

The Error Types and Teaching Design of Indonesian Learners' Chinese Adverbs of Degree "FEICHANG/SHIFEN"

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Abstract

Mandarin "feichang/shifen" is often used by students who learn foreign languages. However, several misunderstandings can still be found in their usage, especially when translated into Indonesian. For example, "feichang" can only be combined with adjective + noun + noun, but not for "shifen" and Indonesian "sangat." This research mainly investigates the errors of Indonesian learners in the Chinese proficiency adverbs "feichang" and "shifen" and then propose a more effective teaching design. This research uses a qualitative method, classifying the types of errors and causes of errors using Chinese shifen/feichang on 60 Indonesian students. It is found that the error is mainly because the student's grasp of the Chinese "feichang/shifen" syntax is relatively low and not specific enough. Besides that, the meaning between feichang/shifen and the Indonesian language "sangat" is relatively close. When using meanings containing informal words, "feichang" is more acceptable than "shifen." Finally, the "feichang/shifen" teaching design is proposed through the induction of errors, hoping to provide a more effective "feichang/shifen" learning strategy for Indonesian learners of Mandarin.

Keywords: *adverbs of degree, types of errors, teaching design*

Introduction

Nowadays, the most significant difference between feichang/shifen is in terms of syntax, where the usage "feichang" can be duplicated, but "shifen" cannot, and another negative adverb "not" can be placed before "shifen" to indicate a low degree, and not for "feichang". Along with this, Che (2012) mentioned that "shifen" and "feichang" both mean deep and high degrees. But through comparison, we can see that when it is collocated with negative adverbs, negative adverbs can only appear after "feichang", but "shifen" is not restricted by this. Moreover, "shifen" is often used in written language. 国娟 (2014) pointed out that there are some differences in the negation and duplication of "shifen and feichang" when used as adverbial; ""feichang" means subjective or objective, and "shifen" is often used to express objectiveness. The with that, Yang (2012) said that "shifen, feichang" is more traditional adverb of high degree, in oral communication they are a new generation of adverbs of high degree, while "bao, Chao, Ju, Kuang, qi" are slowly being replaced. Along with that, 家钱 (2021) pointed out that Chinese "feichang/shifen" also means high-level

meaning, but "feichang" can also be translated into Indonesian "teramat/amat" when the spoken language usage is relatively strong.

Meanwhile, in learning Mandarin, student participants with a very positive attitude and high satisfaction with the course show a significant improvement in Chinese language skills (Tseng et al., 2018). The needs and goals of students learning Mandarin vary, starting from the demands of parents or the desire to study and work in China (Febi et al., 2018). These can be why the learning of Mandarin can be more complicated. Yin et al., (2017) stated that adapting the teaching and learning needs of students can create a favourable climate for knowledge transmission. This is in line with Jia et al. (2018) who states that seamless integration between class activities and online learning sessions and ways to encourage each student's independent learning abilities to be better will help them to continue to adapt to the various challenges of using a reverse approach in the field of foreign language teaching.

Apart from that, teachers and parents also play an essential role in learning Mandarin. Hui Wen & Chia (2020) stated that for Task-Based Language Teaching (TBLT) to run well, teachers must provide sufficient language input assignments for students before output assignments so that it can increase students' learning motivation. In terms of cooperation with parents, (Yu et al., 2021) stated that parents can provide students with emotional support and help them complete learning tasks smoothly, thereby increasing course satisfaction.

Finally, from the teaching perspective, 利芳(2002) emphasizes context awareness, consciously and carefully designing the necessary context and speech situations. 洁 (2012) suggested that students can be guided to make comparisons while explaining degree adverbs. Through contrast, students can better understand the adverbs of degree in Chinese and master the meaning and usage of adverbs of degree (英琪, 2015). Through the analysis of above situation, it is found that the main reasons for the error are the negative transfer of target language knowledge, the complexity of adverbs of degree and some external factors.

Method

This paper used the qualitative method to describe and design the teaching design. Firstly, it summarizes the definition of the degree adverb "shifen/feichang" and then through questionnaires of 60 students in Indonesia to make conclusion about the teaching design. The average time of 60 students learning Chinese is ≤ 1 year (5%), 1 -3 years (33%), ≥ 3 years (45%); they participated in HSK levels 1 to 5 (68.3%), and the age was concentrated in 13-25 years old. Most of the native languages are Indonesian (96.7%), English (71.7%) and Chinese (65%). It can be said that the students who participated in the survey already have a foundation in Mandarin.

