

## Conference Paper

# Developing a Learning Module 唐诗 (Tangshi)

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**Abstract**

Poetry is a critical element of literature which must be studied. The language in poetry is a parable language and difficult to understand because the language is rarely used in everyday life. Similarly, classical Chinese poetry preserves ancient Mandarin (文言文) [Wén yán wén] which was used in the past in China. This study is based on the findings of students' difficulties in understanding the meaning of classical Chinese poetry. The research aimed to develop a learning medium in the form of a famous Chinese classical poetry learning module during the Tang Dynasty. There are three classical Chinese poems in this module, namely, the 静夜思 [Jìngyè sī] by 李白 [Li Bai]; 春晓 [Chūnxiǎo] by 孟浩然 [Meng Haoran]; and 春夜喜雨 [Chūnyè xǐyǔ] by 杜甫 [Du Fu], which are accompanied with an explanation of the poetry, learning activities, formative assignments, and evaluation. This study uses the Five Phases of Instructional Design Model developed by Cennamo and Kalk (2005). The results of this study indicate that the module is excellent and suitable for learning.

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## 1. Introduction

One of the subjects that are often difficult for Chinese students to learn is Chinese literature. Students of Mandarin Language Education major at Indonesian Universities, especially Universitas Negeri Malang and Universitas Negeri Surabaya, are required to master four language skills but are also expected to master knowledge in Chinese literature and Chinese culture. Academic learning needs learners to know and memorize history and literary works and develop their minds through literary appreciation, literary expression, scholarly study, and other academic activities. Thus learners can appreciate literary career as a beauty and have meaning in life. Rohman (2012) in Elyusra (2015) explains that learning literary works emphasizes the learners' affective and psychomotor aspects. Literature learning starts with reading, understanding, then interpreting.

Based on interviews conducted with several students who have taken Chinese literature courses at the two universities, Classical Chinese Poetry is one of the most

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challenging topics to study in literature learning. Students are expected to be able to memorize poetry and have to understand the meaning of poetry. Meanwhile, Classical Chinese Poetry still uses the vocabulary of ancient Mandarin, known as 文言文 [wényánwén] (Zhao Zhangzheng, 2007). The wording of old Mandarin makes it difficult for students to understand the meaning of each word and sentence in Classical Chinese poetry, mostly Classical Chinese Poetry 唐诗 (Tangshi). 唐诗 [Táng shī] is classical Chinese Poetry during the Tang Dynasty. Many poets appeared, including 李白 [Li Bai], 杜甫 [Du Fu], and 孟浩然 [Meng Haoran]. Classical Chinese Poetry 唐诗 (Tangshi) is a material that learners of Mandarin language, Chinese literature, and culture must study.

From this statement, it was found that an alternative teaching material innovation was needed in the course. The development of learning modules can be an alternative teaching material or media that can help students learn Chinese literature, especially in Classical Chinese Poetry 唐诗 (Tangshi). Sukiman in Prasetyo (2015) states that the module is part of a planned learning unit designed to help individual students achieve their learning goals. This statement is in line with the information of Sukiman et al. (2017) in a study entitled “Development of the Sumbawa Folk Poetry Module as a Literary Learning Material in Junior High School.” In his research, the products showed that the module was well received by students and was effectively used in learning. The average student post-test results increase pieces of evidence this result compared with the average student pre-test results. The module can be developed by educators so that it can be adapted to the characteristics of students. It is hoped that this module development can help students answer or solve problems or difficulties in learning and improve critical thinking skills in students.

## 2. Method

The purpose of this research is to develop a module. Therefore, this type of research is included in research and development (R&D). This information follows Sukmadinata (2013) statement that research and development is a systematic effort to develop new products or improve existing and accountable products. This study uses the Five Phases of Instructional Design model, which consists of five stages, which include: (1) define, (2) design, (3) model, (4) develop, and (5) deliver. This model was developed by Cennamo and Kalk (2005).

Researchers used a questionnaire instrument to capture the information needed at the development stage: content specialists and media specialists filled in the questionnaire. Besides, it is also used to find out how students respond to the module.

The data analysis technique in R&D uses a Likert scale to determine media specialists' response and material specialists to the 唐诗 (Tangshi) learning module. Furthermore, suggestions and comments from content specialists and media specialists are described using words. The questionnaire results are then used as material for improvement so that the module is more suitable for use. The module can be feasible if the questionnaire results from media specialists and material specialists on the learning module 唐诗 (Tangshi) meet the minimum criteria of "good."

### 3. Findings and Discussion

Modules are media or units used in teaching to help learners achieve learning goals. This classical Chinese poetry learning module contains an introduction, a table of contents, a brief description, a concept map, benefits, learning outcomes, instruction for using Augmented Reality (AR), learning activities, exercises, summaries, evaluations, answer keys, closings, and bibliography. This statement follows the opinion of Sudjana (2013) that a module is a unit or media used in the teaching and learning process containing the learning objectives to be achieved, the subject matter studied, learning activities and worksheets that must be done by learners, and evaluation.

