



Full length article

Current situation of Chinese learning Indonesian

Fransiska Wiratikusuma, Miao Zi yan, Mu Hao kun, Li Hao ran *

*President University, Xiamen University**

Correspondences author: Jababeka Education Park, Jl. Ki Hajar Dewantara, RT.2/RW.4, Mekarmukti, Cikarang Utara, Bekasi Regency, West Java 17530, Indonesia

Email: fransiskawiratikusuma@president.ac.id

article info

abstract

Article history:

Received 10 March 2024

Revised 22 October 2024

Accepted 28 November 2024

Available online 01 Dec 2024

Indonesia has a diverse range of languages. Indonesia can use the Indonesian language to capitalize on its diverse ethnic groups and cultures in order to promote unity and strengthen national identity. Due to the continuous development of Indonesia's economy and the friendly diplomatic relations between China and Indonesia, education has attracted learners from China to study in Indonesia. However, during the pandemic, Chinese Indonesian language learners have encountered many problems in learning Indonesian. Writing the data for this article uses a qualitative literature study method with a literature review of journals for the years 2016-2022. The results found through the Internet language learning platforms can effectively help Chinese learners improve their learning efficiency in Indonesian.

Keywords:

Indonesian language; Chinese; online learning.

2024 Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA). This is an open-access article under the CC BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

DOI: <https://doi.org/10.26499/jbipa.v6i1.5796>

INTRODUCTION

The position and popularity of a language for foreign speakers are largely determined by the national progress of that language and the many promising job opportunities for foreign speakers (Wiratikusuma, 2022). (Spolsky, 2004) found that the importance of that language in career needs influences the interest in language learning. We can see the development of Indonesia in this decade. As a developing country, Indonesia has many advantages, such as natural resources, labor factor endowment, and middle class brought by its huge population. Indonesia is a big exporter of oil, gas, and minerals. The country's abundant nickel ore is an important raw material for the high-tech industry. With the rapid development of high-nickel power batteries and new energy vehicles, the global demand for nickel is growing steadily. From 2020, Indonesia will ban nickel ore exports to attract foreign investment in nickel smelting facilities and build a domestic nickel industry chain. In the first half of this year, the electric vehicle market in Southeast Asia became hot. Indonesia has introduced industrial policies in advance, hoping to attract the power battery and electric vehicle industries with its resource advantages and market potential, promote employment, development of infrastructure and supporting parts industries, and even enhance research and development capacity to become a global electric vehicle production and export center. As a result, Standard Chartered predicts Indonesia will become the world's fourth-largest economy by 2023 (Yuan Ruichen, 2022).

The great improvements in Indonesian-China relations, especially in technology and economy, attract more Chinese people to build their careers and businesses in Indonesia. With the huge number of Chinese people in Indonesia, providing an Indonesian language learning platform will be a great opportunity. Wiratikusuma (2022), in her study, found that the use of podcast and broadcast facilities can increase the internationalization of Indonesian through vocabulary learning. Even though there has been a visible decrease in the number of participants and the intensity of interaction in these online groups during the Covid-19 pandemic, international students still have an interest in learning Indonesian, which is not hampered by space and time which makes us protect ourselves from Covid-19 transmission by staying just stay at home. At present, only a few universities in China offer Indonesian majors, such as Peking University, Shanghai Foreign Studies University, Tianjin Foreign Studies University, Beijing Foreign Studies University, Guangxi University for Nationalities, Guangxi Foreign Studies University, and the other universities. The enrollment is very small. In some colleges and universities, even every other year or every few years enrollment, Indonesian talent's national average annual training is less than 120 people. Indonesia is one of the important countries along the Belt and Road. Implementing the Belt and Road Initiative will inevitably require many professionals who are familiar with and have mastered the Indonesian language(2018, Vermey).

Our research attempts to find problems by analyzing the current situation of Indonesian language use and the experience of Indonesian learners. Our research aims to discuss the solutions to the problems encountered in Indonesian language learning, and we hope to implement them in the future. Indonesian is the official language of Indonesia, not the lingua franca. In this study, we used the research method of qualitative research. We examined why Chinese people who learned the Indonesian language were less effective at learning Indonesian during the pandemic and why online education was less effective than offline education for the research approach in this study. This online education leads to several possibilities. By referring to the literature we found and interviewing several members who were learning Indonesian, we found that their biggest difficulty was that they could not communicate with teachers face-to-face and learn Indonesian pronunciation. The problem in learning is the most immediate problem for learners learning Indonesian language during the pandemic.

