THE USE OF MANDARIN AS A TOOL TO PREPARE INDONESIANS IN THE ERA OF GLOBALIZATION: CASE STUDIES IN 5 EDUCATIONAL INSTITUTIONS IN INDONESIA (2004-2012)

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This thesis entitled “THE USE OF MANDARIN AS A TOOL TO PREPARE INDONESIANS IN THE ERA OF GLOBALIZATION: CASE STUDIES IN 5 EDUCATIONAL INSTITUTIONS IN INDONESIA (2004-2012)” prepared and submitted by Zhang Yuanyuan in partial fulfillment of the requirements for the degree of international Relations in the Faculty of School of International Relations, Communication and Law has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense.

Cikarang, Indonesia, January 21, 2014

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DECLARATION OF ORIGINALITY

I declare that this thesis, entitled “THE USE OF MANDARIN AS A TOOL TO PREPARE INDONESIANS IN THE ERA OF GLOBALIZATION: CASE STUDIES IN 5 EDUCATIONAL INSTITUTIONS IN INDONESIA (2004-2012)” is, to the best of my knowledge and belief, an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, January 21, 2014

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The Panel of Examiners declare that the thesis entitled “THE USE OF MANDARIN AS A TOOL TO PREPARE INDONESIANS IN THE ERA OF GLOBALIZATION: CASE STUDIES IN 5 EDUCATIONAL INSTITUTIONS IN INDONESIA (2004-2012)” that was submitted by Zhang Yuanyuan majoring in International Relations from the Faculty of School of International Relations, Communication and Law was assessed and approved to have passed the Oral Examinations on February 3, 2014.

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ABSTRACT

The main objective of this research is to examine the role of Mandarin as tool to prepare Indonesia in the globalization and modernization era. This research will pay attention on the Mandarin as Chinese soft power analysis by using globalization and modernization concepts. The case study is five educational institutions in Indonesia. The researcher uses eight years data of Mandarin development in Indonesia such as the history of Indonesian Mandarin, the development of Mandarin relations with globalization, bilateral relations between China and Indonesia, and how Chinese soft power in today’s world is being practiced.

This study mainly is a qualitative research method. The researcher uses primary data and secondary data to carry out the factor analysis. The researcher also uses the data from interviewing the head master of 3 high schools and 2 universities in Indonesia to know more about the response of Mandarin in preparing Indonesia in globalization the era.

The research has found the reasons of school and students in choosing Mandarin language are having two main point. They are because of Chinese economic has growing fast in the world especially in Indonesia. Then the bilateral relations between China and Indonesia is more friendly and closely. However, learning Mandarin language is a person’s need and create the opportunity for people’s future. The other reason is globalization and modernization, which brings changes for each country and in this case Indonesia.

Keywords: Globalization; Modernization; Chinese soft power; bilateral relations between China and Indonesia.
Throughout process to do my thesis, I was supported by many people. I would like to dedicate my special thanks to all of the following:

1. Firstly for my parents in Xi’an, thanks for their support, thanks so much for taking care of me for the past 24 years.

2. Thanks to Mr. Teuku Rezasyah and Mrs. Ella Syafputri, my adviser who taught me a lot of knowledge, experience and deep understanding to finish this thesis.

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6. Thanks to all staffs from Al Azhar Confucius Institute in Jakarta who help me to get information about Mandarin development in Indonesia.

7. Thanks to the office of Chinese Language Council International in Jakarta that give me data of Mandarin teaching in Indonesia.

