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The Interpretation of Content and Function Words in Chinese Textbooks for Indonesian Students

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ARTICLE INFORMATION	ABSTRACT
	With the rapid of China's society development, Chinese content and function words had their own development in static and dynamic form in grammatical form. Indonesian students have to know well about the functions and characteristics of Chinese content and function words in order to learn and used Chinese words. This research used qualitative method and the category based on Modern Chinese Dictionary (现代汉语词典Xiandai Hanyu Cidian) to categorize the vocabularies in Contemporary Chinese textbooks. The results showed that 46% of content words were nouns, 26% were verbs, and 13% were adjectives. The content words in Contemporary Chinese textbooks include six parts of speech in the category of content words were nouns, verbs, adjectives, numerals, measure words, and pronouns. The function words in these content words were categorized into four of six parts, there were adverbs, prepositions, conjunctions, auxiliary words. There were no exclamation words, onomatopoetic words in the textbook. 42% of function words were adverbs, 17% conjunction words, 13% were prepositions, and some function words categories had unique characteristics, such as the adverb −把ba and−离li, the auxiliary words (−的de，−得de，−地de).

1. Introduction

Contemporary Chinese (当代中文) is divided into three books：textbook, practice book, and Chinese character book. Contemporary Chinese is translated into several languages, one of them is the Indonesian language version and it is translated to be *Bahasa Tionghoa Zaman Sekarang* (Zhongwei, 2010). By using this textbook, learners are aimed to master 758 vocabularies in words and phrases part, 49 grammar points, and more than 200 words in words of reference part, and it is equal to the Chinese Proficiency Test *(汉语水平考试Hanyu Shuiping Kaoshi/HSK)* in the third level (600 vocabularies). This book contains the theory of Chinese phonetics and vocabularies index that correlates with *HSK* vocabularies. We found that this book has some strong points, that are :

1. The vocabularies were intended for international Chinese language standards so that the students can communicate by using daily topic vocabulary.
2. The text introduces the culture and social habits of China,
3. The translation of the Chinese language is in the form of Indonesian languages, and
4. There are audiovisual and sound related to each lesson.

Although this book has strong points, most of the students felt that the words in each lesson are too much. It was hard to master all words in one lesson in a short period. The teacher found difficulties in managing words in lecturing one lesson in a short period. Meanwhile, in some words, the students found the difference in the part of speech between the Chinese language and Indonesian language. The words in Indonesian language and Chinese language sometimes have not the equivalent part of speech in Indonesian language, such as *的de*、*得de*、*的de*.

These three example words are categorized into function words.

The Chinese language has static and dynamic words, the words that are categorized into the static form are the words in the dictionary, include the world list in the textbook. The static words are relatively stable ones conventionalized in a language system and some elements in static form cannot go into one. However, the lexical meaning of content words in static form can be different from the lexical meaning of content words in dynamic form. Students have to know well the correspondence of the part of speech and the meaning of words in order to know the grammatical function of the sentence. Besides that, students also have difficulty in using function words to connect the content words. Based on the facts, the writers formulate the research question into What are the grammatical forms of content and function words in Contemporary Chinese textbooks?

2. Literature Review

Li-shuxia in the journal of Heilonjiang Nongken Normal College Journal no.3, 2003（李淑霞，2003第3期 (关于实词和虚词划分标准问题述评），黑龙江农垦师专学报） criticizes: in the period of Tang and Song Dynasty, words have been already divided into content and function words. Li-shuxia also analyzes in the period of Qing dynasty, the words of the Chinese Language can be divided into content and function categories, but the differences were not in grammatical but in rhetoric need of writing. Ge-Benyi (2003) divides traditional Chinese language based on the grammatical function that is content and function words. Content words are any words that have an independent meaning that can be clarified its meaning. Function words are words that have little meaning in themselves and always dependent on the content words. It plays an important role in specifying the relationship between the content words.