Method

Primary data is any information we have obtained to answer our research questions (e.g., through surveys, observations, and experiments). Secondary data is data that other researchers have obtained. An interview questionnaire is used to collect data. The questionnaire consists of 10 questions.

Respondents' Profile

Liu, born in 1981 in Hebei, China, is the manager of pt. Baoshuo Teman Investment Group. He has been working in Indonesia for two years

Wang, born 2001 in Fujian, China, works in sales for a lighting company in Indonesia. Wang has been in Indonesia for five years

Zhang, born in 2003 in Zhejiang, China, is now a freshman at President University of Indonesia and has been in Indonesia for half a year

Li, born in 1998 in Guangxi, China, is now an administrative director of a Chinese-funded enterprise. Li has been in Indonesia for half a year

Descriptive Analysis

1. your gender
2. your age
3. your job title
4. how long have you been learning Indonesian
5. how long have you been in Indonesia
6. Why do you need to learn Indonesian
7. How did you learn Indonesian
8. What difficulties did you encounter when learning Indonesian?
9. how do you solve these difficulties
10. How learning Indonesian can help you

Statistical Analysis/ Thematic Analysis

In this paper, we will use thematic analysis to analyze qualitative data. It is usually applied to texts, such as interview transcripts. Researchers scrutinize this data to identify recurring themes, ideas, and patterns of meaning.

Case Analysis

Case 1:

As the manager of PT Baoshuo Taman Investment Group, Liu has been in Indonesia for two years. He said that due to work reasons, it has been difficult to learn Indonesian, and most companies cooperate with Chinese-funded companies. However, he also said that although his Indonesian could be more fluent, he has been in Indonesia for two years. Basic everyday language is still available. Liu added, "Learning Indonesian will be of great help to his work because there are also some local companies that cooperate with our company. Liu spends most of his time learning Indonesian, mainly through online courses. The main challenge is remembering words. Very fast, pronunciation could be easier, and the local people speak very fast. Many times, Liu said he could not understand what the locals said. Liu said that in the future, he will ask a private teacher to help him overcome the problem of learning Indonesian.

Case 2:

Wang, born 2001 in Fujian, China, works in a lighting factory as a salesman. Wang said he came to Indonesia with his family five years ago to develop. When he first came to Indonesia, he knew no Bahasa Indonesian. Fortunately, he met a teacher who taught and learned Indonesian for half a year. Wang said that he was still young at that time, which happened to be the golden period of learning, and there was a learning environment around him, so he did not encounter any major problems in learning, but sometimes he might forget how to pronounce some words.

Case 3:

Zhang, from Zhejiang, China, has been in Indonesia for half a year. Now, he is a freshman at the President University of Indonesia. Zhang said that since he came to Indonesia, he has become one of the local Indonesian students, but he needs help learning Indonesian. They often communicate

through translation software. Secondly, at President University, students mainly communicate in English. Zhang said that because he needs to deal with locals outside campus life. However, the locals generally do not speak English, and he urgently needs to learn and know Bahasa Indonesia, so he plans to find a Bahasa Indonesia teacher to help him master Bahasa Indonesia.

Case 4:

Born in 1998, Li is now the administrative director of a Chinese-funded enterprise. She has studied Indonesian language for four years in a Chinese university. She said that due to the bad market in China, she wanted to develop abroad, so she chose the Indonesian language major. Li added that in daily life and work in Indonesia, she could communicate normally with local colleagues, thanks to her continuous learning and accumulation in the university. Through systematic learning at the university, she has mastered the language. However, she said that her oral English still needs to improve, so she reads Indonesian news and important events daily to maintain her sense of language and accumulate vocabulary.

Regarding the recruitment of employers, the demand for Indonesian talent from the companies that recruit every year reaches more than 200, which is far more than the average number of graduates majoring in Indonesian every year, showing that the demand is in short supply. Most jobs are for translators, teachers, customer service, and foreign trade. Employers' demand for Indonesian language talents shows a diversified trend. Some employers also require proficiency in Indonesian language when recruiting a president assistant, HR manager, chairman secretary, administrative personnel, and other positions. It can be seen that more than a single foreign language talent is needed to meet the needs of employers.

