Establishing a Material Description Table to Optimize Mandarin Proficiency for Indonesian Learners: An Applied Contrastive Analysis Perspective

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Abstract. This study aims to elucidate the most contrasting differences between Mandarin and Indonesian language rules. The study reveals that the most contrasting rule lies in the Indonesian language auxiliary number words, which have no more than 30 auxiliary number words, whereas in Mandarin, or known as 量, there are over 200 such words. Additionally, there is a rule for constructing past tense sentences. In Indonesian, a word meaning “finished” is used to indicate the past, contrasting with Mandarin, which employs the particle “了”, which can also have different meanings according to different rules. Furthermore, there is a Numerical system rule where Indonesian simply translates numbers into letters, while Mandarin has specific and detailed rules; this clearly presents a contrasting difference. There is also a rule on reduplication, or in Mandarin termed 重叠, where the quantity of rules between the two languages is almost balanced, yet the functions of usage are vastly contrasting. Lastly, there is the rule of “离合词”, a Mandarin language rule that has no equivalent in Indonesian. The method employed is a mixed-method approach, along with a narrative elaboration model based on quantitative differences in the amount of data between Mandarin and Indonesian languages, which are then expounded upon qualitatively. The data source used is the Confucius Institute (孔子学院) recommended books: 标准教程 Standard Course HSK (Hanyu Shuiping Kaoshi / Chinese Proficiency Test) 1 - 6 下 (Part 2). Data analysis techniques include identification, classification, and presentation of the results of data analysis. The results of the research and presentation show that there is a big gap between Mandarin and Bahasa Indonesia linguistic tools, with each of the rules that bind it. Therefore, it is necessary to develop a learning media to reduce this gap.

Keywords: Material description table, Applied Contrastive Analysis, Mandarin, Indonesian Learners.

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INTRODUCTION

The study of contrastive analysis or linguistic comparison has been carried out by many researchers, both from the perspective of contrastive analysis theory itself and through a perspective directly facing one language with the language to be compared. Both perspectives have their own critical areas in understanding the meaning of each language. Studies comparing analysis levels between the two languages show that the differences and similarities in the linguistic systems of the two languages are very important to understand (Vivas et al., 2020), especially if the results of the analysis are aimed at second language learners (De Clercq & Housen, 2019). The real benefits of this society are interesting and very important to always be studied in depth and always updated, both at the morphological, syntactic, or cultural levels contained in the language.

The capability of contrastive analysis by comparing between two languages is for the sake of proving as objectively as possible from several aspects. First, from contrastive analysis can reveal the veil of very different differences (contrasts) between the languages being compared. Of course, in commensurate rules, while maintaining their respective distinctive uses. Secondly, from the analysis of contrastive, scientific suggestions for teaching a second language, preparing teaching materials, and assisting learners in minimizing difficulties and errors in the application of a second language will be produced. Finally, from the analysis of contrastive will contribute to the cross-cutting realm of translation science.

Some articles, such as those by (Al-Sobhi, 2019; Piccardo et al., 2019), explain that contrastive analysis also includes two derivative branches of scientific charts, namely applied contrastive analysis and pure contrastive analysis. Again, the same as the name embedded, “applied”, then this analysis has a method of comparing one language and another in the hope of solving pedagogical problems. Making later analysis results can help in language teaching. Pure contrastive analysis, on the other hand, is linguistic analysis in the realm of language typology that rests on comparisons between the two languages. When compared, the results of the analysis will be obvious, so that new knowledge can be learned from there.

This long-established study of contrastive analysis was well responded by Indonesian teachers and researchers who have a tendency to compare with Mandarin as has been done by (Goven, 2020; Junaeny, 2020; Pandhita et al., 2022; Purnama et al., 2019; Qhomariah et al., 2021; Trihardini, 2022). As also done in this study, which is intended to continue the relay of renewal of Mandarin teaching innovation in Indonesia. Moreover, Mandarin has several supporting aspects, one Mandarin is fairly recently popular among Indonesian universities, and the fact is that Mandarin has characters that are very different from Indonesian characters. These supporting factors make this research very feasible, and scientifically justifiable. Although this study continues the advancement in innovative Mandarin language learning, it still differs in that its aim is to create learning media. Moreover, this research is based on the perspective of contrastive analysis, which holds that the greater the disparity between the rules of the source language and the target language, the more difficult it will be to learn. This study is conducted prior to learners making errors, unlike previous research that sought to identify the root causes of errors.
Therefore, the main difference and characteristic of each language is how it sounds. Studies that have emerged include research on the phonetic level of language (Li, 2019), where the researchers compared the differences in phonetic rules between Mandarin and Bahasa Indonesia. This is not surprising, as it is thought that phonology plays an important role in second languages. Phonology is considered the clearest output in proving learners’ skills. As stereotypes develop in the world community that Mandarin is a language that is synonymous with a fairly unique sound. In fact, the sound of Mandarin with other languages, especially with Bahasa Indonesia is indeed very different. These studies examined the differences and similarities in sound between Mandarin and Bahasa Indonesia with research or respective reviews. In the end, this research differs in that it focuses on linguistic rules, thus its targets often revolve around mastering sentence construction and writing.