Asher et al (2016) state that function words and content words are free morphemes. Function words represent the grammatical relationships between words in a sentence while the content words express the main idea. Function words are closed classes of words. This means that the language is no longer adding new function words. Content words are open classes in that the language is constantly adding new words. Xiao and Hu (2015) explain that it is normal to break a sentence in a source text into segments and reorganize them in a target text since the paragraph is usually kept as they are in the source text while translating a text. As Chinese is a parataxis language, the relationship among sentential components is often internalized, implicit, or ambiguous.

Based on the Institute of Linguistic CASS (2016), it will be written as (Xian Han) in this paper, what it is called content words are the words that have more concrete meaning, these include nouns (名字mingci), verbs (动词dongci), adjectives (形容词xingrongci), numerals (数词shuci), measure words (量词liangci) and pronouns (代词daici). Meanwhile what it is called function words are the words that usually cannot be dependent in a sentence because of its ambiguous meaning, such as adverbs (副词fuci), prepositions (介词jieci), conjunctions (连词lianci), auxiliary verbs (助词zhuzi), exclamation words (叹词tanci) and onomatopoetic words (拟声词nishengci).

Ge-benyi (2003) state that (现代汉语Xiandai Hanyu) are divided content words into 10 categories, these include nouns, verbs, adjectives, distinguishing words (区别词qubieci), numerals, measure words, pronouns, onomatopoetic words, and exclamation words. Meanwhile, they divide the function words into 4 categories, include prepositions, conjunctions, auxiliary words, and modal particle (语气词yuqici). This modal has no equivalent part of speech in the Indonesian language and English. The form of exclamation words, onomatopoetic words, and adverbs are not classified into content words (Xian Han). On the other hand, put the exclamation words, onomatopoetic words, and adverbs were classified into content words in (Xiandai Hanyu). The form of function word was realized in adverbs, exclamation words, and onomatopoetic words only for (Xian Han). However, the modal was categorized as the function word, while auxiliary words were realized as modal in (Xian Han).

Shuxia (2003) also examines the differences in categorizing content and function words based on (Xian Han). (Xian Han) categorizes the content words into 6 categories based on Contemporary Chinese textbooks:
1. Nouns; e.g. help (帮助bangzhu), student (学生xuesheng), teacher (老师laoshi).
2. Verbs; e.g. be (是shi), buy (买mai), sell (卖mai), bother (麻烦mafan), give (给gei).
3. Adjectives; e.g. long (长cháng,)bright (明亮 míng liàng), small (小xiao).
4. Numerals; e.g. six hundred (六百liù bǎi), eighteen (十八shi ba, a thousand (千qian), a half(半ban).
5. Measure words; 家jia，支zhi, 条tiao, 年nian (year).
6. Pronouns; she (她ta), how much (多少duoshao), he (他ta), this(这zhe), that (那na).

The classification of function words in (Xian Han) was:

1. Adverbs; e.g. no, not (不bu), very (很hen), soon (– 马上mǎ shàng), again (再zai), yesterday (昨天zuó tiān).
2. Prepositions; e.g. 给gei，在zai, 跟gen, 往wang, 从cong ,把ba, 从cong.
3. Conjunctions; e.g. in that case/well then (那na), he (和), gen (跟), tong (同).
4. Auxiliary words; e.g. le (了), zhe (着), guo (过), (的de), (得de), (地de).
5. Exclamation words and onomatopoetic words.

3. Methodology

We used qualitative methods in writing this paper. Based on the theory of Chinese Language content and function words in Contemporary Chinese textbooks, we analyzed the correlation between Chinese content and function words in this textbook and how Indonesian students used Chinese content and function words correctly in a sentence, and how they translated Chinese content and function words in sentences into the Indonesian language. Based on the category from (Xanthan), we divided content words in the table into 6 categories and function words into 6 categories. From the differences of part of speech, we analyzed the differences in the part of speech of the words in this textbook from (Xianhan), Chinese Proficiency Test Dictionary (汉语水平考试词典Hanyu Shuiping Kaoshi Cidian——HSK Dictionary), Indonesian Language Dictionary (Kamus Besar Bahasa Indonesia/KBBI), and Concise Chinese-English Dictionary).