The primary material in this module is Classical Chinese poetry during the Tang dynasty. The module explains briefly about Chinese poetry during the Tang dynasty, its poetic forms as well as three examples of famous classical Chinese poetry at that time, namely 静夜思 [Jìngyè sī] by 李白 [Lǐ Bái], 春晓 [Chūnxiǎo] by 孟浩然 [Mèng Haoran], and 春夜喜雨 [Chūnyè xǐyǔ] by 杜甫 [Dù Fū]. The three poetries use ancient Mandarin so that they can be categorized as Classical Chinese Poetry. This opinion is consistent with the statement of Zhao Zhangzheng (2007), Classical Chinese Poetry is poetry that still uses the vocabulary of ancient Mandarin, known as 文言文 [wényánwén].

This study uses a Likert scale. According to Bilson (2005), the Likert scale is also called the summed ranking scale. This scale is widely used because it allows respondents to express their feelings in agreement with a statement starting from the lowest level to the highest. In the R&D of the classical Chinese poetry learning module 唐诗 (Tangshi), the following results were obtained:

#### 3.1. Media specialist questionnaire results

Media specialists are given an assessment sheet related to the 唐诗 (Tangshi) learning module to determine the media specialist's response to the module in literature learning.

TABLE 1: Media specialist questionnaire results.

No.	Aspects of the assessment	Percentage	Assessment criteria
1	Display aspect	97%	Very good
2	Font aspect	85%	Good
3	Image aspect	90%	Very good
4	Completeness of identity	98%	Very good
5	Completeness of instructions	98%	Very good

Based on the response to the results, it suggests that this media is feasible and well used in learning, as evidenced by the results obtained based on the five criteria above, which consist of appearance aspects, writing aspects, image aspects, identity completeness, and completeness of instructions. It is appropriate and declared very good.

### 3.2. Content specialist questionnaire results

Content specialists are given an assessment sheet related to the 唐诗 (Tangshi) learning module to determine the media specialist’s response to the module in literature learning.

TABLE 2: Material specialist questionnaire results.

No.	Aspects of the assessment	Percentage	Assessment criteria
1	Display aspect	93%	Very good
2	Completeness of identity	97%	Very good
3	Completeness of instructions	98%	Very good
4	Language aspect	92%	Very good
5	Content aspect	98%	Very good

The results suggest that this media is feasible and well used in learning, as evidenced by the results obtained based on the five criteria above, which consist of appearance aspects, completeness of identity, completeness of instructions, language, and material aspects. All criteria are appropriate and are declared very well.

### 3.3. Student questionnaire results

Students are given an assessment sheet related to the 唐诗 (Tangshi) learning module to determine student responses about the module in literature learning.

The responses to the results indicate that this module is appropriate and well used in learning; it is evident from the results obtained based on the five criteria above that this module is appropriate and declared very good by students.

TABLE 3: Student questionnaire results table.

No.	Aspects of the assessment	Percentage	Assessment criteria
1	Has an interesting display	95%	Very good
2	Easy to use in learning	95%	Very good
3	The material or content is easy to understand	98%	Very good
4	Can be used for self-learning	98%	Very good
5	Clarity of Instructions	90%	Very good

Comments and suggestions from media and content specialists:

TABLE 4: Summary of comments and suggestions from media and material specialists and student responses.

Specialists/Response	Comments and Suggestions
Media specialist	The media display is good. Moreover, the illustration aspects are presented in a simple, attractive, and interrelated manner to support the overall display broadly.
Content specialist	The overall content of the module is excellent. It just needs to be corrected for a typo.
Students	The module display is attractive, easy to use in learning, easy to understand, can be used for self-learning, and clarifies instructions.



Figure 1: Module before revision.

In the initial display, the font size is small, and the writing spacing is too narrow. Besides, Hanzi (Mandarin Character) and Pinyin in poetry are not in harmony.



Figure 2: Modules after revision.

From revision results, it can be seen that the font size has been enlarged, and the spacing has been changed. Hanzi and Pinyin are aligned so that it is easier for students to read.

#### 4. Conclusion and Suggestion

Based on the findings and discussion described above, three conclusions can be drawn. The first conclusion is that the products produced in this study can be said to be a learning module. The second conclusion, namely the 唐诗 (Tangshi) learning module produced, is valid and suitable for lecturers in teaching classical Chinese poetry to students. The third conclusion is that students find the module display attractive, easy to use in learning, easy to understand modules, can be used for independent learning, and have clear instructions. However, this 唐诗 (Tangshi) learning module is only limited to classical poetry materials, while there are many materials for Classical Chinese poetry.

It is suggested for further researchers to develop other classical Chinese poetry material to add module references or teaching materials, especially for Chinese poetry material.

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