After knowing from the sound characters of the language, there is also a lot of contrastive analysis research Mandarin and Indonesian at the syntactic level. As done by (Desmayanti & Widyaningsih, 2022; Hanafi & Hermawan, 2021; Kunmei et al., 2022; Trihardini, 2022) which compares Mandarin with Bahasa Indonesia in the predicate form, adjectives, or supplementary sentences, etc. The average foreign language learner has problems at the syntactic level. Though syntax is the initial way for learners to understand art in language aka literature, where the ability has the benefit of knowing when a certain sentence form can be applied and where the limits are. In the world of syntax, language can be manipulated resulting in different aesthetics. In short, the results of this study can at least help Mandarin learners to reduce the ice in the minds of learners when facing differences between their mother tongue (Bahasa Indonesia) and their second language (Mandarin). Actually, the research also aimed at the same capability as in this study, but unfortunately, it merely culminated in a research paper. Learners have to read that research, and whether it can help, the answer could be yes, but it would be more helpful if it were read by other researchers. Therefore, this study emphasizes the continuation of research, namely the creation of learning media.

Then, in order to fill the syntactic level, morphological studies must be presented. There are also many researchers who are interested and can produce the results of analysis of Mandarin morphemes and their comparison with Bahasa Indonesia. As done by (Selvia & Imelda, 2020; Shalima, 2019) which has research topics around noun classifiers, interjection words, etc. The same diversity and passion for comparing Bahasa Indonesia morphemes with Mandarin can make the work a Material description table of contrastive Mandarin and Bahasa Indonesia. Again, the research is similar to this study, but it only stopped at the research stage; at the very least, there needs to be tangible follow-up, something akin to what will be done in this study.

The exposition above ultimately formulates the problem statement that: 1) In general, the process of learning Mandarin for foreign learners encounters difficulties due to the distinct characteristics of native and foreign languages (Sunarti & Sakti, 2020). Particularly when employing a research method such as contrastive analysis, more detailed issues regarding the learning process are identified. 2) There is limited
research on the comparison between Mandarin and Indonesian languages in various cases (Sakti et al., 2020). When compared to studies on other foreign languages, Mandarin language studies are among the least numerous. 3) Previous studies have only addressed issues within their immediate environment, with some even halting at the research paper stage. 4) There has been no further effort to maximize Mandarin language learning, such as the development of specific instructional media. However, it is evident that the currency and optimization of Mandarin language teaching and learning activities should continuously undergo innovation. The researchers also tried to provide information that it is true that the linguistic rules of Mandarin with Bahasa Indonesia are very different in many ways, as well as research in the study of contrastive analysis is still a hot topic and even needs to be innovated. In the end, this research also has the intention to continue the relay of contrastive analysis studies, especially in the comparison between Mandarin and Bahasa Indonesia.

From the exposition of each paragraph above, it can be observed that previous studies only addressed a single issue and analyzed it, often utilizing data from the researcher's own region. While this approach may suffice for certain contexts, it markedly contrasts with the methodology employed in this study. Here, the aim is to identify the most distinct rules between Mandarin and Indonesian languages, followed by a detailed elucidation of these rules to highlight their significance. Subsequently, based on the findings of the analysis, a learning media will be developed. Like the research conducted by (Mantasiah R et al., 2020), which also utilized a contrastive analysis approach to develop foreign language grammar textbooks for Indonesian language learners. The instructional media derived from this research will potentially yield positive impacts for all Indonesian learners studying Mandarin. Moreover, the learning media created can be practically utilized by individuals interested in learning Mandarin or simply seeking to understand its characteristics. This is because, once again, the data under examination consists of rule-based data, which is universal. Material description table as a collection of definitions of certain fields of knowledge arranged alphabetically will be able to be used by Indonesian learners to no longer need to read many references, just one source to answer many problems. This will also engender aspects of effectiveness in Mind Mapping Techniques for learning Mandarin vocabulary, thus yielding numerous advantages in fostering better mastery of the Mandarin language (Azizah, 2022). Then with the drill learning method, this Material description table can be memorized directly and not wasteful, in the end the improvement of Mandarin language skills can be further optimized. In accordance with the spirit of the drill learning method of (Adhimas et al., 2023) and the study of applied contrastive analysis that has implications in education, the end the formation of a Material description table became the purpose of this study

This article is focused on finding Mandarin linguistic rules from the main book of the Comprehensive Mandarin course at the Mandarin Education Study Program, Languages and Arts Faculty, Universitas Negeri Surabaya (Unesa) that can be compared with Bahasa Indonesia. The book was chosen from the course because the Comprehensive Mandarin course is the main subject matter for Unesa Mandarin
students. Moreover, the book used is a discussion book 汉语水平考试 (HSK) (Chinese Proficiency International Exam), so that accuracy in understanding the questions and determining answers is very necessary. The purpose of this study is to describe the differences and similarities between some of the linguistic components of Mandarin when compared to Bahasa Indonesia. The benefits of this research are expected to make a theoretical contribution to the science of contrastive analysis Bahasa Indonesia with Mandarin in general. Its practical usefulness is anticipated, whereby a media table containing Mandarin rules arranged alphabetically will be created using data generated from this study (data that has been selected and sorted accurately and scientifically). Then from each column of the rule will be given a description of its use or examples in sentences. This media creation effort is to help Mandarin learners from Indonesia to find out which components are the most different, and provide easy access to memorization learning for them, because it has grouped the material into one main pay.