4. Results and Discussion

We categorized the words and phrases part and words of reference part in Contemporary Chinese based on the content and function words in grammatical form. This book had categorized each word based on the part of speech:

Content Word					
Noun	Verb	Adjective	Pronoun	Measure word	Numeral
371	134	110	22	32	8

There were 677 words that were categorized into content words: there are 371 nouns, 134 verbs, 110 adjectives, 32 measure words, 22 pronouns, and 8 numerals.

Function Words					
Adverb	Preposition	Conjunction	Aux. word	Exclamation word	Onomatopoetic word
32	12	14	12	0	0

There were only 75 words that were categorized into function words, there were 32 adverbs, 12 prepositions, 14 conjunctions, 12 auxiliary words, none of the words in this textbook that were categorized into exclamation words and onomatopoetic words. Based on the table of Contemporary Chinese textbook, the number of nouns was the highest in content words, the number of verbs was half of the nouns.

The number of these content words, influence the way of words combination. Students could practice to substitute or could add the words, e.g.:

1. 他是印尼人 *Ta shi Yinniren.*
   (He is from Indonesia. / *Pria tersebut berkebangsaan Indonesia*).
2. 他是中国人 *Ta shi Zhongguoren.*
   (He is Chinese. / *Pria tersebut berkebangsaan Tionghoa*).

We could use the same verb 是shi as the predicate, and replace the noun as an object. These two sentences only had content words and there was no function word.

3. 你们饭店最好吃的菜是什么? *Nimen fandian zui haochi de cai shi shenme?*
   (What is the most delicious dish in your restaurant? / *Apakah makanan terlezat di restoran anda?*)
4. 你饭店最好吃的鱼是什么? *Nimenfandian zui haochi de yu shi shenme?*
   (What is the most delicious fish in your restaurant? / *Menu ikan apakah yang sangat enak di restoran anda?*)

These two sentences were the combination of content words and function words. The function word (的de) could not be omitted because it had an important function in sentences. In these two sentences, it was used after adjectival.

5. 他印尼语说得很流利。

(His Indonesian language is very fluent. / *Bahasa Indonesianya sangat fasih).*

6. 他汉语说得很流利。

(His Chinese language is very fluent. / *Bahasa Tionghoanya sangat fasih).*

These two samples of sentences were the function word—得de. If we omitted this word, these two sentences would be incorrect. It was used between a verb and an adjective and its complement to indicate the result.

In categorizing the words in Contemporary Chinese into content and function words, there were several differences of part of speech, such as: The word on words and phrases of lesson 13: 左右zuoyou (about). Based on the textbook of Concise Chinese-English Dictionary and HSK Dictionary, it was categorized into function words, that was auxiliary words. However, based on (XianHan), it was categorized into content word, that was noun (location word), and based on (KBBI), it was categorized into function words, that was an adverb. The translation of 左右zuoyou (about) in the Indonesian language was: *kira-kira.*

The word on lesson 7 words for reference: 放心fangxin (feel relieved), based on the Concise Chinese-English Dictionary, HSK Dictionary, (XianHan), and (KBBI), it was categorized into content words, but it had a different category of part of speech. Based on HSK Dictionary and (*KBBI*), it was categorized into an adjective. 放心fangxin (feel relieved) in the Chinese language was translated into the Indonesian language became: *tenteram, tidak khawatir*. Based on Concise Chinese-English Dictionary and (XianHan), it was categorized into a verb.

Some words in Contemporary Chinese textbooks were categorized into both content and function words. For example, 在zai (in, at, keywords for progressive action) was categorized into content word (preposition) and function word (adverb) in the following sentence:

1. （她）大概还**在**睡觉呢。(Ta)dagai hai **zai** shuijiao ne.

   *(*Maybe she is still sleeping */ Dia kemungkinan **masih** tidur).*

2. 邮局就**在**那个银行的旁边。Youju jiu **zai** na ge yinhang de pangbian.

   *(*The location of post office is beside the bank. */ Letak kantor pos berada **di** sebelah bank itu.*

The content words in the Contemporary Chinese textbook include six parts of speech in the category of content words were nouns, verbs, adjectives, numerals, measure words, and pronouns were compiled based on difficulties. The words that had lexical meaning in this textbook were connected step by step in every lesson. Although there were some repetitions in words and phrases with the previous lesson, it was very rare. 46% of content words in the textbook were nouns, about 26% were verbs and about 13% were adjectives. Most of the content words in this textbook were common words.