8. Thanks to 3 high schools in Lippo Cikarang, namely SMP Tunas Bangsa, SMP and SMA Trinitas, SMA President in Jababeka.

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<td>CPC</td>
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<td>HSK</td>
<td>hanyushuipingkaoshi (The Chinese proficiency Test)</td>
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CHAPTER I
INTRODUCTION

1.1 Background of the study

The definition of language is: “Language is a human capacity for acquiring and using complex systems of communication, and the language is any specific example of such a system. The scientific study of language is called linguistics.” Language is used for reserving and inheriting the achievement of human civilization. Language is an important feature of the nation. Language is a way of communication between people; people cannot communication without language.¹

Language is an important part of culture, and even we can say no language no culture. Just through language, the culture can be handed down from generation to generation; language is an important means of maintaining lifestyle. Almost every cultural group has its own unique language.²

Language in a particular environment, in order to live the need is arising. Therefore, language has its effect on politics, economy, society, technological, even culture itself. As a kind of language, Chinese language has become a soft power of China. Chinese is not only introducing the linguistic value of this language, but also introduces the culture value of the China.³

1.1.1 Language in IR studies

Because of globalization, different cultures share more of the same features. The soft power is having a positive impact in the global arena. The Ministry of

Retrieved October 5, 2013
Culture has been treating it as a matter of strategic significance to enhance friendship and mutual understanding between China and other nations, and to elevate China's influence in the international community. Such as China will attach more importance to cultural development, and conduct cultural exchanges with foreign countries more actively, therefor as to enhance the international influence of Chinese culture, Premier Wen Jiabao stated in the government work report March 5, 2010.

The language has important role in International Relations. Make people to understand and explain world political, such as cultural diplomacy and public diplomacy.

1.1.2 The history of Mandarin in Indonesia

The population of Indonesian-Chinese in Indonesia is about 10 million and that is the biggest one in the entire world which account for three to four percent of the Indonesian population. According to the Indonesian Ministry of Culture and Education statistics on 1957, there were 1,669 of Indonesian-Chinese schools (another statistics has shown there were 1,850 of Indonesian-Chinese schools); Chinese schools in Indonesia have more than 450,000 students.

However after 30th September in 1965 the Indonesian government banned Mandarin, because on this date it was the beginning of a coup called the “September 30th Event” a coup that brought down Indonesia’s first President Sukarno. For example people cannot speak and write in Mandarin; in the school cannot open the course of Mandarin; and teacher cannot use Mandarin for teaching. This means the Indonesian government banned the development of Mandarin in Indonesia, also means everything of China cannot get a good development in Indonesia. Chinese schools were closed and confiscated buildings prohibit Chinese books, the Chinese

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5 How to improve China’s soft power Retrieved October 4, 2013 from http://xinhuanews.com
education brutally blocked. However in this event all of Indonesian cannot learn and speak Mandarin also the bilateral relations between China and Indonesia is bad, they stopped the diplomacy.\textsuperscript{8}

However some Chinese teachers still use Mandarin in the teaching way but Mandarin education already have been closed 30 years. There were a lot of Indonesian-Chinese cannot understand Mandarin language. In 1998 President Suharto stepped down and President Abdurrahman Wahid came to power. At the same time, the government of Indonesia wants to develop relations with China. In the domestic of Indonesia, the government for Indonesian-Chinese adopted a more open and liberal policies, it was being detained for over 30 years the development of Chinese education again.\textsuperscript{9}

1.1.3 Indonesia, Globalization, and the importance of Mandarin

China and Indonesia relations rely on geopolitical, global economic factors. During this time large number of Chinese economic interests and practical value of Mandarin language increased. In the twenty-first century, in the world begun to learn Mandarin. It is now widely used to communicate. Under the impetus of Indonesia government, they also started to learn Mandarin.

The globalization development and influence in China, for example Chinese multinational corporations, its increasing global investment, its high-ranking Universities (Beijing Universities), and its expanding tourism. We also know how the world admired the success of the 2008 Beijing Summer Olympics, the 2010 Shanghai World Expo and the manned space mission which successfully concluded.\textsuperscript{10}

As we know Mandarin is the second language in the world. The first language is English. Mandarin is a part of the official language in the United Nations such as

\textsuperscript{9} Li Zhuohui(2001 March)\textit{ Series • Indonesian Chinese in Southeast Asia} Retrieved October 3, 2013 from China Academic Journal Electronic Publishing House \url{http://www.cnki.net}
French, Russian, Arabic, and Spanish. Mandarin also becomes one of the most popular languages in the world.  