**RESEARCH METHOD**

This research combines qualitative and quantitative methods, known as a mixed method. The qualitative method employed applies the principles of critical thinking and deep interpretation, with the subsequent analysis results elucidated through in-depth interpretation (Ahmadi, 2019). The quantitative method referred to in this study pertains to the quantity of rules in one language. If one language, whether native or foreign, exhibits a disparity in the quantity of forms of a grammatical rule, then this can be included in the data for contrastive analysis research. The difference in quantity also poses challenges for learners in understanding a grammatical form. The comparison will be made between the occurrences of Mandarin and Indonesian rule data. The discrepancies in the number of rules will be elucidated using a narrative approach. Data analysis will focus on the disparities between rules in Mandarin and Bahasa Indonesia. These differences serve as the foundation for the planned Material Description Table.

The learning of foreign languages is inevitably intertwined with translation activities, and due to the existence of meaning gaps between languages, the translation process cannot be flawless (Ke, 2019). Therefore, contrastive analysis is introduced to attempt to unravel these issues. Technically, the first step is observation, which involves identifying specific conditions in the target language, preferably those with the most contrasting forms. Then, an attempt is made to find their counterparts in the native language. Once data from both the foreign and native languages are gathered, the next procedure involves comparing the two. This procedure aligns the target language to be examined with the source language. The primary focus in this step is to identify contrasting elements between the linguistic systems of the two languages. Finally, presenting the analysis results in accordance with the research objectives.

Data collection techniques in this study used documentation studies. Researchers use documentary and literature techniques on predetermined data sources. In more detail, documentary techniques are by reading data sources, finding data that matches the theoretical foundation, then collecting data. The selection of
the main book of the comprehensive Mandarin course of the Mandarin Education Study Program, Languages and Arts Faculty, Universitas Negeri Surabaya has a reason because the curriculum in the Department of Mandarin Language and Literature Unesa has been determined and accredited nationally. Two Unesa's Mandarin Education Study Program are the oldest Mandarin language departments in Indonesia with a myriad of collaborations with the China, so they have proven their superiority.

The source of the data used in this study is data on the linguistic components of Mandarin extracted from the main book of the comprehensive Mandarin course of the Mandarin Education Study Program, Languages and Arts Faculty, Universitas Negeri Surabaya, namely a book entitled: 标准教程 Standard Course HSK 1, 标准教程 Standard Course HSK 2, 标准教程 Standard Course HSK 3, 标准教程 Standard Course HSK 4 上, 标准教程 Standard Course HSK 4 下, 标准教程 Standard Course HSK 5 上, 标准教程 Standard Course HSK 5 下, 标准教程 Standard Course HSK 6 上, 标准教程 Standard Course HSK 6 下, published by Beijing University of Language and Culture Printing (北京语言大学出版社), official recommendation book of the Confucius Institute 孔子学院/国家汉办.

The data selected and used in this study are included in the morphological level contained in the book 标准教程 Standard Course HSK 1 until 标准教程 Standard Course HSK 6 下. The procedures to be employed in this research follow the method outlined by experts, as delineated in the study conducted by (Misdawati, 2019), wherein there are four sequential steps in contrastive analysis research, particularly for foreign languages. In detail, the procedure begins with data collection through reading the primary data source, namely the Confucius Institute (孔子学院) recommended books: 标准教程 Standard Course HSK (Hanyu Shuiping Kaoshi / Chinese Proficiency Test) 1 - 6 下 (Part 2). Subsequently, leveraging the researcher's expertise as a native Indonesian speaker and Mandarin language instructor, along with insights from recent literacy observations, data for analysis are compiled. The second step involves translating these data into Indonesian, or seeking equivalent rules if no translation is available. The third step is to identify the most contrasting aspects between the two languages, as this is where the issues lie. Finally, the contrasting findings are analyzed and formulated, presenting their differences head-to-head.

RESULT AND DISCUSSION

MEASURE WORD / 量词 LIÀNGCÍ

Bahasa Indonesia know the so-called “kata bantu bilangan”. A word that holds the number of units of an item. Presumably all languages in the world, including Mandarin, also have this rule. Specifically in Bahasa Indonesia to mention the number of an item will always use the measure word. Bahasa Indonesia has the characteristic of borrowing the nature of the word item as an measure word number. Then a numerical measure word is a word applied as an identifier of the item described, the use of which is placed in front of the word of an object.
Mandarin also has a number measure word with the Mandarin designation called 量词. Research on the subject of 量词 in their respective research concentrations, many have been researched such as (Olivia & Nirmalasari, 2022; Susanto, 2021; Susiyati & Lina, 2021). This shows that auxiliary number words between Bahasa Indonesia and Mandarin are indeed important to always be reviewed and updated.