Results

Through the survey, this research found that the main problems of Indonesian students with chinese adverb "feichang/shifen" are syntactic combination and translation.

The Problem of the Syntactic Combination of "feichang, shifen" in Chinese

Through the questionnaire survey of 60 students, it is found that the wrong usage of "feichang/shifen" is mainly because the students have not mastered the "feichang/shifen" syntax problem.

Table 1. "This dress is not (...) pretty" (zhe jian yifu bu (... ..) piaoliang) questionnaire answers

Student answer	Propotion
Zhe jian yifu bu (shifen) piaoliang.	60%
Zhe jian yifu bu (feichang / shifen) piaoliang.	13.3%
Zhe jian yifu bu (feichang) piaoliang.	10%
Zhe jian yifu bu (tai) piaoliang.	8.3%
Zhe jian yifu bu (-) piaoliang.	6.7%
Zhe jian yifu bu (shi hen) piaoliang.	1.7%
Total	100 %

From the above answers, students' mastery of "feichang/shifen" in Chinese is not very comprehensive, and many students think that "feichang/shifen" can be interchanged (accounting for 13.3%). We generally believe that the Chinese "feichang/shifen" has such a combination pattern: "feichang" + adjective + noun + noun, but in monosyllabic adjectives, "shifen" is used less often, which also involves prosody issues. And if the Indonesian "sangat" is used for comparison, the Indonesian "sangat" can be used (Example 1).

1. Liuxing gequ zongshi you (feichang / ? shifen) duo de tingzhong.
Lagu pop selalu mempunyai pendengar yang sangat banyak.

However, through a questionnaire survey of 60 students, it was found that 25 students answered "feichang/shifen" as the correct answer. This shows that there are still many students who do not know the rule of "shifen" very well. In addition, 20% of Indonesian students use "shifen", which shows that some Indonesian students also realize that the combination of "shifen + monosyllabic adjective +" is not commonly used.

In this case, we limit the adjective to a single syllable, so we can only use "feichang", and can't use "shifen". According to the survey results, only 31% of the students who have really mastered the usage of "feichang", then only 42% of the students filled in "feichang" or "shifen", it can be said that they guessed and didn't know the difference between "shifen" and "feichang".