The bilateral relationship between two countries, the quote to Chinese President Xi Jinping, he said: “Indonesia is Chinese largest neighbor in Southeast Asia. Indonesia is also an emerging market country, and the only member of the G20 from ASEAN.” China and Indonesia have strengthened cooperation. It’s great for long-term development of those two countries. For Asia is stability and prosperity. Also is essential for promote a processes of multipolar world.

“China and Indonesia is two major developing countries in Asia, as a strategic partner, they need each other and they are mutual development opportunities.” This is quoted from a Chinese ambassador in Indonesia Liu Jianchao in 2013.

Whether from history or realistic between China and ASEAN countries, they have close relationship in political, economic and culture etc. Indonesia has friendly relations with China, and establishes a strategic partnership with China in 2005.

The researcher thinks these two countries will have a closer relationship in the future such as in economic, culture and diplomacy. Until today, China and Indonesia already have more than 60 years of bilateral relationships. However the relationships between China and Indonesia have a long history.

China and Indonesia today are more than 60 years of diplomatic relations. The relations have not smooth also were even suspended for 25 years after September 30, 1965 coup attempt blamed on local communists, in which Indonesia accused China’s role. On July 1990 these two countries were restored of diplomatic relations, and since then the relations between China and Indonesia have been growing fast, such as politics, economics and culture.
The Chinese soft power is including culture, science, technology and value. Have good cooperation of two countries in economic and technological. After restoration of the diplomatic relations of they signed the "Air Transport Agreement", "Investment Protection Agreement", "Sea Transportation Agreement", "Agreement on Avoiding Dual Taxation" and in the fields of mining, transportation and agriculture etc. The two countries signed the memorandum for understanding of cooperation. In 1990 the two countries set up a joint committee for economic, trade and technological cooperation and so far it has held five meetings for it. In March 2002, an energy forum was put up and held the first meeting in September of the year.16

In the Exchanges and Cooperation in Cultural, Scientific and Technological and Military, China and Indonesia also signed some documents. Such as in 1991 January they signed “The Agreement Relating to the Scheduled Air Transport”. Some Chinese air companies open the air transport from Indonesia to China, like Air China, China South Airlines and Xia Men airlines. In January 1992, Indonesia and China signed a document of information cooperation. In 1994, the two sides started a program of exchange students of two countries. In July 2000, the two countries signed an agreement on mutually granting judicial assistance to each other. In September 2000, China approved Indonesia to be a destination for the outbound tour of Chinese citizens. In November 2001, the "Agreement for Cultural Cooperation" was signed once again.17

From this cooperation between China and Indonesia, we can see that the two countries had a great and close relationship. The China use soft power to improve their diplomacy towards other country.

The stronger relations are most visible in the economic sector. For example Chinese exports of machinery, computers and food to Indonesia. However, Indonesia also exports to China, like natural resources, for example coal and nickel. Many Chinese companies were built in Indonesia; also Chinese businesses have opened

Retrieved January 14, 2014
Retrieved January 14, 2014
manufacturing plants in Indonesia.\textsuperscript{18}

1.2 Problem identification

In recent year Mandarin developed rapidly in Indonesia. Because the development of Chinese economic in the world was stronger, at the same time the Chinese language also has improved in the world. Why Mandarin developed so rapidly and more people want to learn Mandarin, such as in the schools have Mandarin subject for student, like SMP & SMA President, SMP & SMA Sekolah Trinitas, SMP Sekolah Tunas Bangsa, President University and Al Azhar University. In some company like Chinese company, Indonesian company and Southeast Asia company they have Mandarin coach for their staff and a lot of parents look for a Mandarin tutor for their children. Why Mandarin has become important in Indonesia? And Mandarin as soft power of China how to develop in Indonesia? As we know Mandarin education play an import role in the study for Chinese and overseas Chinese students.