The comprehensive course book for Mandarin language courses in the Mandarin Education Program at the Faculty of Language and Arts, Surabaya State University, namely 标准教程 HSK Standard Course 1 through to 标准教程 HSK Standard Course 6 下, is noted to randomly introduce the topic of 量词 (liàngcí) in several chapters. Based on the literature search results, 量词 in Mandarin language comprises more than 200 measure word. Although to achieve proficiency in basic Mandarin language usage, mastery of around 60 量词 is sufficient (Yun, 2021), this number still exceeds the number of measure word in Indonesian, which does not exceed 30. Such a significant quantitative difference serves as an alarm warning that issues may arise in this aspect. The imbalance between Mandarin and Bahasa Indonesia will obviously make it difficult for learners who are in the process of learning, and this is also included in the data contained in the study of contrastive analysis.

**量词 LIÀNGCÍ**

<table>
<thead>
<tr>
<th>Chinese Measure word</th>
<th>Example Of Sentences</th>
<th>Equivalent Sentences In Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>只</td>
<td>三只猫</td>
<td>Tiga Ekor Kucing</td>
</tr>
<tr>
<td>条</td>
<td>三条蛇</td>
<td>Tiga Ekor Ular</td>
</tr>
<tr>
<td>件</td>
<td>三件衬衫</td>
<td>Tiga Buah Kemeja</td>
</tr>
<tr>
<td>辆</td>
<td>三辆车</td>
<td>Tiga Buah Mobil</td>
</tr>
<tr>
<td>把</td>
<td>三把雨伞</td>
<td>Tiga Buah Payung</td>
</tr>
<tr>
<td>张</td>
<td>三张纸</td>
<td>Tiga Lembar Kertas</td>
</tr>
<tr>
<td>碗</td>
<td>三碗面</td>
<td>Tiga Mangkuk Mie</td>
</tr>
<tr>
<td>台</td>
<td>三台电脑</td>
<td>Tiga Buah Computer</td>
</tr>
<tr>
<td>篇</td>
<td>三篇文章</td>
<td>Tiga Buah Esai</td>
</tr>
<tr>
<td>座</td>
<td>三座山</td>
<td>Tiga Buah Gunung</td>
</tr>
<tr>
<td>家</td>
<td>三家商店</td>
<td>Tiga Gedung Toko</td>
</tr>
<tr>
<td>块</td>
<td>三块蛋糕</td>
<td>Tiga Potong Kue</td>
</tr>
<tr>
<td>句</td>
<td>三句话</td>
<td>Tiga Buah Kalimat</td>
</tr>
<tr>
<td>段</td>
<td>三段路</td>
<td>Tiga Buah Jalan</td>
</tr>
<tr>
<td>本</td>
<td>三本书</td>
<td>Tiga Buah Buku</td>
</tr>
<tr>
<td>场</td>
<td>三场比赛</td>
<td>Tiga Buah Perlombaan</td>
</tr>
<tr>
<td>棵</td>
<td>三棵大树</td>
<td>Tiga Buah Pohon Besar</td>
</tr>
<tr>
<td>份</td>
<td>三份报纸</td>
<td>Tiga Buah Koran</td>
</tr>
<tr>
<td>个</td>
<td>三个朋友</td>
<td>Tiga Orang Teman</td>
</tr>
</tbody>
</table>
As observed in the table above, within the Mandarin column, each row is populated with distinct characters. However, within the Indonesian column, the majority are filled with the same numerical auxiliary words. This occurs due to the less stringent nature of numerical auxiliary words in Indonesian compared to Mandarin. While Indonesian can utilize “ekor” (tail) for all animals, the reality in Mandarin is different; there are rules that must be adhered to. 只 zhǐ is an auxiliary number word that is installed for the majority of animals, as well as birds, as well as one part that should be a pair. 条 tiáo is an auxiliary number word that is usually attached to thin and long objects, can be like ribbons, rivers, roads, even pants, and some animals like fish, snake, etc. When compared to bahasa Indonesia, this number measure word is one that makes it difficult for learners to Bahasa Indonesia. This can happen because if you look at the description, long things like rivers and snakes can use “条”, while in Bahasa Indonesia cannot. For example, for the word “river” in Bahasa Indonesia use the auxiliary number “buah”, and for snakes it is “ekor”. Such differences greatly hinder learners’ Mandarin language skills.