The function words in these content words were categorized into four of six parts, there were adverbs, prepositions, conjunctions, auxiliary words. There were no exclamation words, onomatopoetic words in the textbook. About 42% of function words in this textbook were adverbs, about 17% conjunction words, about 13% were prepositions and auxiliary words. Some of the function words had unique characteristics, such as the adverb –*把ba* and–*离li*, the auxiliary words (–的de，–得de，–地de**)**.

1. *老王就**把**钱包交给了公司领导 Lao Wang jiu **ba** qianbao jiao gei le gongsi lingdao。*

   (Lao Wang gives the wallet to the head of company. / *Lao Wang memberikan dompet kepada direktur perusahaan).*

2. *我家**离**火车站很近 Wo jia **li** huochezhan hen ji.*

   (The location of my home is near from railway station. / *Jarak rumah saya ke stasiun kereta api terlampau dekat.*

3. *他是我**的**老师 Ta shi wo **de** laoshi.*

   (He is my teacher. / *Pria berumur itu ialah guru saya).*

4. *我每天都睡**得**比较晚 Wo meitian dou shui **de** bijiao wan.*

   Every day I sleep late. / *Saya tidur larut malam).*

Catford (1965) defined translation as the replacement of textual material in one language (source language) by equivalent textual material in another. The use of the term textual material underlined the fact that in normal conditions, it was not entirely of source language text which was translated, that was replaced by target language equivalents. The characteristics that were found in Contemporary Chinese textbooks were:

1. Some words could not be translated textual Chinese Language as source language to Indonesian language (target language), such as :

    a. 老王就**把**钱包交给了公司领导 *Lao Wang jiu **ba** qianbao jiao gei le gongsi lingdao*。

    b. 他是我**的**老师 *Ta shi wo **de** laoshi*。

    c. 我每天都睡**得**比较晚 *Wo meitian dou shui **de** bijiao wan*。

    d. 他慢慢**地**跑过去 *Ta manman **de** pao guo qu*。

    e. 邮局**就**在那个银行的旁边。*Youju **jiu** zai na ge yinhang de pangbian.*

    把*ba*，的*de*，得*de*，地*de* no need to be translated textually into the Indonesian language.

2. The meaning of denotative meaning of the word was different with connotative meaning in sentences, such as:

    （她）**大概**还在睡觉呢。*(Ta)**dagai** hai zai shuijiao ne.*

    The denotative meaning of—大概 *dagai* in this sentence was different with its connotative meaning.

3. There would be a difficulty in translate this sentence for the beginner of the Chinese language learner:

    我明天晚上有一个**约会**. *Wo mingtian wanshang you yi ge **yuehui**. (*I have a date (an **appointment**) tomorrow evening. / *Saya memiliki **janji/kencan** besok malam).*

    The meaning of —约会yuehui had two meanings, one was an appointment and the second was dating. It was depended on the situation.

5. Conclusion

Chinese words were divided into content and function words based on their grammatical function. Based on XianHan and Contemporary Chinese language dictionary, contentwords were divided into 6 categories: nouns, verbs, adjectives, numerals, measure words, and pronouns. Function words were divided into 6 categories: adverbs, prepositions, conjunctions, auxiliary words, exclamation words, and onomatopoetic words.

There were some differences in the speech of wordsof content and function words between Chinese and Indonesian language in Contemporary Chinese textbooks. Each content and function word of each language had its characteristics. Although there were many similarities on part of speech between Chinese and Indonesian content words, there were some differences in the part of speech between two language content and function words. Furthermore, some Chinese function words had no equivalent in part of the speech of the Indonesian language.

By distinguish the category and using Chinese content and function words, Chinese language learners could learn word segmentation in translation as a way to understand the meaning of the context-dependable sentences. For example, the function words could not be omitted in sentences because the reduction of function words could change the structure of sentences grammatically.

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