Language is the main center of culture’s soft power, the spread of language is the symbol of culture’s soft power.

1.3 Research question

Have the ideas of modernization and globalization shaped the 5 educational institutions in Indonesia?

1.4 Research objectives

In this research, the writer wishes to investigate the use of Mandarin as a tool to prepare Indonesia in the era of globalization: case studies in 5 educational institutions in Indonesia (2004-2012)

\textsuperscript{18} Ibid
A. To understand the importance of Mandarin in the context of modernization and globalization in 5 educational institutions in Indonesia;
B. To provide suggestion in regards to developing Mandarin teaching in Indonesian educational institutions.

1.5 Significance of the study

Next we will explain some points that can give contribution or benefits to the academic community of the research.

1.5.1 For Indonesian educational institutions

This research is about the study of Mandarin as a tool to prepare Indonesia in the era of globalization: case studies in 5 educational institutions in Indonesia (2004-2012) these five educational institutions are: SMA President, Sekolah Tunas Bangsa (SMP) Sekolah Trinitas (SMP & SMA), President University, and Al Azhar University. The research can show how to implement the class knowledge into real research and get meaningful findings. It also can provide some references to the following students of President University and help them make their thesis better.

1.5.2 For the researcher

This research can strengthen the researcher’s understanding of International Relations, and also enhance the ability of analyzing and solving problem in the future study. The topic and details of this research can give the data for someone who takes this topic for study.

1.5.3 For Indonesian government

Globalization for Indonesia is an opportunity also a challenge. After 1998 Indonesian reform movement, in the international arena the challenges of Indonesia to be getting more complex. However in the other side China has been expanding its influence through fast development in terms of global and diplomatic approaches.
This is a new era and each country wants to develop and respect to their national interests. However, Indonesia has an abundant resources, good base of economy, big market, and loose and comfortable of investment policy. Joining globalization will improve the value of nation.

1.5.4 For the government of the People’s Republic of China

It is necessary for the People’s Republic of China to help Indonesia to promote Mandarin education for improving the level of Mandarin in Indonesia. This idea will support the strategic partnership between China and Indonesia to a new level, as it had been started in 30 September, 2013. The Chinese President Xi Jingping visited to Indonesia on this time.19

1.6 Theoretical framework

In this research, researcher will explain 3 concepts, namely globalization, bilateral relations and soft power between China and Indonesia.

1.6.1 Soft power theory

The quote to Oxford dictionaries soft power is “a persuasive approach to international relations, typically involving the use of economic or cultural influence. Compare with hard power.”20 However Joseph Nye coined the term "soft power" in the late 1980s. Quote to Nye “Soft power lies in the ability to attract and persuade. Whereas hard power the ability to coerce grows out of a country's military or economic might, soft power arises from the attractiveness of a country's culture, political ideals, and policies.”21

This research will discuss the use of Mandarin as Chinese soft power in Indonesia.

The figure shows that the Chinese soft power is including culture, education and diplomacy. Mandarin language is the main part of Chinese culture and Chinese foreign policy. Thus the Chinese soft power and Chinese foreign policy are the main part of international relations. The research will elaborate Chinese soft power in the context of International Relations.
1.6.2 Globalization

The quote to dictionary “globalization is the act or process of globalizing: the state of being globalized; especially the development to a fan increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets”.

The quote to Hadi Soesastro “Indonesia has gone a long way in liberalizing its economy, but the task is far from complete. Globalization has given the government a strong justification for undertaking market-oriented reforms that can help maintain high and sustainable rates of exports necessary for strong economic growth.”

