

Research Article

Chinese Proficiency Test-based Teaching Scheme in Xth and XIth Grades of Bina Widya National Trilingual School Solo

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Abstract.

The Chinese Proficiency Test or Hanyu Shuiping Kaoshi (HSK) is an international standardized tool to measure the Chinese language competence of non-native learners. Bina Widya Trilingual National School Solo is a school that emphasizes foreign language teaching, Chinese language in particular. The school always promotes learners to pursue higher education in China, where one of the requirements to enter a Chinese College is the HSK certificate. Thus, it is important to create a Chinese Proficiency Test-based teaching scheme to provide a general picture of Chinese language teaching that focuses on the outcomes according to the levels of HSK for the teachers. The modified Development Method of Sugiyono was employed in this study. The research included identifying the potential and problem, collecting the data, validating the design, designing the product, revising the design, testing the product, revising the product, and finally producing the final product. Through the Chinese Proficiency Test, the teachers could actively create the Chinese language teaching concept for the best outcomes.

Keywords: scheme, pedagogy, Chinese language, HSK

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1. Introduction

Bina Widya National Trilingual School Solo was established in 2007 with only kindergarten and elementary school at first, then in 2013 continued to Junior High School, and finally, in 2016 the Senior High School was opened. Along with it, the Chinese language education in the school has gradually developed and innovated. After primary education, the students are expected to enter the higher education world. High School students with good Chinese language competence will prefer to continue their study in China, either by independent support or by a scholarship from the People's Republic of China (PRC) government.

The Chinese Proficiency Test or Hànyǔ Shuǐpíng Kǎoshì (HSK) (Hanzi: 汉语水平考试), is a standardized testing program issued by the PRC to measure the

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Chinese competence of foreign speakers, foreign students, immigrants, and members of minority groups in China. the Chinese proficiency test (HSK) is internationally standardized with two years validity of certificates that can be used to apply for jobs or to pursue further higher study.

The current research is motivated by the plan of Bina Widya National Trilingual School to renew its teaching scheme based on the HSK. Many teachers do not have enough understanding of the benefit and importance of HSK to measure the students' Chinese language competence, in which its exam certificate can be used for their further career or study.

The purpose of this study is to provide a Chinese language teaching scheme that is based on the HSK for X and XI grades of Bina Widya National Trilingual School Solo, to explain the Chinese language teaching strategies based on the HSK, to improve the Chinese language teaching efficiency and effectivity, and to describe the obstacle and solutions in the practice of teaching Chinese based on the HSK.

2. Literature Review

2.1. Chinese Language

According to Indonesian Dictionary (KBBI), language is a system of arbitrary sound symbols used by the members of a society to cooperate, interact, and identify themselves. While in the Oxford Dictionary (2000: 752), language is defined as a spoken and written communication system used by people in each different country.

According to Fu Chunjiang (2009: 114 – 115), Chinese language is the official language used in the China mainland, Taiwan, Hong Kong and a few countries in South East Asia with the Beijing accent as the standard pronunciation. Standard Chinese language or Pǔtōnghuà (普通话) in Taiwan is known as Guóyǔ (国语), while in Singapore and Malaysia, it is known as Huáyǔ (华语).

2.2. Chinese Proficiency Test or HSK

HSK was started in 1984 at the Beijing Language and Culture University and in 1992 the HSK officially became the national standardized exam. As of 2005, more than 120 countries have participated in hosting the HSK and it has been conducted approximately 100 million times (including by ethnic minority candidates). Around 1.9 million

exams have been organized in countries outside of China alone and as of now, people can register online, all testing is still done in person, and the assessment is still processed in China.

Table 1: Chinese Proficiency Test Structures.

Class	Character / Word (Cumulative)	Level	Competency Certificate
HSK Advanced	Character: 2633 Word: 5000	6	Designed for students with a wide knowledge of Chinese and can easily understand any information in Chinese and are able to fluently express themselves in written or spoken Chinese.
	Character: 1709 Word: 2500	5	Designed for students who can read Chinese newspapers and magazines, watch Chinese movies, and are able to write and give a long speech in Chinese.
HSK Intermediate	Character: 1071 Word: 1200	4	Designed for students who can discuss a various relevant topics in China and are able to communicate with Chinese native speakers with a high standard.
	Character: 623 Word: 600	3	Designed for students who can use Chinese language to fulfill the demands of their personal, study, and work lives, and are able to complete most of the communicative tasks they encounter while traveling in China.
HSK Beginner	Character: 349 Word: 300	2	Designed for students who can use Chinese in a simple way and can apply it in their daily lives.
	Character: 178 Word: 150	1	Designed for students who can understand and use some simple Chinese characters and sentences to communicate and to prepare them to continue their Chinese studies.