Furthermore, many auxiliary number words in Bahasa Indonesia use “buah”, but in Mandarin it is more detailed into many usage functions, such as: 件 jiàn is an auxiliary number word that can be paired to express things, clothes, some objects. 辆 liàng is an auxiliary number that is usually paired with the vehicle. 把 bǎ is an auxiliary number word that is usually paired in many objects, especially those that have a section for the location of the handle. 张 zhāng is an auxiliary number commonly paired with objects such as paper, newspapers, tables. 碗 wǎn which is an auxiliary number word that means “bowl”, then it can be paired with food or drink. 台 tái which is an auxiliary number commonly attached to objects that use machinery systems or computers. 篇 piān which is an auxiliary number word for writing components such as chapters, or articles. 座 zuò which is an auxiliary number commonly paired with buildings, mountains, or other solid objects that are very large. 家 jiā is an auxiliary number commonly paired with a word related to the output of a business subject. 块 kuài is an auxiliary number commonly paired with a cut from the shape of a nucleus into smaller units. 句 jù is an auxiliary number words commonly paired with sentences. 段 duàn is an auxiliary number word that is usually paired with a road as well as time and indicates the sum of these things. 本 běn is an auxiliary number word for books and such forms. 场 chǎng which is an auxiliary number commonly paired with things like shows, movies, or shows. 棵 kē is an auxiliary number commonly paired with plants, vegetables, and trees. 份 fèn is an auxiliary number commonly paired with objects such as gifts, jobs, newspapers, magazines, papers, reports, contracts. Seeing 1 Bahasa Indonesia measure word “buah”, compared to at least 16 Mandarin measure word, is certainly something that requires more attention for solving solutions. However, after the long explanation above, there is one that is commensurate with the measure word "fruit" in Bahasa Indonesia namely 个 gè: That is, this number measure word is a number word that is commonly paired for many groups. Often combined with the measure word number “buah” in Bahasa Indonesia. However, seeing that the number of measure words of Mandarin numbers is more, of course, it is certain that the measure words “buah” and “个” are also not perfectly commensurate.
There are also some data on Mandarin measure word such as: 层 céng is an
measure word commonly used to describe layers or levels. At this level, examples
used for the auxiliary number word “层” can be used to express the thickness of dust,
for example. Whereas in Bahasa Indonesia, there are no specific measure word like this.

However, there are similarities between Bahasa Indonesia and Mandarin in
the rules of measure word. Examples such as the word 双 shuāng is an measure word
number which has the meaning “a pair” is paired with an object whose natural nature
is paired. In Bahasa Indonesia usually matched with the word “sepasang”, luckily
there is no gap in meaning between the two. Similarly, the word 瓶 瓶 / 杯 bēi glass is an measure word meaning “bottle” or “glass” is paired with a liquid object
that is often inside such a container. In Bahasa Indonesia also use the noun directly
“botol” or “gelas”. Almost similar, with slight differences there is the word 名 míng / 位 wèi (formal) is an measure word commonly paired with pronouns of people with
titles attached to them. In Bahasa Indonesia it is common to use the word “seorang”,
although in Bahasa Indonesia the word “seorang” has only 1 form. Unlike Mandarin,
which when used to refer to people who are respected, will use “位”, while for
people of the same level can use “名”. Even this statement that is said to be the same
still has a slight difference that needs special attention.

The above data can show that Mandarin measure word are more specialized
than Bahasa Indonesia measure word. For example, if it is associated with animals,
you can use “ekor” in Bahasa Indonesia, but in Mandarin even though they are both
words “animal”, not all animal words can be applied to the same number measure
word. Then like the measure word number “张” in Mandarin it actually means “a wide
flat object”, then it can be applied with the word “paper”. However, “table” objects
are also considered to have the property of “wide flat objects”, so they also use “张 ”.
Although the table has legs, which makes it not one hundred percent similar to a
“wide flat object” like paper. Bahasa Indonesia mother tongue users who is as
Mandarin learners also, it is very necessary to add a portion of concentration to the
Mandarin rules regarding measure word.

了 A PARTICLE “HAS ALREADY HAPPENED”

The rules of the linguistic system Bahasa Indonesia which means “already
happened” have a wording equipped with a connecting word, where it will state that
the event has already happened. Usually, it can be marked by the appearance of the words “usai”, “telah”, “sudah”, etc. Then, the state of “sudah dilakukan” is
characterized by the presence of past nouns, such as “kemarin”, “dulu”, “yang lalu”,
then often also accompanied by the appearance of prepositions, “dari”, “sejak”, etc.

<table>
<thead>
<tr>
<th>The rules inherent in</th>
<th>Examples of sentences in</th>
<th>Equivalent sentences in</th>
</tr>
</thead>
<tbody>
<tr>
<td>the usage of the particle “了”</td>
<td>Mandarin Chinese</td>
<td>the Indonesian language</td>
</tr>
<tr>
<td>党 Particle “了” as an Indicator of “Already Occurred”</td>
<td>我取钱了</td>
<td>Saya Sudah Mengambil Uang</td>
</tr>
</tbody>
</table>
The Particle “了” in the Middle as an Indicator of "Already Occurred".