![Figure 1.6.2 Globalization](image)

*Figure 1.6.2 Globalization*

From figure above we can know why globalization exists? There are five reasons. First is the emergence of a globalized economy. Like in the world each country has to cooperate in the economic side. Such as import, export and

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Multinational Corporation; second is a new global cultural pattern. That means every different culture combines in the one world and accepted by people; third is the global political process. In the political side each country also has cooperation and communication; fourth is transnational migration, identities and communities. Like Indonesian-Chinese more and more people want to go to foreign country for study and live; fifth is a new social hierarchy. Globalization makes every country has the equal rights and built the peaceful world.  

1.6.3 Bilateral relations

In recent years Chinese soft power has risen in the world with the enhancement of Chinese comprehensive national strength, the execution of “Harmonious World” foreign policy, especially good-neighbor policy. From Chinese economy and Chinese soft power influence in the world we can know the different China compare with before. Beginning from China relationship development with Indonesia example, this thesis makes this try to abstract the character and expression of Chinese soft power in Indonesia in different periods.

However, China has become a major partner of economic cooperation with Indonesia. In order to help reader makes clearer of times in bilateral relations between China and Indonesia. The following table provides a clearer discussion:

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<table>
<thead>
<tr>
<th>Time in Indonesia</th>
<th>Time in China</th>
<th>Relations of the two countries</th>
<th>The main resources of soft power</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future</td>
<td>Future</td>
<td>Establish more friendly relations</td>
<td>→ Diplomacy policy → Culture → Economic → Science</td>
<td>All of way to improve bilateral relations</td>
</tr>
</tbody>
</table>
Table 1.6 Indonesia-China bilateral relations and importance of Chinese soft power

| Technology | Values |

This table is from different period of development in maintaining bilateral relations between China and Indonesia. The promotion of Chinese soft power is usually using hard resources and soft resources. In the post President Suharto era, the reason why China and Indonesia has a friendlier relations is that because China used many ways to build tighten diplomacy. For example, the soft resources being spread were the Chinese tradition culture, more advanced Chinese system and reasonable policies. And the hard resources were military, economy, science and technology.

1.7 Scope and limitations of the study

The research put forward some factors which affecting the research to develop a broad and deep survey on the use of Mandarin as a tool to prepare Indonesia in the era of globalization: case studies in 5 educational institutions in Indonesia (2004-2012)

There are limitations as follows:

A. The research is only based on the use of Mandarin as a tool to prepare Indonesia in the era of globalization: case studies in 5 educational institutions in Indonesia (2004-2012) the research only discuss about the Mandarin teaching in 5 educational institutions in Indonesia.

B. This research focus on the use of Mandarin as a tool to prepare Indonesia in the era globalization, owning to have rarely research information and data which makes the researcher cannot obtain enough data to make further analysis.

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CHAPTER II

LITERATURE REVIEWS

2.1 Background


2.2 Literature reviews

This study will be based on 6 articles taken from scientific journals. The followings are the details and discussions:

A. “The promotion of Chinese language learning and China’s soft power”, Jeffrey Gil. (2008) \(^{27}\)

According to this journal, we know that now China is promoting Mandarin in the world and use Mandarin as Chinese soft power. This paper first present the

\(^{27}\) Jeffrey Gil. (October 2008) The promotion of Chinese language learning and China’s soft power
Retrieved December 9, 2013
definition of soft power and discuss how and why China establish and spread soft power. Then the writer continues by discussing ways of Chinese soft power that China is promoting Mandarin language. Although China wish to build a positive image of the Mandarin but now China still have obstacles to promotion Mandarin language learning and improve Chinese soft power.

In today's international communication increasingly closer, language as the most important tool of human’s communication has an irreplaceable role in international communication.

In the past people have to learn English, but now Mandarin has become a new choice for many people. The British linguist said: even if you want to lead others, learn Mandarin.\(^2\)\(^8\)

The Confucius Institute and Chinese communication is in order to all countries was requirements of language. From the spread of a world language and popular rule, Mandarin transmission shows the Chinese culture has appeal.