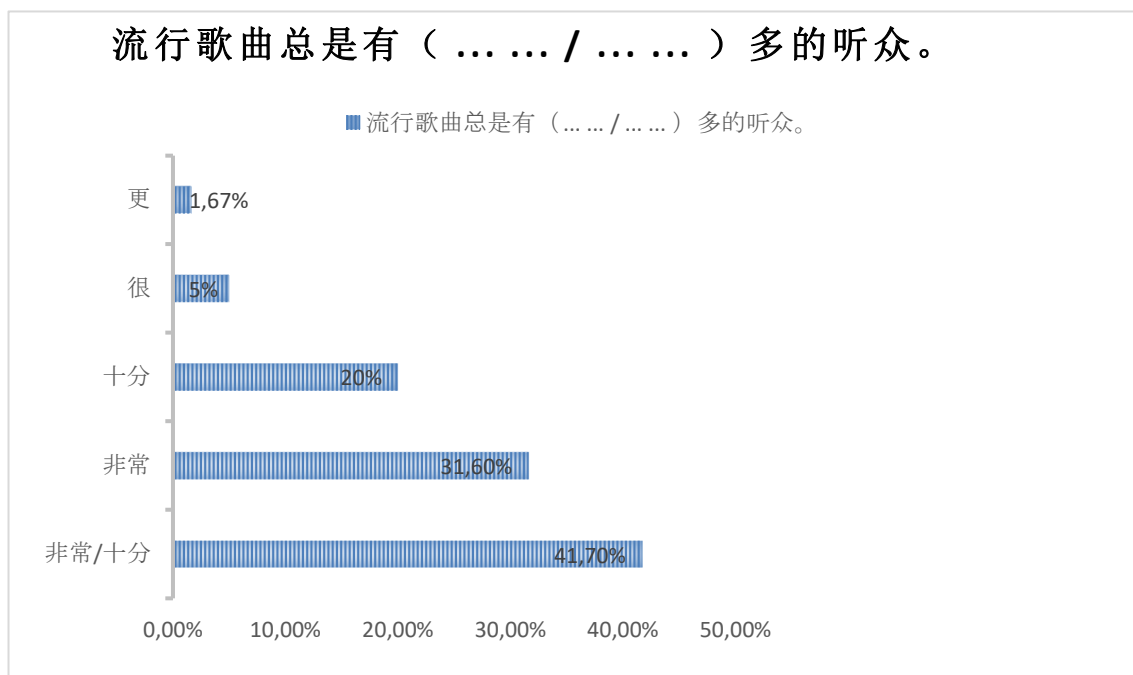


Figure 1. "Pop songs always have a (feichang /? shifen) large audience." Questionnaire answers

Lastly, although both Chinese "feichang/shifen" and Indonesian "sangat" can be combined with voluntary verbs, "feichang" and voluntary verbs are more powerful than "shifen". For example, the syntactic combination of "shifen + hui" is relatively common.

2. Ta (feichang /? shifen) hui shuohua.
Dia sangat pintar berbicara.

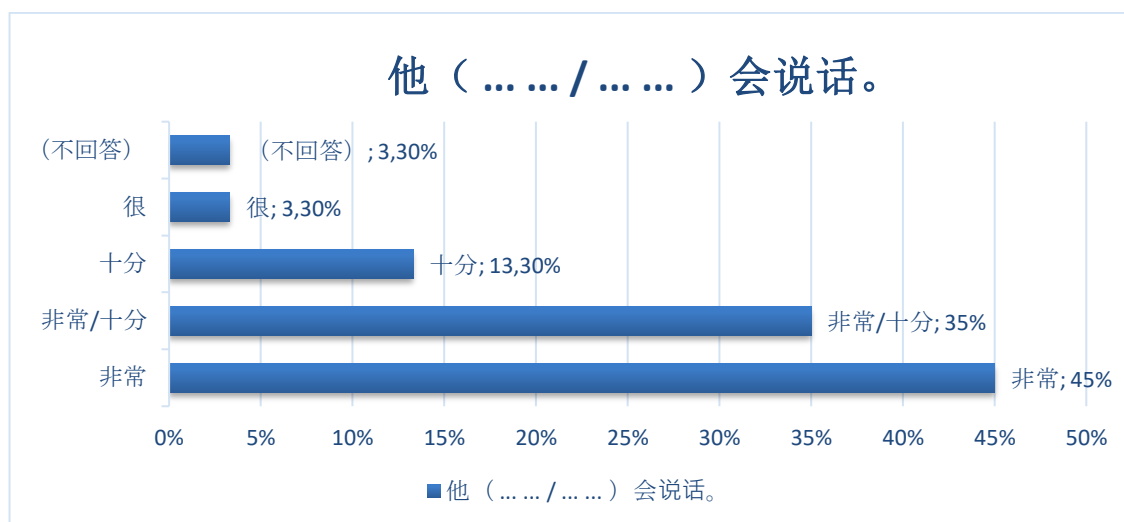


Figure 2. "He (feichang/? shifen) can talk." Questionnaire answers

Through the questionnaire, it was found that 8 students (13.3%) answered "shifen", and "feichang" was the most answered answer, with a total of 27 students (45%), but 21 students (35%) answered "feichang/shifen". Therefore, it can be said that there are some students who think that Mandarin "shifen" and "feichang" are almost the same, and they are basically like the Indonesian "sangat".

The Problem of Translation Between Indonesian "Sangat" and Chinese "Feichang, Shifen"

Chinese "feichang" has the reduplicated form "feichang feichang", which is the same as the usage of Indonesian "sangat-sangat", which is not only more colloquial, but also has the effect of emphasis. To achieve the best translation result, we might as well also translate according to the original text. According to question 6 of the questionnaire, most of the students did not translate into the reduplicated form.

3. *Dia sangat-sangat menyukai menonton film.*
ta (feichang/shifen) xihuan kan dianying. (Student's answer)
ta (feichang feichang) xihuan kan dianying. (Ideal answer)

In addition, through the questionnaire survey, it was found that many students have unclear semantics in the translation of Chinese "feichang/shifen" and Indonesian "sangat", such as:

4. *Saya harus belajar banyak sekali huruf mandarin. (feichang / shifen)*
(?) wo dei shifen xue hanzi.
(The meaning of this sentence = I need to learn Chinese characters feichang much)
(?)wo bixu feichang xue hanzi.
(Correct answer: wo bixu haohaor xue hanzi = I must learn Chinese characters well.)