<table>
<thead>
<tr>
<th>The Particle “了” in the Middle as an Indicator of &quot;Already Occurred&quot;.</th>
<th>他吃了一碗米饭</th>
<th>Dia Sudah Makan Satu Mangkuk Nasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Particle “了” as an Indicator of &quot;Changes Before and After&quot;.</td>
<td>下雨了 (Previously, it was not raining, then it changed and started raining)</td>
<td>Hujan / Hujan Turun</td>
</tr>
<tr>
<td>The Particle “了” as an Indicator of &quot;Already Occurred and Currently/Still Ongoing&quot;.</td>
<td>我等了一个小时了 (Having waited for an hour already and still in the state of waiting)</td>
<td>Saya Sudah Menunggunya Satu Jam Yang Lalu</td>
</tr>
</tbody>
</table>

It is evident in the table that in order to bring forth “了”, careful consideration must be given to its placement, as it alters meaning. Unlike in Indonesian where the use of similar keywords such as “sudah” is sufficient to convey the desired meaning. Previous research was recorded as existing (Kurniati, 2019), all agree that the Mandarin linguistic rule that states “already happened” one of them will occur if a particle appears “了le”. The definition of the particle in question is different from the word, because the particle has only a grammatical function without having a lexical meaning. This results in “了 le” particles cannot be matched with the words “usai”, “sejak dulu” etc. Moreover, “了 le” particles in linguistic rules, Mandarin has more meaning than just being a “symbolic particle determining the past”. For example, “了 le” particles can also be read “了 liǎo” with its own meaning.

The total occurrence of “了 le” in Mandarin found in the book 标准教程 HSK Standard Course 1 to 标准教程 HSK Standard Course 6 下 has 5 big rules, namely: the “了” particle as a sign of “already happened”; the “了” particle in the middle as a sign of “already happened”; the “了” particle as a sign of “change before with after”; the particle “了” as a sign “has already occurred and is still being done”; and the appearance of “了” as a grammatical rule. Even in the section the appearance of “了” as a grammatical rule is still divided into 10 grammatical structure rules.

In accordance with the assumption already expressed, the “了” particle in Mandarin cannot be comparable to the words “sudah terjadi”, or “usai”, “telah” etc. in Bahasa Indonesia. The “了” particle has roles, rules, as well as carries more meaning. In Bahasa Indonesia the words “sudah terjadi”, or “usai”, “telah” only have the meaning they carry. Increasingly different from Mandarin, if the particle “了” is in the middle and is a question then the expected answer is a detailed information. Then if the particle “了” is placed at the end and takes the form of a question, then the expected answer is a special piece of information that is usually never done before. These series of differences make it necessary for Bahasa Indonesia mother tongue users and Mandarin learners to add a concentrated portion to the Mandarin rules regarding the particle “了”.

| Dia Sudah Makan Satu Mangkuk Nasi |
| Hujan / Hujan Turun |
| Saya Sudah Menunggunya Satu Jam Yang Lalu |
NUMERAL SYSTEM / 记数系统

Like previous research (Dini et al., 2021; Susanti, 2022; Wardhany et al., 2019) Mandarin and bahasa Indonesia numeral system also have aspects of inequality, so it is worth further analysis. The numeral system of Bahasa Indonesia with Mandarin has a very big difference, and because of this also resulted in the proof of the uniqueness of the Mandarin. In this study, the numeral system sub-discussion will directly explain the most different things between the two.

<table>
<thead>
<tr>
<th>Number</th>
<th>In Mandarin</th>
<th>In Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>一百零一</td>
<td>101 / Seratus Satu</td>
</tr>
<tr>
<td>7/10</td>
<td>十分之七</td>
<td>7/10 Tujuh Per Sepuluh</td>
</tr>
<tr>
<td>220%</td>
<td>百分之二百二十</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>When represented as a single digit, it becomes “二”</td>
<td>In both standalone form and addition, the numeral “2” is still used in writing</td>
</tr>
<tr>
<td></td>
<td>When used in addition, it becomes 两, as in “两百” or “两千”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>However, strangely, when expressing the quantity of 20, it reverts back to “二十”</td>
<td></td>
</tr>
</tbody>
</table>

As observed in the table, certain rules presented, due to their stark divergence from Indonesian language rules, pose challenges in being comprehended through Indonesian linguistic logic. The kinds of rules are there: in Mandarin, if there is a 0 in the middle of the nominal it is necessary to say 0 before the last number; it can be seen that in mentioning 110 in Mandarin, it is necessary to add the number 1 (not enough with the number 10 only) and or the number 10 may not be included; it can be seen that in mentioning 1010 in Mandarin it is also necessary to add the number 1 (not enough with the number 10 alone); In the nominal increment will use the combination of the rules as above with the adjustment of each nominal amount; in fractional numbers, the Mandarin rule will mention the denominator first and then the numerator; in percentage, the Mandarin rule will mention the word “percent” first and then the nominal; Still included in the intersection of numeral system rules, in the word number “discount”, the meaning written will be inversely proportional to the nominal listed. (The mindset is how much percentage should be paid, not how many percent should be reduced); The number 2 in Mandarin also has its own rules, which will change when under certain circumstances; in the words “two” and “three” in the context of being together with others, the rules of Mandarin also have a special change; In the realm of mentioning phone numbers 1 will change when under certain condition; in the realm of literature, which is in the form of idioms, Mandarin also often inserts numeral system in many sayings, this means that numeral system in Mandarin also has another meaning. In the end, it has a conclusion that
these rules have a chance to hinder the process of learning Mandarin for Indonesian learners.

