

ERROR ANALYSIS OF “BUKU INDUK BAHASA MANDARIN, SUPER KILAT KUASAI BAHASA MANDARIN”

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Abstract

The purpose of this article was that the writer would like to analyze a book entitled “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin” to know whether there were some errors or not. The writer reviewed the book, and focused on the errors in the book; he wrote each wrong sentence and classified errors based on 1. phonetic, and 2. character. The writer could conclude that the errors in “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin” could be categorized as follows: 1) phonetics and 2) character. It seemed that the writer of “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin” did not consult to a Chinese language dictionary when he wrote this book. Therefore, many errors could be found in this book.

Key words: errors, corrections, phonetic, character.

INTRODUCTION

Chinese language is a tonal language. It is different from Indonesian language or English language which does not have tones. The tones in Chinese language take an important role because they can differentiate meaning. Besides that, the characters of Chinese language are like pictographs, while the characters of Indonesian language or English language use alphabetical system.

The writer explored a Chinese language book entitled “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin.” The data of the book are as follows: the title: “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin”, written by Setiawan Agung Pamungkas, editor: Muclas and M. Abdullah, first edition, published by Araska, Yogyakarta, 2015, ISBN 978-602-300-079-1, 224 pages.

The purpose of this article was that the writer would like to analyze this book to know whether there were some errors or not. If there were some errors in this book, the readers would unconsciously learn a wrong Chinese language. Therefore, the writer considered that it was very important to analyze the book, so that many readers would learn correct Chinese language.

LITERATURE REVIEW

Elliot (1983 : 7) states that the errors to be considered will be those which are recognized as “unwanted forms”.

Some considerable aspects used to analyze the book are elaborated as follows:

a. Phonetic.

Li and Li (1999 : 4) state that the phonetic symbols of Standard Chinese in Modern Chinese comprises 21 initials that are consonants beginning a syllable, and 39 finals that are composed of

vowels or vowels followed by nasal consonants. These finals fall into three categories: (1) simple finals which have only a single vowel, for example: a, o; (2) multi-finals which have two or three vowels, for example: ai, ua, iao; (3) nasal finals which consist of one or two vowels and a nasal consonant, for example: an, üan, eng, iong. Most syllables in Chinese are composed of initials, finals and tones. For example, in “nǐ”, “n” is an initial, “ǐ” is a final, and “ˇ” is a tone.

Kang & Lai (2000 : 3) state that Chinese is a tonal language. It has four basic tones, which are indicated respectively by the tone graphs: “ˊ” (the first tone), “ˊˊ” (the second tone), “ˇ” (the third tone), and “ˋ” (the fourth tone). The tones are used to distinguish meanings of a syllable. Different tones have different meanings, for example: 妈 mā (mother), 麻 má (hemp), 马 mǎ (horse), 骂 mà (to curse).

Kang & Lai (2000 : 4) also state that some syllables are pronounced both light and short. Such a tone is called the neutral tone, which lacks a tone-graph representation in writing, for example: 爸爸 bàba (father), 他们 tāmen (they). From these explanations, it is very clear that the tones are very important in Chinese language, and they cannot be ignored. Therefore, in writing the phonetic of Chinese characters, the tones should be also available, in order that the readers can pronounce the Chinese characters correctly.

b. Character.

Liu (2003 :12) points out that languages in the world can be divided into two groups, phonographic and ideographic, Chinese is a member of the latter

group, which means that readers may not know how to read a Chinese character but the readers can guess the meaning of the character according to how it is written. This is quite different from English, where the readers can pronounce a word based on its spelling. Therefore, in English language learning all learners need to do is to relate the spelling or pronunciation to its meaning. In contrast, when the learners are learning a new Chinese character, the learners should remember not only its shape and pronunciation but also how the meaning is related to the shape. As a result, Chinese learning seems somewhat more difficult than English learning.

METHODOLOGY

The writer reviewed the book, and focused on the errors in the book; he wrote each wrong sentence and classified errors based on 1. phonetic, and 2. character.

FINDINGS and DISCUSSION

There are some errors that the writer found in the book. The errors are elaborated as follows:

1. Phonetic.

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Tomi 是美国人。

Tomi shì Měiguórèn.

Tomi adalah orang Amerika.

Tomi is an American.

Based on Chinese English Dictionary (CED) (1998 : 821), the phonetic of 美国人 is “Měiguórén.” The phonetic of character 美 should be “měi”, there is lack of “ǐ” in this sentence. Besides that, based on CED (1998 : 1021) the phonetic of character 人 should be “rén” in the second tone, not “rèn” in the fourth

tone. Therefore, the phonetic of the sentence should be written as follows:
Tomi 是美国人。

Tomi shì Měiguó rén.

