Bahasa Mandarin is fulfilling the standard of vocabulary amount for basic Chinese level in 3 stages and 6 levels of Chinese Proficiency Test (HSK) (三等六级汉语水平考试), that divide the basic level into level 1 which required 150 words and level 2 which required 300 words. In Grading Standard that has newest of HSK that changed to 3 stages and 9 levels of (三等九级汉语水平考试), the amount of vocabulary has been increased. Basic Mandarin is divided into three levels that required 500 words for level 1, 1272 words for level 2, and 2245 for level 3. Moreover, Kurikulum prototipe (Prototype Curriculum) is similar to the 2013 curriculum as it has no standard for the amount of vocabulary. This curriculum is emphasizing on the quality of vocabulary learning. The vocabulary of teaching materials is determined by the quantity and quality of vocabulary. Mandarin teachers can select the vocabulary from the textbook based on the demand and condition of learning. How to expand the vocabulary that students have learned to increase their understanding of it should emphasize the

phenomenon of "learning less and mastering more" rather than "learning more but mastering less". By using the essential vocabulary, students can expand and increase the amount of vocabulary.

2. The distribution of vocabulary

Table 2: The distribution of vocabulary in Bahasa Mandarin

Grading Standard for 3 stages and 9 levels of the newest HSK level 1	3 stages and 6 levels of the HSK level 1
198 words	153 words

From 330 words in the textbook, there are 28 repeated words in this distribution word analysis. We used a total of 302 unrepeated words to count the distribution word of Bahasa Mandarin in Grading Standard for 3 stages and 9 levels HSK level 1 and for 3 stages and 6 levels HSK level 1. Since there is no standard for the amount of of vocabulary either in the *Kurikulum prototipe* (Prototype Curriculum) or in the 2013 curriculum, we used 3 stages and 6 levels of the HSK level 1 vocabulary list to analyze the distribution of vocabulary. This standard of vocabulary in this HSK was using the same standard as in the era of curriculum 2013.

There are 198 words in Bahasa Mandarin that belong to Grading Standard for 3 stages and 9 levels HSK level 1 and there are 153 words that belong to 3 stages and 6 levels HSK level 1. According to statistics, 65% of the textbook words in Bahasa Mandarin belong to the first-level words of Grading Standard. The Grading Standard, which was implemented on July 1, 2021, contains 500 words for the level 1. It is more than twice the 150 words in the vocabulary of the 3 stages and 6 levels HSK level 1. Compared with the amount of vocabulary in 3 stages and 6 levels HSK, the amount of vocabulary in 3 stages and 9 levels HSK level 1 in Grading Standard has increased nearly three times. According to the vocabulary of the textbook Bahasa Mandarin, the statistics of the vocabulary range of the 3 stages and 9 levels HSK show that 72% of the vocabulary in this textbook belong to the scope of the level 1 vocabulary. Although the Indonesian Ministry of Education has not determined the number and range of basic Chinese vocabulary for senior high schools, textbook writers should consider the influence of the number and scope of vocabulary on primary Chinese learners in the course of using textbooks.

In the Teaching of Chinese in Indonesia, apart from assessing students' Chinese ability by educational institutions, the HSK is also one of the essential assessment methods. HSK results are a "pure" assessment of students' Chinese proficiency and a "practical" written report. Through statistics, it is found that although the vocabulary is minor, in this introductory Chinese textbook for the first

grade of high school in Indonesia, there is not only the vocabulary range of the HSK of basic Chinese, but also the vocabulary of intermediate and advanced Chinese.

For example, the word '中国 (China)' which belongs to a proper noun in the textbook, is included in the Grading Standard. Therefore, the word '中国 China)' is ideal for appearing in basic Chinese teaching materials or HSK level 1. It also appears in the HSK level 1 vocabulary range of the HSK vocabulary list. This can positively help students understand Chinese vocabulary learning and generate motivation and interest in learning Chinese. Teachers and students also need to use related or similar words to expand vocabulary, such as '星期一 (Monday)', '星期二 (Tuesday)', and other words that do not appear in the HSK vocabulary. Once they learn '星期 (week)' and numerals, they will naturally quickly learn '星期一 (Monday)', '星期二 (Tuesday)' and so on. Some words can be mastered quickly in language practice. However, they do not appear in the HSK vocabulary list.

