

Conference Paper

Project-based Learning in Chinese Classroom: A Way to Stimulate Students

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Abstract

Learning Mandarin as a foreign language not only emphasize the importance of pronunciation and mastery of vocabulary or grammar, but also the importance of understanding of the context, therefore students are able to apply when communicate using Mandarin. Project-based Learning (PjBL) is one of the learning models which help students in applying what they learnt in real context. In this study, researchers apply PjBL on XI graders in two different high schools in Indonesia, which are Senior High School 5 Malang and Senior High School Taruna Nala Jawa Timur. The researcher asked Senior High School 5 Malang students' to create a three minute video about visiting a sick friend. Meanwhile, the task that given to Senior High School Taruna Nala Jawa Timur students' is to create a 3D school's map. As a result, PjBL implementation in Mandarin classroom proved to gives an opportunity for students to apply what they have learnt in a real context so it can stimulate students in developing their language skills (listening, speaking, reading, and writing) and improve their 4Cs competencies (critical thinking, collaborative, communicative, and creative).

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Received: 23 January 2019

Accepted: 26 February 2019

Published: 17 March 2019

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the International Seminar on Language, Education, and Culture Conference Committee.

Learning Mandarin is similar with learning any other foreign language, it requires considerable exposure thus students are able to get the chance to apply what they have already learnt thoroughly. In addition, learning Mandarin as a foreign language not only emphasize the importance of pronunciation and mastery of vocabulary or grammar, but also the importance of understanding of the context, therefore students are able to apply when communicate using Mandarin. Project-based Learning (PjBL) is one of the learning models which help students in applying what they learnt in real context. In this study, researchers apply PjBL on XI graders in two different high schools, Senior High School Taruna Nala Jawa Timur and Senior High School 5 Malang. The researcher asked Senior High School Taruna Nala Jawa Timur students' to create a 3D school's map. Meanwhile, the task that given to Senior High School 5 Malang students' is to create a three minute video about visiting a sick friend. As a result, PBL implementation in Mandarin classroom can stimulate students in developing their language skills (listening, speaking, reading, and writing) and 4C competencies (critical thinking, Collaborative, Communicative, and Creative). Besides, PBL also gives an opportunity for students to apply what they have learnt in a real context.

Keywords: Pjbl, Mandarin Classroom, High School Students, Language Skills, 4cs Competencies

Keywords: Project Based Learning, Mandarin classroom, high school students, video

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1. Introduction

In Indonesia, learning Mandarin in both formal and informal education has caught more public attention (Iriani, 2016). In formal education, Mandarin learning has been introduced in pre-primary education to secondary education or higher. Moreover, in senior high school education, the government has specially supported Mandarin learning by determining Mandarin as one of co-curricular program for Senior High School student stated in Regulation of Minister of Education and Culture No. 69 in 2013 about Kerangka Dasar dan Struktur Kurikulum SMA/MA.

Senior high school students nowadays are parts of generation Z. This generation used to having audiovisual display when they accessing information. This habit makes them tend to have short attention span (Törőcsik et al., 2014). The emergence of the generation Z would require a change in education. The change mentioned means the use of technology in learning process. However, Murray and Ware (in Tour, 2015) described that the application of technology in education is still limited to the use of Power Point, word processing, email, and web searches which not so interesting for generation Z students. This limitation of utilizing technology is considered insufficient for generation Z currently playing role as learners which have short attention span. Therefore, the using of technology targeting on generation Z learners is expected to be more interactive and communicative.

Haryanti (2011) mentioning that learning Mandarin in senior high school would help students to develop in verbal or written communication as well as to understand and deliver information, convey feeling and mind. However, Mandarin language is considered very different from other foreign languages because it has complicated writing system and is influenced by literacy politics due to several historical factors, while Mandarin learners also find it is hard to read and write Chinese characters (Ke, Wen, & Kotenbeutel, 2001; Walker, 1989; Yin, 2003). Moreover, the government of United States has labeled Mandarin as language category IV because it takes three times longer for a learner to reach the same fluency level as any other foreign learner (Everson & Xiao, 2009).