Finally, there are also mis-added language phenomena, such as:

- (X) wo yu xue de hanyu shengci feichang duo.
我与学汉语生词非常多 = 我（与）学汉语生词非常多

In addition, looking at another sentence, it is found that there are also some grammatical errors that because of the students do not master the type of sentence pattern (for example: "shi ... de").

5. *Ini sangat mungkin terjadi. (feichang / shifen)*
(V) 这事非常可能的 / 这事是非常可能的。(zhe shi feichang keneng de / zhe shi shi feichang keneng de)
(X) 这非常可能发生了 = 这是非常可能发生的。(missubstitution)
(X) 这非常可能发生了 = 这非常可能发生的。(The particle at the end of the sentence is used incorrectly)
(X) 这是十分会发生的。 = 这是十分(可能)发生的。(miss out)

In short, through the above examples, the main errors of students are mainly missubstitution and miss out.

Discussion

Each researcher has different views on the teaching strategies of adverbs of degree. For example, 洁 (2012) put forward the communicative teaching method. He believes that "the purpose of learning Mandarin is to communicate in Mandarin and no matter what level in

teaching, 妙岚 (2014) proposed about "graded teaching", which she believes we should based on grammatical function and to know the principle step-by-step, from easy to difficult. Then, 英琪 (2015) proposed three teaching strategies for adverbs of degree, namely: Chinese-foreign comparison, context and special sentence pattern teaching. But the examples presented are rough and not detailed enough to deal with a language's operating system. Based on the above researchs' viewpoints and combined with Indonesian students' learning situation and types of errors, this paper proposes four teaching strategies, namely: contrastive teaching, contextual teaching, language sense and game teaching.

Teaching Design of Contrastive Teaching of the Adverb "Sangat" and "Feichang/Shifen"

Before presenting a comparison of the two languages, we must firstly understand what is the difference between them. Che (2012) pointed out that both "shifen" and "feichang" mean deep and high degree. But by comparison, we can see that when it is collocated with negative adverbs, negative adverbs can only appear after "shifen", but "feichang" is not restricted by this. Beside that, "shifen" is often used in written language. If the learner knows the difference between the two adverbs, it will be easy to distinguish and use, and there will be few mistakes in use. The author tries to compare the different usage between Chinese and Indonesian to find more effective teaching cases.

Syntactic Comparison

Through the investigation of the corpus, it is found that the Chinese "shifen/feichang" is mainly located in the sentence (examples 6 and 7), indicating a high degree. Although some "shifen" can be placed at the end of a sentence, it is no longer an adverb, but is noun of time (Example 8). The same is true for Indonesian "sangat", which generally can only be found in sentences (Example 9). The words "sangat" at the end of the sentence are generally unfinished sentences or words that indicate that the speaker is a little unwilling to speak, and generally belong to more derogatory words (Example 10).

6. 欧柏林学院的宗教气氛十分浓重。(Oubolin xueyuan de zongjiao qifen shifen nongzhong.)
7. 历史学的目的是非常实际的。(Lishi xue de mudi shi feichang shiji de.)
8. 十二点三十分。(shi er dian san shifen)
9. Saya bisa menerima itu, TAPI, kamarnya sangat buruk.
10. Kondisi kamar sangat.

In addition, there is also a difference between the ordering of "shifen bu, bu shifen, feichang bu, bu (shi) feichang" in Chinese and "sangat" in Indonesian. When translating into Chinese, we can only combine "feichang/shifen" with the predicate in the sentence. for example:

11. Hal ini sangat tidak diharapkan. = Hal ini tidak sangat diharapkan.
大家 (非常/十分) 希望这件事不出现。(dajia (feichang/shifen) xiwang zhe jianshi bu chuxian)

Therefore, we can say that the Chinese "feichang/shifen" is contrasted with the Indonesian "sangat" through the schema, as shown in figure 3.