The supplementary of vocabulary textbook for new vocabulary standard

The national language policy affects the vocabulary selection of Indonesian Chinese textbooks. The first-year Chinese textbook for senior high school uses the 2013 Indonesian curriculum system that selects the textbook's vocabulary based on the vocabulary range of different basic abilities for different grades according to the curriculum system. The topics of these basic language abilities reflect the country's needs and direction for the vocabulary of Chinese language textbooks in Indonesia and reflect the conditions. The requirement of the vocabulary of Chinese textbooks by the country and local people is often not enough to achieve the characteristics and goals of the vocabulary of Chinese textbooks. Indonesian Chinese textbooks should also reflect the culture and features of the Chinese nation. A Thesaurus of Modern Chinese is a vocabulary reference book beneficial to Indonesian Chinese learners (Wiratikusuma, 2020). In addition, Indonesian Chinese learners can easily search for related words commonly used by native Chinese speakers through this classified dictionary (Wiratikusuma, 2021). These classified words can improve learners' awareness of Chinese culture, habits, and customs. The classification dictionary provides practical value for second language learners to reflect the social profile of the target language through word meaning classification. It also provides a reference for vocabulary selection and usage management guidance for vocabulary users of Indonesian textbooks. The classified dictionary offers practical value for second language learners to classify the meanings of words that can reflect the social profile of the target language. It also includes vocabulary selection and usage management guidance for Indonesian textbook vocabulary learners. Although in 2004, Mandarin lessons in Indonesia already had a place as an official subject (Hudiyekti et al., 2020), if we look at the developments in the curriculum in Indonesia (Sanjaya, 2008), from the 2013 curriculum, There is no perfect textbook that can meet all learning standards, but by guiding students to use textbooks well and develop vocabulary scope, students will master new words that are not found in textbooks (Hatch and Brown, 1995). It showed that Chinese teaching as a second language needs thesaurus. By analyzing the criteria for textbook vocabulary

selection in Bahasa Mandarin text book through new standards and Chinese word characteristics, we found that a practical and innovative reference for a textbook, such as the Thesaurus of Modern Chinese, is suitable for vocabulary selection in Indonesian senior high school textbooks. The characteristics of the theme of textbooks are close to social life. It showed that teaching content is closely related to social education around us, as Graves (2008) stated. Furthermore, these reference sources can be used as references to meet the standards of government textbook preparation and meet the expectations of textbook users to understand social life in China through vocabulary to achieve better communication (Wiratikusuma, 2022).

CONCLUSION

The vocabulary of Indonesian Chinese textbooks reflects the requirements and direction of curriculum standards on textbook vocabulary. These vocabulary standards also significantly impact the difficulty and quantity of the vocabulary selected in the textbook. The newest reference curriculum standards for vocabulary in Indonesian Chinese language textbook in 2021 and 2022 are the latest planning curriculum Prototype Curriculum (*kurikulum prototipe*) from Indonesian Education, Culture, Research and Technology Ministry and also 国际中文教育中文水平等级标准 (Chinese Proficiency Grading Standards for International Chinese Language Education 等级标准) from National Language Commission of the Ministry of Education of the People's Republic of China that consist of vocabulary standard. These two standards differ in curriculum objectives, curriculum scope and principles, functional objects, and evaluation criteria. Therefore, the vocabulary in the recent Indonesian Chinese language shows differences in the amount of vocabulary and the distribution of vocabulary in two new standards. From the analysis of the vocabulary of Indonesian high school Chinese textbooks for the first grade, there are three aspects to be adjusted in the curriculum system textbooks in 2013, such as the excessive vocabulary, the orderly adjustment of vocabulary scope arrangement, and the lack of reference vocabulary for Chinese culture and society. In facing different requirements in different standards for vocabulary in textbooks, we need to solve the existing problems. So, Indonesian high school Chinese teaching needs a new concept of textbook vocabulary resource reference, such as a Thesaurus of Modern Chinese 现代汉语分类词. In addition, to overcome the three vocabulary problems in this Chinese textbook, when using Indonesian Chinese high school textbooks, teachers need to refer to other teaching aids to achieve their teaching goals. Vocabulary reference books with word meaning classification can help learner systematically master Chinese vocabulary.

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