Living in 21st century, 4Cs competencies (critical thinking, collaborative, communicative and creative) development becomes such an important phase for students. Indonesian students were no exception. Indonesian government in the education curriculum year 2013 emphasizes that on every learning should have development for 4Cs competencies. Project-based learning (PjBL) is one of the learning models that can give an opportunity for Mandarin learners to not only apply the learnt school materials interactively and contextually in the real case, but also to develop their 4Cs competencies. The

application of PjBL is referenced on its objective which is to create a product. PjBL is regarded as one learning model which is able to actively involve a learner in a project to produce a product through certain stages so that learners not only meet the cognitive aspects, but also the affective and psychomotor aspects (Rachmajanti, 2017). The PjBL model is a learning model involving the student in one project based on a problem and in the future the learners could produce a real work (Colley, 2008). This learning model applies the learning principles centered on the learners, thus the application of this model is considered will help learners in understanding study materials more in depth. In addition, PjBL is also projected to help create meaningful learning with the assistance of technology. According to Hodgins (2010), PjBL model will emphasize more on student-centered where students as learning activity subjects are more independent in completing authentic work as a result of learning.

2. Research Method

The purpose of this research is to determine the development of language and the understanding of learners in each PjBL process. This PjBL has six steps as described in the following chart:



Figure 1: PjBL's implementation steps.

The analysis using qualitative approach will be conducted toward these six steps learning process. This research subjects are the XI grade students from two different high schools. The first one is 20 students grade XI in Senior High School 5 Malang, who they have learnt Mandarin for three semesters. The learning materials for Senior High School 5 Malang's students are about cause-effect with the topic of visiting friends. The second one is 94 Grade XI Science major students (divided into 4 classes) in Senior High School Taruna Nala Jawa Timur, who they never learnt Mandarin before. The learning materials for Senior High School Taruna Nala Jawa Timur's students are about showing direction.

The data will be obtained from observations through each step of PjBL. The observation will be starting since delivering of the study materials, determining aim of the project up to reflecting project results produced by students. This research uses observation sheet and reflection report from both teacher and student. These research instruments will be used in every observation conducted by researchers.

3. Result

3.1. PjBL in senior high school 5 Malang

In classroom learning, teacher chooses topic about caring attitude. One of the caring attitudes often shown in school activities is when one schoolmate or classmate is absent due to illness. Therefore, the topic about visiting friends is a topic that can represent caring attitude in school activities or in community.

At the time teacher shows the dialog text which contains of the visiting friend topic, the teacher will give the main grammar “为什么...? 因为... (Wèishénme...? Yīnwéi...)” which means “Why...? Because...” (causal relationship). In addition, the teacher will also deliver a vocabulary related to visiting sick friends. Based on this learning process, it can be seen that the aim of this PjBL is to verify the understanding of learners in the use of grammar “为什么...? 因为... (Wèishénme...? Yīnwéi...)” as well as the concept of language or conversation used in visiting sick friend topic.

At the design stage, the teacher conveys the shape or the design of the product that will be made by students. The product design is a video with ± 3 minute duration. The video will be playing about short story of visiting sick friends. The conversation used in this short story also should be using Mandarin and including the main grammar “为什么...? 因为;... (Wèishénme...? Yīnwéi)”.

The production time of the product is the result of discussion between the teacher and the students. According to the discussion between teacher and student, it has been agreed that video-making time is two weeks from determination of project objectives and design product.

The implementation of monitoring will be conducted by teachers. The students who have created group consisting of 5 persons will submit scenario draft as well as both time and place setting for video-making. Every dialog is read and given suggestions for revision. After getting advices from the teacher, students will revise their scenario before it is played.

In the second week, students will submit the video and the revised scenario. After all of the video have been collected, the teacher and students do the reflection of the video that have been made. The reflection is done by playing the video in front of the class, then each student gives their comments written in a piece of paper, while teacher also do the reflection by delivering some constructive comments on each video.