**REDUPLICATION – 重叠 CHÓNGDIÉ**

Reduplication represents a form of word modification. The alteration of words occurs across multiple languages, including Indonesian and Mandarin. Although both fall under the category of word reduplication, they inherently exhibit differences. These distinctions are related to the characteristics unique to each language. As previously expounded by research, such as that of (Nurlaili et al., 2024; C. A. Wang & Wu, 2020; X. Wang, 2021), the markers of Mandarin reduplication convey a “light” meaning, a feature absent in Indonesian. Those studies also aim to determine the dominant percentage of reduplication rules frequently utilized in Mandarin, which undoubtedly would be beneficial for this research. However, it maintains differences with this study, particularly in the follow-up actions subsequent to the discovery of research findings. While prior research focuses on acquiring insights to enhance understanding of Mandarin linguistic phenomena, this study aims to create a learning medium to assist Mandarin language learners.

Reduplication in Indonesian, with its distinctive characteristics, assumes unique forms (Ode Madina et al., 2019). There are words that are reduplicated based on form, while others are reduplicated and subsequently alter in meaning. The Reduplication in Bahasa Indonesia is very thick with morphological changes until at the level of the affix is paired, For example: kemerah-merahan (From the root word “merah”, then reduplicated, and added “ke.” and “-an”). Word “lauk pauk”, even said “gelap gulita” also included in the reduplicated in linguistic rules of Bahasa Indonesia. From these examples, it can finally be explained that the reduplication of the word eventually changes the meaning it carries. For example: “kemerah-merahan”, has the meaning of “slightly red / not red at all”. So is “lauk pauk” which means “various side dishes / many side dishes”, also “gelap gulita” which means “very dark”.

<table>
<thead>
<tr>
<th>Word Formation</th>
<th>In Mandarin</th>
<th>In Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Mandarin, word reduplication forms a type of structure with no fewer than 10 variations, ranging from the simplest form “AA” to the most complex form “AABC”</td>
<td>AA: 试试 (have a try) (Instilling a sense of relaxation) AABC: 喜气洋洋 (be bursting with happiness)</td>
<td>For the “AA” form in bahasa Indonesia, the word “coba-coba” (Imparting a sense of warning) could be considered equivalent, although it may not fully represent it due to differences in functional usage. As for other forms, such reduplication is not found in Indonesian.</td>
</tr>
</tbody>
</table>

In both Mandarin and Indonesian, reduplication exhibits distinct characteristics and serves unique functions, making it inconclusive as to which is
more complex. However, given the research focus on identifying differing rules between the two languages, reduplication rules stand as one such distinction. Furthermore, due to Mandarin being a tonal language, the inclusion of discussions on "声调" (tones) would further accentuate the differences with Indonesian, which, notably, is not a tonal language. Mandarin reduplication focus more on morphological changes in the area of word merging, which then slightly change the meaning. Specifically, because Mandarin is a tonal language, the tone rules also have rules of change. The change occurs wherein every second word in the word repetition adopts a neutral tone, although not everything will change in this manner. The rules of tone change often occur in vocabulary that carries the meaning of “emphasis on a job”, As in the word “看看” “kànkàn” is read as “kànkan” and the word “走走” “zǒuzǒu” is read as “zǒuzou”, because it refers to the meaning of the work it carries, which is “seeing” and “walking”. Unlike the sentences “天天下雨”, “天天” “tiāntiān”, the second word is still read tiān, without any change in meaning, because “天天” “tiāntiān” only helps other meanings of “每一天 měi yītiān (daily)” or “一直 yīzhí (continuously)” from the sentence “下雨 xiàyǔ (raining)”.

Back rules in Mandarin have a more detailed form and with different language meanings. At least the Grammatical Structure Shapes 动词重叠 dòngcí chóngdié found in the data source are: AA form; A 一 A form; A 了 A form (indicates form has already occurred); ABAB form (reserved for words that have two syllables); AABB form (reserved for the separable Mandarin verb “离合词 líhécí”); ABB form; ABBC form; ABAC form; 名词重叠 míngcí chóngdié = noun repetition; 量词重叠 liàngcí chóngdié = repetition of the word number; 形容词重叠 xíngróngcí chóngdié = Adjective Repetition; 动词重叠 dòngcí chóngdié / repetition of verbs in Mandarin has the implied meaning of “a short time”; 动词重叠 dòngcí chóngdié / repetition of verbs in Mandarin has the implied meaning of “trial and error”; 动词重叠 dòngcí chóngdié / repetition of verbs in Mandarin has the implied meaning of “showing reluctance / unpleasantness”; 动词重叠 dòngcí chóngdié / repetition the verb in Mandarin has the implied meaning of “doing light, casual things”. Again, it has been proven that the difference between the two with the main reference to Mandarin rules is more and more technical.