HSK follows the principle of “Test and Teaching Combination” . The test is closely integrated with the current status and teaching material of international Chinese language education. The aim is to improve teaching and learning Chinese through a test. HSK focuses on the objectivity and accuracy of the evaluation and emphasizes developing the ability of the test-takers in using the language. HSK sets significant test results to help facilitate the students in designing their learning plan and to effectively improve the learners’ ability to speak Chinese.

3. Teaching Scheme

According to some experts, a scheme is defined as a form of framework that shows an overview of how a goal can be achieved. There are four descriptions of schemes in the Dictionary of Psychology by Chaplin.

1. A scheme is a model;
2. A scheme is a cognitive map consisting of carefully arranged ideas;
3. A scheme is a framework of references that consists of given responses that become the standard for the next responses.
4. A scheme is also a framework of references to record data and traces of events.

Dariyanto (2000) stated that teaching is everything related to teaching, the process, actions, and ways of teaching, as well as the warning of experience and events. According to Masri et al. (2000), teaching is a complex process that is influenced by various elements such as the teaching quality, the students' intelligence, talents, interests, and motivation, and also the encouragement from their parents.

A scheme is a systematic form to transfer knowledge with appropriate techniques to help the teachers in guiding and motivating the students to take more initiative in learning and to effectively and efficiently achieve the learning targets.

4. Methods

The Research and Development (R&D) method was employed for this research. The research procedures of Sugiyono (2013: 298) were modified and applied, including ten activities, from identifying the Potential and Problems, Data Collection, Product Design, Design Validation, Product Design Revision, Product Trial, Product Trial Revision, Usage Test, Revision Products, and until producing the Final Products.

Sugiyono (2009:407) argued that research and development methods are research methods used to produce certain products and to examine the effectiveness of these products. To produce certain products needs analysis research must be used (using survey or qualitative methods) and research with experimental method is needed to test the effectiveness of these products for they to be used by the society, a research is needed to test the effectiveness of these products.

Borg and Gall (in Sugiyono 2009:11) stated that the basic research method is commonly applied in need analytical research so that the hypothetical products can be

produced. Moreover, to test the hypothetical products, experiment or action research is used. After being tested, the products can later be used. Research and development research in its nature aims to find, develop and validate a product. This process of product testing with experiments is called applied research.

Competitive Grant Research which is funded by the Directorate General of Higher Education is research that produces products, so the method used is the Research and Development (R&D) method. The R&D method is a longitudinal study with gradual steps that oftentimes takes multi-years to realize and to finish the end products. The final products can be in the form of models, patterns, procedures, or systems. The products produced through R&D research in the educational field are expected to increase the productivity of education, for instance increasing the number of graduates that qualified and relevant with the knowledge.

The final educational products can be in the form of a specific curriculum for certain educational needs, teaching methods, educational media, textbooks, modules, educational staffs' competence, evaluation systems, competency test models, classroom arrangement for certain learning models, production unit models, management model, employee development system, payroll system, etc. (Sugiyono:2009:412).

In line with it, Sukmadinata (2008: 190) stated that Research and Development is an approach to create new products or to improve the existing products. The end products can be software or hardware such as books, modules, learning programs, or study aids. While other research methods provide only suggestions for some actions for further improvement, R&D on the other hand produces ready-to-use products.

5. Result and Discussion

Referring to the results of observations, interviews, and research data regarding the teaching of Chinese language in class X and XI of SMA Bina Widya, it can be concluded that the Buku Panduan HSK Level 4 by Legacy is the most appropriate textbook to support the Chinese Proficiency Test Level 4-Based Chinese Teaching Scheme. This book consists of Textbook and Exercise Book. The textbook contains learning material with the explanation of grammar, vocabulary and idiom, knowledge of Chinese culture, and some exercises to answer questions, to make questions, as well as to match pictures with the given answers. And the Exercise Book contains listening exercises, exercises in choosing true or false statements, multiple-choice questions, exercises to arrange jumbled words into sentences, and exercises to fill in the Chinese characters based on Pinyin.