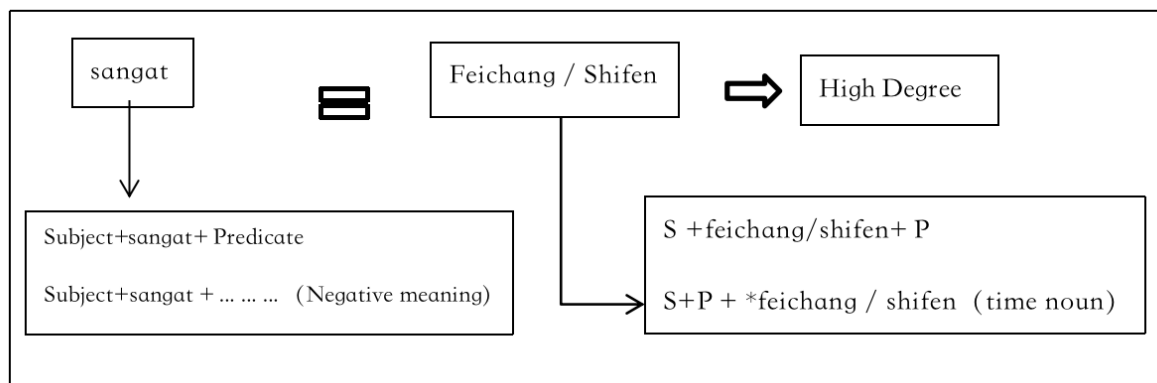


Figure 3. Comparison of the syntactic distribution of Indonesian "sangat" and Chinese "feichang/shifen"

The Adverb "Sangat" and the Contextual Teaching of Chinese "Shifen / Feichang"

利芳 (2002) proposed that in the teaching of adverbs, teaching and practicing through the relationship with the context can achieve the effect of getting a double advantage. To design contextual teaching more fully, we integrate the spoken language features of Indonesian "sangat" and "feichang" into the teaching plan. The reduplicated form of "sangat" means colloquial language, and it is translated into Indonesian or Chinese using "feichang". For example: 这孩子非常非常可爱 (zhe haizi feichang feichang ke'ai) This child is very cute **or** 这冰淇淋很好吃 (zhe bingqilin hen haochi) = This ice cream is very delicious. We can show students a picture and then ask them to make sentences to emphasize deep words and reduce student error.



Figure 4. Example of contextual teaching of Chinese "shifen/feichang"

12. Es Krim ini sangat-sangat enak. (feichang)
Answer: zhe bingqilin (feichang feichang) haochi.

The Adverb "Sangat" and The Language Sense Teaching of Chinese "Shifen / Feichang"

春利 & 才英 (2002) once pointed out, "Chinese grammar and sentence patterns have their own characteristics, and in teaching Chinese as a foreign language, attention should be paid to highlighting the characteristics of Chinese thinking patterns, so as to facilitate the establishment of Chinese thinking patterns for international students." The regularity of Chinese "feichang/shifen" guides students how to use Chinese "feichang/shifen" correctly. We can start with reading aloud, and through frequent reading, we can strengthen students' sense of Chinese language. This will reduce students' misuse of "feichang/shifen" in Chinese. Beside that, for the relatively rare cases of degree adverbs, teachers can also specifically

explain to students the basic differences about the degree adverbs, and find more specific teaching cases. Finally, the contextual teaching steps allow students to unconsciously use the degree adverb "feichang/shifen".

The Adverb "Sangat" and the Game Teaching of Chinese "Shifen / Feichang"

The positive of e-learning is the subject is more interesting and easier to understand (Ying, Paulina, et al., 2021). Beside that, Game Based Learning Method in learning Mandarin can encourage and motivate students to learn Mandarin, especially learning Chinese' Character (Ying, Yulius, et al., 2021). This research takes the syntactic rules of Chinese "feichang/shifen" and Indonesian "sangat" as the basic rules of the game, and then asks students to answer through the game to deepen students' understanding of "shifen/feichang" and "sangat". The game design as follows:



Figure 5. The game teaching design of the adverb "Sangat" and Chinese "shifen/feichang" (wordwall.net)

Conclusion

This paper summarizes the definition of the adverb of degree "shifen/feichang." Then through 60 students' answers to the questionnaire, we found that the main problems of Indonesian students with "feichang/shifen" Chinese are syntactic combination and translation, and based on the results of the questionnaire survey, we made the teaching design of Indonesian "sangat" and Chinese "feichang/shifen," they are comparative teaching, contextual teaching, language sense teaching, and game teaching.

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