Mandarin more than just a communication tool, also the tools of human harmony. In the 1990’s, an American scholar Joseph Nye argues the concept of "soft power", where he believes that a country's comprehensive national strength includes all by the display, such as economy, science and technology, military strength called as "hard power", and the attraction of culture and ideology of "soft power". Soft power concentrated embodied in four aspects of influence, namely, cultural influence, ideological influence, influence on the system arrangement and influence in foreign affairs.\(^2\)\(^9\)

Language of soft power is the core of cultural soft power; language propagation force is the symbol of soft power.

History proves that language propagation force and soft power supplement each other, is inseparable. First of all, the propagation force language is a sign that the language of soft power and national soft power. A kind of language in the world

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spread for a nation's international image, standing in the world, and the embodiment of the economic strength, nation’s culture and values are also widely spread all over the world with the spread of language. Second, the propagation force to promote language soft power.

The soft power of language is not only depends on the language itself and depends on culture, and depending on the advanced means of communication and strong communication ability. If the language has most strong soft power then the language will be spread more rapidly, and more people will use it. Cultural soft power is the core component of the state's soft power and important indicators, the ascension of cultural soft power to achieve the great rejuvenation of the Chinese nation has important strategic significance. Developing soft power as language cultural soft power core elements, to promote Chinese international communication, to promote cultural soft power is of great significance.

To establish Confucius institutes in the world, to improve language propagation force is an effective way to enhance language soft power. Chinese Confucius Institute started in 2004, and now it has been set up in 105 countries, 358 Confucius Institutes and 500 Confucius classrooms in primary and secondary schools, involved in the country's 260 colleges and universities and more than 500 primary and secondary schools, send more than 25,000 teachers and volunteers.30

Language promotion of soft power is the necessary requirement of socialist spiritual civilization construction, is shaping China's image, showing the realistic choice of the achievements of Chinese culture. Soft power of the Mandarin language to ascend must be put forward by the sixth plenary session of the 17th "deepening the reform of cultural system, promoting socialist cultural development boom” spirit as the instruction. In the system of socialist core values as the lead, improve their own political ideological value, stimulate the vitality of the Chinese language, enhance strength, attractive and cohesive, charisma and international competitiveness.31

The development of the national language has a dialectical relationship between its developments, the country's powerful drive their language spread more widely, and the existence of the language, and communication is also conducive to the survival and development of national, ethnic, and eventually fundamentally promotes national soft power.

The stronger the country is the more widely their language spread. Exist, spread and communicate of language is best for the development of nation. The language spread equal to culture spread. It’s important to enhance Chinese soft power. Strengthen the spread of Mandarin language in aim for improving relation between China and world.

The government of China has paid attention to improve the spread of Mandarin language. It is a good thing that Mandarin language developed rapidly in the world. Increase the intensity of support, overall planning, and attaches great importance to the quality and effect. Through five to ten years of effort, make the Chinese international promotion system more perfect, mechanism more flexible, better meet the needs of overseas Chinese learning and promote.

With Chinese economic becoming more and more powerful, more people is learning Mandarin language in the world. Indonesia is a good example; China has been in Indonesia and many other countries support the development of Chinese language in their countries. The Chinese leaders used Chinese culture and other soft power tools to develop diplomacy with other countries.


The researcher learns the example of Indonesia. The article tries to abstract the character and expression of Chinese soft power in Indonesia in different periods, importantly describe the promotion, difficulty and challenge of overseas Chinese to

Chinese soft power in Indonesia. It offers referenced opinion and advice for overseas Chinese to survive and develop, for Chinese diplomatic and overseas Chinese affairs department to develop Chinese soft power.

From this journal we know about Chinese soft power, the relationship between China and Indonesia and how overseas Chinese to improve Chinese culture.