The reflection or the commentary session results from students give information about the positive or negative of setting, storyline and the attractiveness of each video

played in the class. Based on the observation by researchers and teachers, the videos played by the students still use simple conversation. Nevertheless, it can be seen that the students are well-understood the use of grammar toward the real context. Every grammar used by students has been appropriate. The students have been able to apply basic Mandarin sentence which is SAVO (Subject Adverb Verb Object). The storyline also has been suitable with the grammar used. The students have been able to use various expressive expressions, such as “那太好了! nà tài hǎo le!” which means “good then” and the use of vocabulary 吧(ba) in sentence “你休息吧! nǐ xiūxi ba)” as an imperative sentence.

There are still many errors in the pronunciation part especially on the tone. Fluency of language is considered good enough, some students are able to speak fluently and clearly although there are some mistakes in their pronunciation, however they have no doubt and stammer in delivering their speech.

3.2. PjBL in senior high school Taruna Nala Jawa Timur

For this PjBL implementation, teacher chooses topic about showing direction. These students have not any experience in learning Mandarin before. So, to make the students have a full understanding about how to show direction in Mandarin, teacher should choose an area that familiar for the students, that is school area. Therefore, the product that the Senior High School Taruna Nala Jawa timur need to make is a school's map.

At the first meeting, teacher shows the dialog text which contains of showing directions in Mandarin. In addition, the teacher will also deliver a vocabulary related to showing directions. Based on this learning process, it can be seen that the aim of this PjBL is to verify the understanding of learners about how to shows direction in Mandarin as well as the concept of language or conversation used in showing direction.

At the design stage, the teacher conveys the shape or the design of the product that will be made by students. The product design is a school's map. The product can be 2D or 3D, based on students' creativity. In addition, they have to make a dialog or a simple narrative text with reference to how to go to some place in school area. The conversation used in the dialog also should be using Mandarin and including the vocabulary about showing direction. The production time of the product is two weeks from determination of project objectives and design product.

The implementation of monitoring will be conducted by teachers. The students who have created group consisting of 3-4 persons will submit dialog or narration text draft. Every dialog and narrative text is read and given suggestions for revision. After getting

advices from the teacher, students will revise their dialog or narrative text before the presentation day.

In the third week, students will bring their product and demonstrate their dialog or narrative text while point the direction on their school map. There's a total 24 school maps that the teacher been collected, 22 of them are 3D map while the other 2 maps using a digital form (2D map).

The reflection stage is done by teacher and students altogether. The students do a peer-assessment, giving some comments about the products. Based on the observation by researchers and teachers, the school maps made by the students are impressive. The dialog or narrative text made by the students was simple but interactive enough. It can be seen that the students are well-understood the use of vocabulary toward the real context.

There are still many errors in the pronunciation part especially on the tone. Fluency of language is considered good enough, some students are able to speak fluently and clearly although there are some mistakes in their pronunciation, however they have no doubt and stammer in delivering their speech.

4. Discussion

The curriculum year 2013 emphasizes that on every learning should have development for 4Cs competencies (critical thinking, collaborative, communicative and creative). Learning models could be applied to realize these 4Cs competencies, one of the learning models used in Mandarin learning is through the application of PjBL.

Based on the learning outcomes that have been implemented by using PjBL in Mandarin classroom, students can understand the materials and perform the task comprehensively. The students also can improve their 4Cs competencies such as critical thinking, collaborative, communicative and creative. This can be seen by students are able to plan their task with their groups, create their dialog text in Mandarin language, play their dialog in well-concept video, and execute peer assessment for the other students.

In addition to develop student 4Cs competencies, the application of project-based learning can stimulate the student in developing their four language skills. The dialog and video making shows that PjBL can encourage learners to develop their listening, speaking, reading and writing skills.

5. Conclusion

The implementation results of PjBL model make the learners more creative and easier for the learners to understand the material study presented by the teacher. Moreover, PjBL is also able to provide opportunities for students to apply study material in the real context because their teacher has already delivered certain topic related to the material and product manufacture. Furthermore, the implementation of this creating product project-based learning can be a solution for Mandarin teachers in delivering their study material.

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