Result and Discussions

Only a handful of colleges and universities offer Indonesian majors in China, mainly concentrated in Guangxi University for Nationalities, Guangxi Foreign Studies University, Yunnan University for Nationalities, Beijing Foreign Studies University, and Shanghai Foreign Studies University (Wiratikusuma, F, 2022). The number of students enrolled in these institutions is small yearly or every other year for several years, such as Peking University, Beijing Foreign Studies University, and Shanghai International Studies University. Most colleges and universities are small class teaching, a class of only a few or dozens of students. The supply of Indonesian language talent could be much higher. As a result, less than 120 Indonesian-speaking talents are trained and sent to the school every year. It follows that supply is far below demand. The Belt and Road Initiative is a win-win cooperation between China and Indonesia. (Jia Jianjing, 2022) By closely synergizing its national development strategy with the Belt and Road Initiative, Indonesia has improved its infrastructure connectivity and made positive progress in its cooperation with China in energy and other fields. Moreover, the initiative of jointly building the 21st Century Maritime Silk Road has provided major opportunities for Indonesia's all-round development. (Li Zhuohui, 2022). Furthermore, the most obvious is the Jakarta-Bandung high-speed railway that China helped Indonesia build from Jakarta to Bandung.

A comparative study of language learning Vocabulary is important to know deeply in language learning. According to William. Macalister, John, and IS Paul Nation (2019), other supporting vocabulary is required when learning textbook vocabulary. As a result, in addition to the main textbook, other supporting reference books are required for vocabulary learning. Dana Gablasova (2014) conducted a comparative study of language learning vocabulary in textbooks for native and foreign speakers. Michael F Graves (2016) investigated learning and teaching in vocabulary textbooks and found that vocabulary is a fundamental and essential part of learning language. Wiratikusuma(2020), based on her comparative study between thesaurus in Indonesian and Chinese, found that vocabulary can reflect the culture and habits of society. In vocabulary learning, learners can use the thesaurus as a reference(Wiratikusuma, 2021).

A good thesaurus always shows a language's overall external and internal system vocabulary and can reflect real-life society. It can also be the way of cognition and the conception of the world of the language community (Su, 2013). A thesaurus is for mother tongue language learners and can also help second language learners learn vocabulary (Song, 2004). Mountain (2007) found that a thesaurus helps students in learning activities develop vocabulary in English through synonyms. In order to communicate with their local employees, Chinese Indonesian talents are inevitably needed to provide communication guidance. With the development of "One Belt and One Road," more domestic businessmen come to Indonesia to learn Indonesian culture and language. As a result, the use of Indonesian will become more widespread. Because of these advantages, more Chinese people are attracted to enter the Indonesian market. If we want to do business in Indonesia, we must be proficient in Indonesian to facilitate communication and cooperation in business.

The need for language in business is why the Indonesian language is rising. However, Indonesian is only the official language of Indonesia. Some Chinese Indonesian learners found that many Indonesians do not speak the official Indonesian language, but their regional dialect. The official language is used only by Indonesian residents around Jakarta. The problem makes it hard to do business in Indonesia. Many foreign speakers assume that modern Indonesian is Malay. According to Alisjahbana (1956), Indonesian is derived from Malay, which means that Malay here refers to the Malay language spoken during the Sriwijaya kingdom. Today's Indonesian has its own identity as the language that unites the nation and the national language of the Republic of Indonesia. In the early 20th century, when Indonesian nationalists were plotting independence from Dutch colonial rule, they agreed that a modified version of the larger Malay language, Indonesian, would be the official language of the soon-to-be independent country. The choice of Indonesian language was intended to break down barriers to ethnic communication and facilitate the integration of more than 300 ethnic groups into the new country, whose independence was officially recognized in 1949. The idea was that by not having the mother tongue of any major ethnic group, including the Javanese (a highly complex language spoken by about 40% of the population) as the official language, it would not create or reinforce ethnic inequalities, and that a new Indonesian language would help to hold Indonesia together as a multi-ethnic country. Nevertheless, things are more complex than the study plan. Today, standard Indonesian language is similar to Malay and is rarely used in everyday conversation. Most learners needed help learning Indonesian during the pandemic.