1. HSK-based Teaching Scheme in the Form of HSK Level 4 Syllabus

Table 2: HSK-based Chinese Language Teaching Scheme.

Step	Final Competence	Learning Material	Teaching Method	Learning Experience	Scoring Technique
I	1. Students can master 1200 vocabularies in HSK Level 4 and can get a minimum score of 180 in HSK Level 4 exam. Chinese Cultural Understanding of: Qixi Chinese valentine's day; Chinese proverb "At house depends on parents, outside depends on friends"; Chinese clothes, Zhongshan and Chengsam.	1. Chapter 1 "A Simple Love". 2. Chapter 2 "A true Friend". 3. Chapter "The Manager has a Good Impression of me".	Problem Based Learning	Vocabularies Chapter 1: 感: 感到、感动、感冒、感兴趣 Grammar Chapter 1: 1. 刚——刚才 2. 不仅……也/ 而且…… 3. 从来 4. 刚 5. 即使……也…… 6. (在)……上 Vocabularies Chapter 2: 系: 联系、关系、没关系 Grammar Chapter 2: 1. 差不多——几乎 2. 正好 3. 差不多 4. 尽管 5. 却 6. 而 Vocabularies Chapter 3: 时: 时候、时间、及时、平时、准时 Grammar Chapter 3: 1. 另外——另 2. 挺 3. 本来 4. 另外 5. 首先……其次…… 6. 不管	1: Attitude 10%
II	2. Students master the vocabularies in HSK Level 4A textbook. Chinese Cultural Understanding of: Chinese Proverb "It is better to learn how to fish than to fish"; Chinese people's fishing habits; Vegetarian food.	1. Chapter 4 "Don't Rush to Make Money" 2. Chapter 5 "Buy the Right One, Don't Buy the Expensive One" 3. Chapter 6 "Higher Price, Better Quality"	Problem Based Learning	Vocabularies Chapter 4: 法: 办法、法律、方法 Grammar Chapter 4: 1. 原来——本来 2. 以为 3. 原来 4. 并 5. 按照 6. 甚至 Vocabularies Chapter 5: 准: 准时、准备、标准 Grammar Chapter 5: 1. 尤其——特别 2. 肯定 3. 再说 4. 实际 5. 对……来说 6. 尤其 Vocabularies Chapter 6: 其: 其次、其中、其实、其他、尤其 Grammar Chapter 6: 1. 值得——值 2. 竟然 3. 倍 4. 值得 5. 其中 6. (在)……下	Active Participation 10%
III	3. Students memorize the vocabularies and able to write down the Chinese characters. Chinese Cultural Understanding of: Taiji and Taijiquan; "Red" and "White" in Chinese culture; The Secret of Success.	1. Chapter 7 "The Best Doctor is Yourself" 2. Chapter 8 "Beauty is not Rare in Life" 3. Chapter 9 "After the Storm, the Sun Will Shine Again".	Problem Based Learning	Vocabularies Chapter 7: 气: 生气、脾气、空气、气候 Grammar Chapter 7: 1. 估计——可能 2. 估计 3. 来不及 4. 离合词重叠 5. 要是 6. 既……又/也/还…… Vocabularies Chapter 8: 要: 重要、主要、只要、要是 Grammar Chapter 8: 1. 往往——经常 2. 使 3. 只要 4. 可不是 5. 因此 6. 上 Vocabularies Chapter 9: 果: 如果、结果、效果 Grammar Chapter 9: 1. 通过——经过 2. 难道 3. 通过 4. 可是 5. 结果 6. 上	Assignment 30%
IV	4. Students do the exercises on each chapter. Chinese Cultural Understanding of Proverb "Sufficient is Happiness".	Chapter 10 "The Standard of Happiness"	Problem Based Learning	Vocabularies Chapter 10: 经: 经济、经验、经历 Grammar Chapter 10: 1. 不过——但是 2. 不过 3. 确实 4. 在……看来 5. 由于 6. 比如	Exercise 50%
V	Students pass with score above 180.	HSK Level 4, Exam Questions	Case Study	Menyimak, Membaca, Menulis	Exam 100%

Table 2: HSK-based Chinese Language Teaching Scheme.