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Alex 喜欢果汁。

Alex xīhuān guǒzhī.

Alex suka jus.

Alex likes juice.

Based on CED (1998 : 1327), the phonetic of 喜欢 is “xīhuan”. Therefore, the phonetic of the sentence should be written as follows:

Alex 喜欢果汁。

Alex xīhuan guǒzhī.

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她去过了美国。

Tā qù guò le Měiguó.

Dia pernah pergi ke Amerika.

She has been to America.

Based on CED (1998 : 455-456), character 过 has two phonetics (“guò” and “guo”). Character 过 “guò” in the fourth tone means 1) cross; pass, 2) spend (time); pass (time), while character 过 “guo” in the neutral tone means 1) (used after a verb to indicate the completion of an action), 2) (used after a verb or an adjective to indicate a past action or state). Therefore, the sentence should use 过 “guo” in the neutral tone. Besides that, based on CED (1998 : 821) the phonetic of 美国 is “Měiguó.” As a result, the phonetic of the sentence should be written as follows:

她去过了美国。

Tā qù guo le Měiguó.

2. Character.

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他是 Ryan 吗?

Tā shì Ryan ma?

Apakah dia Ryan?

Is he Ryan?

Based on CED (1998 : 801 & 804), character 马 “mǎ” means “horse”, while character 吗 “ma” means (used at the end of a question). Therefore, the sentence should be written as follows:

他是 Ryan 吗?

Tā shì Ryan ma?

Page 18

Ari 是厨师吗?

Ari shì chú shī ma?

Apakah Ari seorang perawat?

Is Ari a nurse?

Based on CED (1998 : 183 & 505), 厨师 “chú shī” means “cook”; “chef”, while 护士 “hù shi” means “nurse”. Besides that, based on CED (1998 : 801 & 804), character 马 “mǎ” means “horse”, while character 吗 “ma” means (used at the end of a question). Therefore, the possibilities of the sentences should be written as follows:

Possibility 1:

Ari 是厨师吗?

Ari shì chú shī ma?

Apakah Ari seorang koki?

Is Ari a cook?

Possibility 2:

Ari 是护士吗?

Ari shì hù shi ma?

Apakah Ari seorang perawat?

Is Ari a nurse?

Page 30

我预订三章飞机。

Wǒ yùdìng sān zhāng fēijī.

Saya memesan tiga tiket pesawat terbang.

I booked three airplane tickets.

Based on CED (1998 : 1586) character 章 “zhāng” means 1) chapter; section, 2) order, 3) rules; regulations, while character 张 “zhāng” means (measure word). Therefore, this sentence should use the measure word 张 “zhāng”.

Besides that, based on CED (1998 : 341) 飞机 “fēijī” means “aircraft; aeroplane; plane, while 票 “piào” means “ticket”. As a result, the sentence should be written as follows: 我预订三张飞机票。
Wǒ yùdìng sān zhāng fēijī piào.

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Budi 买了二张床。
Budi mǎi le èr zhāng chuáng.
Budi telah membeli dua buah tempat tidur.
Budi has bought two beds.
Based on CED (1998 : 315 & 752) character 二 “èr” means “two”, while 两 “liǎng” means “(used before measure words and before 半, 千, 万, 亿) two”. Li and Cheng (2003 : 70) also argue that “2” is read 两 “liǎng”, when followed by a measure word. In this sentence, 张 “zhāng” is a measure word. Therefore, it should be written as follows:

Budi 买了两张床。
Budi mǎi le liǎng zhāng chuáng.

Page 33

他可以和马?
Tā kěyǐ hē ma?
Apakah dia boleh minum?
Is he allowed to drink?
Based on CED (1998 : 477) character 喝 “hē” means “drink”, while character 和 “hé” means 1) gentle; mild; kind, 2) harmonious; on good terms, 3) peace. In addition, based on CED (1998 : 801 & 804), character 马 “mǎ” means “horse”, while character 吗 “ma” means (used at the end of a question). Therefore, the sentence should be written as follows:
他可以喝吗?
Tā kěyǐ hē ma?

Page 37

Frine 喜欢查。
Frine xǐhuān chá.

Frine suka teh.
Frine likes tea.