SEPARABLE VERBS 离合词 LÍHÉCÍ

Observing the name, Indonesian learners are likely to encounter difficulty in attempting to guess its meaning. 离合词 líhécí with the literal meaning “separable verb”, is a grammatical rule of Mandarin that Bahasa Indonesia do not have. This rule is a mandatory stage that learners must go through in order to continue to improve the quality of their Mandarin language skills. Therefore, some previous researchers such as: (Hualangi, 2022; Renfei et al., 2020; Shen, 2019; Ye & Pan, 2023) agree that the Mandarin word separate is indeed one of the most significant gaps, which immediately needs to be researched in order to get a lot of input to create the most optimal solution. At the most basic level of theoretical explanation, the time when a word is included in 离合词 líhécí, so that it can be separated, is when it consists of a
verb followed by an object. This opinion may also be the main basis, which then the presentation is as follows.

<table>
<thead>
<tr>
<th>Rules of “离合词”</th>
<th>Examples in Mandarin</th>
<th>Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>The particles “着”, “了”, and “过” must be positioned within the compound word 离合词</td>
<td>上了班 (started work), originates from the word “上班” with the particle “了” inserted</td>
<td></td>
</tr>
<tr>
<td>Complementary words, such as nominal complements, time duration complements, result complements, and so forth, must be placed within the compound word 离合词</td>
<td>请一天假 (requested a day off), stems from the word “请假” with the time adverb “一天” inserted</td>
<td>No Equivalent Found</td>
</tr>
<tr>
<td>Pronouns must be positioned within the compound word 离合词</td>
<td>生谁的气 (got angry with whom?), arises from the word “生气” with the pronoun “谁的” inserted.</td>
<td></td>
</tr>
</tbody>
</table>

The sample examples presented in the table, showcasing the more extensive rules, already indicate that these rules will pose challenges for Mandarin learners from Indonesia. Since from the outset, these rules lack equivalents in Indonesian, especially if the “离合词” rules are elaborated in detail, it will further confuse learners. This biased rule can only be done by rote, and to start memorization requires a collection of vocabulary. There are at least 350 words divided into 20 alphabetical sequences, namely b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, w, x, y, z.

离合词 as one of the rules to enrich the language style of a Mandarin learner hopes that it can also be mastered optimally. However, the absence of the equivalent 离合词 in the rule of Bahasa Indonesia, adds to the difficulty. The presentation of the analysis above, has been divided into various rules, and is equipped with a Material description table of Mandarin vocabulary including 离合词, which is then expected to help Mandarin language learners.

The common thread from the above analysis proves that measure words in Mandarin are numerous and detailed. Furthermore, the rules governing the appearance of “了” must rigidly differentiate based on their respective functions within the sentence. Additionally, the Mandarin numeral system follows a logic that differs from Indonesian. Moreover, there exist forms of reduplication / “重叠” in Mandarin with many forms not found in Indonesian. Lastly, there is no equivalent to separable verbs 离合词 in bahasa Indonesia, making it exceedingly challenging to determine which Mandarin vocabulary belongs or doesn’t belong. Therefore, the Material description table for Indonesian learners will make it easier for them to learn some of the findings of the rules above. Material Description Table will make it easy
for learners to find answers to their problems without having to turn the pages around, or look for them in separate books. Because it is known that the findings of these rules described above are found scattered in at least 9 of their reference books in class.

Material description table as an answer to many problems.

CONCLUSION

The analysis indicates that the selected rules in Mandarin, when compared with those in Indonesian, exhibit significant differences. The substantial gap in understanding rules between the two languages poses increasingly formidable challenges for learners to master. This disparity can profoundly impact the functional and semantic aspects within sentences. To address these differences and narrow the gap between Mandarin and Indonesian language rules, it is crucial to develop a comprehensive learning media, namely a Material Description Table, which can summarize rules, provide examples, and detail the intricacies of each rule, including specific details of each rule's uniqueness. The potential novelty of this research lies in its approach of optimizing Mandarin language proficiency for Indonesian learners, leveraging an innovative approach of applied contrastive analysis to offer a practical and targeted solution, namely a specialized learning media for Indonesian learners of Mandarin, a strategy not previously undertaken by researchers. This research also aims to provide insights that every study requires follow-up actions. So that all research efforts do not merely stop at knowledge acquisition but can progress to tangible actions for maximum outcomes. Through these efforts, the study endeavors to provide the latest and most comprehensive information source optimal for other researchers, instructional media creators, and those in need.

Recommendations / suggestions for future researchers, this study is still limited to the largest and most different entities between Mandarin and bahasa Indonesia. Therefore, researchers can then dig into more detail and detail the components of contrast between Bahasa Indonesia and Mandarin, and offer teaching methods. Thus, an even richer and more comprehensive Material description table can be found in the contrastive analysis of Bahasa Indonesia and Mandarin.

ACKNOWLEDGMENTS

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REFERENCES