Step	Final Competence	Learning Material	Teaching Method	Learning Experience	Scoring Technique
VI	1. .Listening: Practice listening to HSK Level 4 audio. Chinese Culture Understanding of: Chinese Classic Literature “Journey to the West”; Confucius teaches according to the individual; Chopstick in Chinese Culture.	1. .Chapter 11 “Reading is Good, Reading Good Books, and Enjoying Reading” 2. .Chapter 12 “Use Your Heart to Uncover the World” 3. Chapter 13 “Drinking Tea while Watching the Beijing Opera”	Student Centered Learning	Vocabularies Chapter 11: 同: 同意、共同、相同、同时 Grammar Chapter 11: 1. 无论—不管 2. 连 3. 否则 4. 无论 5. 然而 6. 同时 Vocabularies Chapter 12: 用: 信用卡、作用、使用 Grammar Chapter 12: 1. 对于—关于 2. 并且 3. 再……也…… 4. 对于 5. 名量词重叠 6. 相反 Vocabularies Chapter 13: 量: 商量、数量、质量 Grammar Chapter 13: 1. 大概—也许 2. 大概 3. 偶尔 4. 由 5. 进行 6. 随着	Attitude 10%
VII	2. .Reading: Text on the textbook with new vocabularies from HSK Level 4 competence. Chinese Cultural Understanding of: Chinese Philosophy on the relationship between human and nature with the theme of The Sky and Human; Chinese folklore about Mencius’ mother relocating three times. Chinese Proverb “With hard work, even an iron can be rubbed into a needle”	1. .Chapter 14 “Protect Our World” 2. .Chapter 15 “The Art of Educating Children” 3. Chapter 16 “Life Can be More Beautiful”	Student Centered Learning	Vocabularies Chapter 14: 度: 速度、温度、态度 Grammar Chapter 14: 1. 于是—因此 2. 够 3. 以 4. 既然 5. 于是 6. 什么的 Grammar Chapter 15: 护: 护照、保护、护士 Grammar Chapter 15: 1. 千万—一定 2. 想起来 3. 弄 4. 千万 5. 来 6. 左右 Vocabularies Chapter 16: 重: 严重、重点、重视、尊重 Grammar Chapter 16: 1. 恐怕—怕 2. 可 3. 恐怕 4. 到底 5. 拿……来说 6. 敢	Active Participation 10%
VIII	3. Writing: Arranging words into sentences and making sentences with the predefined vocabularies on HSK Level 4. China’s National Treasure: The Giant Panda. Weibo and Wechat. Chinese culinary, Jiaozi.	1. .Chapter 17 “Human and Nature” 2. .Chapter 18 “Technology and the World” 3. Chapter 19 “Taste of Life” .	Student Centered Learning	Vocabularies Chapter 17: 然: 既然、竟然、仍然、突然 Grammar Chapter 17: 1. 趟—次 2. 倒 3. 干 4. 趟 5. 为了……而…… 6. 仍然 Vocabularies Chapter 18: 点: 地点、特点、优点、缺点、重点 Grammar Chapter 18: 1. 接着—然后 2. 是否 3. 受不了 4. 接着 5. 除此以外 6. 把……叫作…… Vocabularies Chapter 19: 发: 沙发、发生、发展、理发 Grammar Chapter 19: 1. 出来—起来 2. 疑问代词活用表示任指 3. 上 4. 出来 5. 总的来说 6. 在于	Assignment 30%
IX	4. Students do the exercise on each chapter. Cultural Understanding of Minority Ethnic in China.	Chapter 20 “Scenery Along the Way” .	Student Centered Learning	Vocabularies Chapter 20: 格: 性格、价格、表格、合格、严格 Grammar Chapter 20: 1. 究竟—到底 2. V+着+V+着 3. 一……就…… 4. 究竟 5. 起来 6. V+起	Exercise 50%
X	Students pass with score above 180.	HSK Level 4, Exam Questions	Case Study	Listening, reading, writing	Exam 100%

5.1. HSK Level 4-Based Chinese Teaching Strategies

The HSK Level 4 tests the examinees' practical ability in Chinese, covering 10 key topics such as education, culture and economics, and covering 11 language tasks such as travel preparation, deposits and withdrawals, and health talks. Examinees who pass HSK Level 4 can communicate on more complex topics in Chinese and can also express more standard and appropriate expressions.

HSK Level 4 is mainly for participants who have learned Chinese for four semesters (two academic years) with 2-3 hours of lessons per week, mastered related topics, finished the assignments, and mastered 1,200 commonly used words. HSK Level 4 has a total of 100 questions, divided into three sections: listening, reading, and writing. The entire test takes approximately 105 minutes (including 5 minutes for examinees to fill in personal information).