Based on CED (1998 : 1327), the phonetic of 喜欢 is “xǐhuan”. Besides that, based on CED (1998 : 124-125), character 查 “chá” in the second tone means 1) check; examine, 2) look into; investigate, while character 茶 “chá” in the second tone means 1) tea (the plant or its leaves), 2) tea (the drink). There is no 查 “chā” or 茶 “chā” in the first tone. Therefore, it should be written as follows:

Frine 喜欢茶。
Frine xǐhuan chá.

Page 39

他不渴。
Tā bú kě.
Dia tidak haus.
He is not thirsty.
Cheung (1994 : 7) argues that the negative 不, when used in isolation or before a pause, is pronounced in the fourth tone: “bù”. In other positions, however, its tone changes according to the tonal register of the following syllable. Standing in front of a first, second, or third tone, it is pronounced in the fourth tone; when it precedes a fourth tone, it changes to a second tone. Therefore, character 不 in this sentence should read “bù” in the fourth tone. Besides that, based on CED (1998 : 683 & 685), character 课 “kè” in the fourth tone means 1) class, 2) subject; course, while character 渴 “kě” in the third tone means “thirsty”. Therefore, it should be written as follows:
他不渴。
Tā bù kě.

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Nilā 给弟弟玩耍。
Nilā gěi dìdì wànnshua.
Nilā memberi adik mainan.

Nila gave younger brother a toy.
Based on CED (1998 : 265), the phonetic of 弟弟 is “dìdì”. Besides that, based on CED (1998 : 1272) the phonetic of 玩耍 is “wánshuǎ” meaning “play; have fun; amuse oneself”, while 玩具 “wánjù” means “toy; plaything”. Therefore, it should be written as follows:

Nila 给弟弟玩具。

Nila gěi dìdì wánjù.

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吾倍咖啡。

Wǔ bēi kāfēi.

Lima cangkir kopi.

Five cups of coffee.

Based on CED (1998 : 1311), character 吾 “wú” in the second tone means “I or me; we or us”, while character 五 “wǔ” in the third tone means “five”. Besides that, based on CED (1998 : 46 & 51) character 倍 “bèi” in the fourth tone means 1) times, 2) double; twice as much, while character 杯 “bēi” in the first tone means “cup”. Therefore, it should be written as follows:

五杯咖啡。

Wǔ bēi kāfēi.

Page 55

他要吃什么？这时菜单。

Tā yào chī shènmè? zhè shí càidān.

Kamu mau makan apa? Ini daftar menunya.

What do you want to eat? This is the menu list.

First, based on CED (1998 : 876 & 1189) character 他 “tā” means “he or him”, while character 你 “nǐ” means “you (second person singular)”. Second, based on CED (1998 : 1090) the phonetic of 什么 is “shénme”. Third, based on CED (1998 : 1598) the phonetic of character 这 is “zhè” in the fourth tone meaning “this”. Finally, based on CED (1998 : 1113

& 1128) character 时 “shí” in the second tone means 1) a long period of time, 2) fixed time, 3) season, while character 是 “shì” in the fourth tone means (used like “be” before nouns or pronouns to identify, describe or amplify the subject). As a result, it should be written as follows:

你要吃什么？这是菜单。

Nǐ yào chī shénme? zhè shì càidān.

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你往上几点钟开始休息？

Nǐ wǎng shàng jǐ diǎn zhōng kāishǐ xiūxi.

Jam berapa Anda mulai istirahat malam hari?

What time do you start to rest at night?

First, based on CED (1998 : 876 & 883) character 你 “nǐ” means “you (second person singular)”, while character 您 “nín” means “(honor) you”. Second, based on CED (1998 : 1070 & 1278), character 往 “wǎng” means 1) go, 2) in the direction of; towards; to, while character 上 “shàng” means 1) (used alone, especially in contrast to 下) above, 2) (used after a preposition) up; upward. Therefore, 往上 “wǎng shàng” means “to upward”. On the other hand, based on CED (1998 : 1274), 晚上 “wǎnshang” means “(in the) evening; (at) night”. Finally, based on CED (1998 : 1402) the phonetic of 休息 is “xiūxi”. As a result, it should be written as follows:

您晚上几点钟开始休息。

Nín wǎnshang jǐ diǎn zhōng kāishǐ xiūxi.

CONCLUSION

The writer could conclude that the errors in “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin” could be categorized as follows: 1) phonetics

and 2) character. It seemed that the writer of “Buku Induk Bahasa Mandarin, Super Kilat Kuasai Bahasa Mandarin” did not consult to

a Chinese language dictionary when he wrote this book. Therefore, many errors could be found in this book.

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