The writer tells us the clearly definition of soft power is: “the soft power we say is soft rights, at the earliest present soft power is from Joseph Nye in the late 1980s.” In chapter 1 the writer introduces the history of bilateral relations between the two countries. Such as in the period of President Sukarno (August 1945—March 1966) the Chinese government has developed positive and initiative relationships with Indonesia government. In the period of President Suharto (March 1966—May 1998) the relationship of two countries is worsen because the President Suharto come to power is the time after September 30th event, the Suharto regime thinks that in this event the China has supported the communist party of Indonesia and interfere the internal politics. After the fall of President Suharto (May 1998-- 2013), the relationships between two countries had developed so fast. On the May of 2000, China and Indonesia had signed a document about the friendly development bilateral relation.

C. “On the development and tendency of overseas Chinese education”, Tang Yaner (2009)\textsuperscript{33}

The researcher learns from this journal that the development of overseas Chinese education has experienced a period of primary establishment, prosperity, enervation, revival an upswing. This journal tells us about overseas Chinese education and integration. Tang Yaner argued that today there are 48 million overseas Chinese in the world. A large people of overseas Chinese give rise to the development of Mandarin education. Then the writer tells about the history of Mandarin education in

\textsuperscript{33} Tang Yaner (2009) “On the development and tendency of overseas Chinese education”

abroad. The quote to Tang Yaner since Mandarin education has developed until now already have almost 300 years, such as Asia, America, Europe, Africa and Oceania. Especially in the Southeast Asia, the Mandarin education has developed fast.

In chapter 2 the writer elaborates the future of Mandarin teaching. Tang Yaner argued that Mandarin already became the new major in schools; the types of Mandarin education are diversified; the resources of Mandarin education had been modernized; training Mandarin teacher; the last one is cooperation with other schools.


The researcher learns from this journal about history and development of Mandarin teaching in Indonesia. And the researcher knows about the changes of Chinese language, economic and culture in Indonesia. Base on this journal the researcher get more information about Mandarin education.

From this journal we know about Mandarin education in Indonesia, changes and prospect. The end of 1990, the Mandarin education in Indonesia has developed rapidly. And make development together between mother language and Mandarin language, as the government wants to adapt the changes of economy. The Mandarin education is not only in overseas Chinese but also in the unit of native people.

The exchange of education between China and Indonesia has an important influence on Mandarin education in Indonesia. And also provide the great inspiration for the development of Mandarin education in Southeast Asia. The writer also discusses the history of Mandarin education in Indonesia. He explores the internal and external factors of Mandarin teaching development. He also elaborates the problems of Mandarin education in Indonesia nowadays.

Jean-Marc F. Blanchard and Fu Jialu said: “China use soft power in the foreign policy and political communication. Culture is most important tool to prepare China in the globalization, especially Chinese language. In the world there are lots of Confucius Institutes to spread Chinese culture.”

From this article we know China is cultivating soft power. The Chinese soft power includes Chinese culture, technology and economy etc. For example, China built Confucius Institutes in the world to spread Chinese culture and friendly relationships with other countries.

Now Chinese culture was accepted by the world and has developed rapidly in the world. From this journal we know about the definition of soft power; definition of Chinese soft power; how China use soft power and development with other countries.


The researcher learns from this journal about the relations of globalization with Chinese language and culture. How globalization improves Chinese language and culture in the world. The quote Kumaravadivelu, he said: “China is the major role in the world. In the today’s world is economic globalization China is the biggest export country and manufacturer. Now China is the second largest economic in the world.”

The globalization improves Mandarin language in the world. The quote to Kumaravadivelu globalization is a vast subject that spans many disciplines in humanities and social sciences. The globalization makes people closer and makes our lives become information era. Because of globalization, the Mandarin is now the third biggest language in the world.

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Retrieved January 12 2014
3.1 Research method

The author thinks that research method can be as simple as the common approaches of problems analyzing and exploring; now these are a kind of process, however it's not using of research methods that is unique to a certain stage. Based on above analysis, we can know the research method is the process from research question to research conclusion, what’s more, the research method also is the tool of research question and research conclusion.