First, learners cannot communicate with teachers face-to-face, and teachers cannot observe learners' learning status, pronunciation, and other shortcomings. It is essential to learn Indonesian pronunciation because accents will arise in real-life communication, requiring learners to seek assistance in understanding. At the same time, learners and teachers had extensive Internet communication. Teachers' ability to control their learners deteriorated, and learners with poor self-control could not be supervised. As a result, teachers' rhythm disorders in Indonesian teaching impact the teaching plan, making it more difficult for learners to learn Indonesian. It is very important to learn Indonesian pronunciation, and in real communication, there will be such problems as accents, which leads to learners needing help understanding. At the same time, learners and teachers had a long communication on the Internet. Teachers' ability to control learners declined, and learners with weak self-control could not be supervised. In face-to-face teaching, learners' learning motivation needs to be improved. Therefore, teachers' rhythm disorder in Indonesian teaching affects the teaching plan, making it more difficult for learners to learn Indonesian.

Conclusion

The Indonesian language has its characteristics and standards. As Indonesian language teachers, we have to help the newcomer of Chinese Indonesian language learners in Indonesia to know better about the Indonesian language and its standards. Unable to express what they want is another major issue for Indonesian language learners. We must support them in

mastering Indonesian vocabulary based on their communication needs. Andrew Biemiller (2001) focuses on basic and initial, direct, and systematic vocabulary learning in vocabulary teaching. With direct, and systematic vocabulary, Indonesian language learners can express themselves using the Indonesian language. Indonesian language become an important second language for Chinese expatriates working and doing business in Indonesia. With the ability to understand and communicate in the Indonesian language, they can not only know how to communicate with Indonesian people through language but also know their Indonesian colleagues' and clients' cultures and habits. Knowing the language through language, culture, and habits can help us to manage the relationships in working and build their business better than those who cannot speak the Indonesian language.

Chinese people, through the Indonesian language, can get more information when communicating using the Indonesian language. Nevertheless, because of their work activities, they sometimes have problems managing time to learn the Indonesian language face-to-face regularly. They even have to manage their time when they learn the Indonesian language with the online direct method with an Indonesian language trainer. During this pandemic, most learners needed help learning Indonesian. At this time, learners cannot communicate face-to-face with teachers, and teachers cannot observe learners' learning status, pronunciation, and other deficiencies. Furthermore, due to the pandemic that occurred in 2019, with the impact of getting used to learning online because Chinese learners have had many difficulties learning Indonesian, now they prefer to learn the Indonesian language online and using internet language learning platforms. It is essential to learn Indonesian pronunciation because accents will arise in real-life communication, requiring learners to seek assistance in understanding. At the same time, learners and teachers had extensive Internet communication. Teachers' ability to control their learners deteriorated, and learners with poor self-control could not be supervised. Learners' learning motivation must be improved in face-to-face instruction. As a result, teachers' rhythm disorders in Indonesian teaching impact the teaching plan, making it more difficult for learners to learn Indonesian. The findings from Internet language learning platforms can effectively assist Chinese learners in improving their learning efficiency in Indonesian. With Internet language learning platforms, they can manage their time to learn Indonesian.

Acknowledge

Thank our interviewees for their time in the interview for this article and their passion and love for Indonesian language learning. This study, also the President University Business Administration program study, provides the subject of Indonesian language study opportunity for international learners.

References

- Alisjahbana S T. *Language Planning for Modernization: The Case of Indonesian and Malaysian [J]*. 1976:25
- Biemiller, Andrew. "Teaching vocabulary: Early, direct, and sequential." *American Educator* 25.1 (2001): 24-28.(baru)
- Brooks, A. (2004). *Posfeminisme & Cultural Studies: Sebuah pengantar paling komprehensif* (S. Kunto Adi Wibowo, penerjemah dan Idi Subandy Ibrahim, editor). Yogyakarta: Jalasutra. (Karya asli diterbitkan pada 1997).