The strategy in doing the HSK Level 4 questions which consist of 3 parts with a total time of 105 minutes.

1. Listening (45 questions, time 30 minutes)
2. Reading (45 questions, time 30 minutes)

Mastering the listening skills can improve listening performance. However, principally, listening skills can only be improved through long-term practice.

In teaching listening skills, the teachers can advise the students to:

1. (a)
 - i. First, briefly read the answer options in the questions;
 - ii. While listening, note down important information, such as numbers, names, places, etc.
 - iii. Analyse and conclude the correct answer based on the conversation;
 - iv. Understand the characteristics or features of the given information.
2. Reading (40 questions, time 35 minutes)
3. Reading (40 questions, time 35 minutes)

Techniques to master the reading skill:

1. (a)
 - i. Understand the pronouns;
 - ii. Understand important words from the text;
 - iii. Find out the structure of the reading.

Table 3: HSK Level 4 Test.

Test Material		Number of Question		Test Duration (minute)	Details
Listening	Part 1	10	45	±30	Each question is heard once. In each question, a short paragraph and some sentences will be played, the sentences also appear on the test paper. The examinees must determine whether the content of the sentence corresponds to the content of the short paragraph.
	Part 2	15			Each question is heard once. In each question, a dialogue and a question will be played. There are four choices on the test paper. The examinees choose the answers based on what they hear.
	Part 3	20			Each question is heard once. This part of the test questions consists of four to five sentences and one question, or one short sentence and two questions. There are four options for each question on the test paper. The examinees choose the answers based on what they hear.
Fill out the answer sheet (fill in the answers to the listening section on the answer sheet)				5	
Reading	Part 1	10	40	40	Each question has a sentence or a dialogue, and there are blanks in the sentence or dialogue. The examinees must find the appropriate words from the options and fill in the blanks.
	Part 2	10			There are three sentences in each item, and the examinees must arrange these three sentences in the correct order.
	Part 3	20			There are a short paragraph of text and one or two questions. The examinees must choose an answer from four options for each question.
Writing	Part 1	10	15	25	There are several words in each question, and the examinees must use these words to form sentences.
	Part 2	5			Each question has a picture and a few words. The examinees must use this word in combination with a picture to make a sentence.
Total	/	100		±100	

2. Writing (15 questions, time 25 minutes)

3. Writing (15 questions, time 25 minutes)

Techniques to do the writing questions:

1. (a)
 - i. Determine subject-predicate from random vocabularies;
 - ii. Look for the special features from the picture;
 - iii. Observing the surroundings to find ideas to make sentences.

5.2. Obstacles and Solutions in HSK-based Chinese Language Teaching

There are a few obstacles in applying the HSK-based Chinese language teaching, namely:

1. The complex learning material that requires full concentration in teaching;
2. The teachers' expertise on the material in discussing the problems greatly determine the success of the explanation to the students;
3. Limited learning time confuses the teachers to select the material to teach.

Solutions for the aforementioned obstacles:

1. The teachers can apply case study method and project-based learning to arouse students' interest in teaching material;
2. Preparation before teaching by making PPT and selecting HSK level 4 questions to be simulated;
3. Teachers can sort and select the material from the most important ones to teach.

6. Conclusion

Chinese Language Teaching Scheme using the Chinese Proficiency Test is a systematic form designed to transfer linguistic knowledge with appropriate strategies to enable the teachers to guide and to motivate the students to take more initiative in learning and to achieve learning targets effectively and efficiently. In its application, this scheme combines the teachers' ability to explain learning materials, manage the teaching time, and discuss the simulation questions in creative ways.

The HSK (Level 4) score report describes four scores each for listening, reading, writing, and total score. The full score is 300 points, and the minimum score is 180 points as qualification with an average conversion of at least 60. At the same time, the report also provides a list of norms of percentile ranking, so that participants can see their score rank among the examinees from all over the world. The HSK score can meet various needs and serve as a reference for the following purposes:

1. Higher Education Admission, training/class-based teaching, course exemption, and course credits allotment;

2. Employing agencies that hire, train, and promote employees;
3. Chinese language learners can understand and improve the ability in using the Chinese language;
4. Relevant Chinese educational institutions and training institutions to evaluate the effectiveness of teaching or training program;
5. HSK test scores are also a prerequisite for applying for the “Confucius Institute Scholarship” and for participating in the “Summer Study Program” in China.

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