- Gablasova, Dana. "Learning and retaining specialized vocabulary from textbook reading: Comparison of learning outcomes through L1 and L2." *The Modern Language Journal* 98.4 (2014): 976-991.(baru)
- Graves, Michael F. *The vocabulary book: Learning and instruction*. Teachers College Press, 2016.
- Ibrahim, A. Gufron. (2008). "Bahasa Terancam Punah: Sebab-sebab Gejala dan Strategi Pemecahannya". Dalam *Kongres Internasional IX Bahasa Indonesia*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.
- Kencono, D., & Wiratikusuma, F. (2022). Tesaurus Sebagai Sarana Pendukung Pembelajaran Kosakata Bahasa Indonesia. *Jurnal Pendidikan Bahasa Indonesia*, 10(1), 13–25. <https://doi.org/10.30659/jpbi.10.1.13-25>
- Kridalaksana, Harimurti. (2008). *Kamus Linguistik*. Jakarta: Gramedia.
- Krishna, F.N. (2014). Studi kasus layanan pendidikan nonformal suku Baduy. *Jurnal Pendidikan dan Kebudayaan*, 20(1): 1-13.
- Language Development and Cultivation Board, Ministry of Education and Culture Republic of Indonesia (2014). *The First Seven Days in Indonesia*. Jakarta: Ministry of Education and Culture Republic of Indonesia.
- Lumintang, Y.B. (2014). Industri film nasional sebagai media pelestarian bahasa ibu dalam upaya memperkuat identitas bangsa: Fenomena penggunaan alih kode. Kumpulan Makalah. *Menyelamatkan Bahasa Ibu, Seminar Internasional Hari Bahasa Ibu 2014*, 117-125.
- Macalister, John, and IS Paul Nation. *Language curriculum design* [M]. Routledge, 2019
- Mountain, Lee. "Synonym success —Thanks to thesaurus "[J]. *Journal of Adolescent & Adult Literacy* 51.4(2007): 318-324
- Prihartono, W. (2012). "Ciri Akustik Tuturan Modus Deklaratif Bahasa Jawa Penutur di Medan (Perbandingan dengan Ciri Akustik Tuturan Modus Deklaratif Bahasa Jawa Penutur di Solo)". Medan: Tesis USU.
- Ratna, N. K. (2011). *Antropologi sastra: Peranan unsur-unsur kebudayaan dalam proses kreatif*. Yogyakarta: Pustaka Pelajar.
- Pauw, Scott. "One land, one nation, one language: An analysis of Indonesia's national language policy"[J]. *University of Rochester Working Papers in the Language Sciences* 5.1 (2009): 2-16.
- Read J, Chapelle CA. A framework for second language vocabulary assessment[J]. *Language Testing*. 2001;18(1):1-32.
- Scott, Judith A., and William E. Nagy. "Developing word consciousness." *Vocabulary instruction: Research to practice* 201 (2004): 217.
- Soegono, Dendy et al. Tesaurus Bahasa Indonesia Pusat Bahasa. [M]. Jakarta: *Indonesian language centre of ministry of education and culture*. 2008
- Sayuti, S. A. (2008). Bahasa, identitas, dan kearifan lokal dalam perspektif pendidikan. Dalam Mulyana (ed.), *Bahasa dan sastra daerah dalam kerangka budaya* (hlm. 23-44). Yogyakarta: Tiara Wacana.

- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Sanata Dharma Univ. Press.
- Spolsky, Bernard. *Language Policy [M]*. Cambridge University Press, 2004.
- Tim Penyusun Kamus Pusat Bahasa (2008). *Kamus Bahasa Indonesia [M]* Pusat Bahasa: Jakarta. ISBN 978-979-689-779-1
- Wiratikusuma, Fransiska. *A Thesaurus of Modern Chinese (TMC) for Chinese Language Learner in Vocabulary Learning [J]*. *Metalingua* vol 16, No.1 (2021)
- Webb S A, Chang A C S. *Second language vocabulary growthm [J]*. *RELC journal*, 2012, 43(1): 113-126.
- Wiradnyana, K. (2011). *Pra Sejarah Sumatra Bagian Utara: Kontribusinya pada Kebudayaan Kini*. Jakarta: Yayasan Obor Indonesia
- Wiratikusuma, F. (2022). Penginternasionalan Bahasa Indonesia melalui pembelajaran kosakata untuk BIPA (Bahasa Indonesia bagi Penutur Asing) . *Prosiding Seminar Dan Lokakarya Kemahiran Berbahasa_Bahasa Indonesia Menuju Bahasa Internasional 2021*.Badan Pengembangan Dan Pembinaan Bahasa Kementrian Pendidikan, Kebudayaan, Riset, Dan Teknologi, 01(01), 360–372.