Research questions, research methods and the research conclusion are an important part in the process of research. A research question is the premise of starting a point of research activity; meanwhile a research method is the tool of research. And a research conclusion is the purpose of the research activity. Thus a research method can confirm or falsify a research conclusion.

In this research, the researcher uses qualitative research in order to get the answer(s) to solve problems. Research uses data and other numerical information to analysis of Mandarin teaching development in Indonesia, and Mandarin teaching in 5 educational institutions in Indonesia. Qualitative approach is the best option to be taken.

However, what is qualitative research, based on internet they explain “Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. It is also called ethnomethodology or field
research. It generates data about human groups in social settings.”

The researcher use qualitative research method. Because we can get data of this research question from others, and interviews with the head master from five educational institutions. They are SMA President, Sekolah Trinitas SMA & SMP, Sekolah Tunas Bangsa SMP, President University and Al Azhar University. The objective of qualitative is: for those reasons of the research question already take by others and researcher will prove these reasons correct or not. And the main methods of qualitative are observation, interviews and documentary analysis.

3.2 Research framework

This research will show the steps that have to be followed in this research. Research starts with determining the object of research and the problems occurred in that object. After the problems identified, then it will determine the topic which is to be a basic on the appropriate title of research. After that, the researcher will continue to identify the theories which are to be used as basic theories to explain to research question. The basic theories are taken from soft power theory and globalization.

The next step is constructing the questions for interview. First, the researcher must know what questions are to be appeared in the interview. Second, after finishing the interview will collect data that we got. Finally, analysis the data from research and make conclusion.

### Research time and place

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>October 2013 – January 2014</td>
</tr>
<tr>
<td>Interviews</td>
<td>January 2014</td>
</tr>
<tr>
<td>Submission of final draft</td>
<td>October 2013 – January 2014</td>
</tr>
<tr>
<td>Defense</td>
<td>February 2014</td>
</tr>
<tr>
<td>Revision of thesis</td>
<td>February 2014</td>
</tr>
</tbody>
</table>

### Table 3.1: Research Framework

*Source: Conducted by Researcher*
Research place:
A. Library of President University
B. Sekolah Tunas Bangsa SMP
C. Sekolah Trinitas SMA & SMP
D. SMA President
E. President University
F. Al Azhar University

3.4 Research instruments

A research instrument is what methodology you use to collect information in a qualitative study or observe file. It helps you keep track on what you observe and how to report it, it is to make your research validity and precise. In this research, the researcher use interview as a research instrument.

3.4.1 Interview research method

The quote to Kvale (1996) he explain the definitions of Interview research method is “The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say.”

And quote to McNamara (1999) he said “Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires etc. to further investigate their responses.”

Interviews can help researcher to get information about this research and collect data become primary data for research. And the primary data is meaning the data that we were collected and used for specific purpose. Secondary data is the journal from

other people and some website, got some data from them to analysis by the researcher.

3.4.2 Types of interviews

The interviews have four different types. They are:

A. Informal, conversational interview—no predetermined questions are asked.
B. General interview guide approach—prepare questions for interview.
C. Standardized, open-ended interview—the open-ended questions are asked to all interviews.
D. Closed, fixed-response interview—the same questions and asked to choose answers for all interviews.

In this research, the researcher uses the interview with the same questions for all interviews. And researcher has consulted prominent figures in 5 educational institutions in Indonesia.

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http://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf
CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

This chapter will provide the analysis of collected data and information in this research to get the results of interviews.

4.1 Mandarin language and culture in the world (2000-2010)

The Mandarin language has developed in the world today as a mean of Chinese soft power. In other words, China uses its culture as their soft power in the world. The importance of soft power firstly used in Chinese government document of 2007 White Paper on Chinese Foreign Affairs, when Communist Party of China (CPC) congress suggest to “emphasize culture as part of Chinese soft power”\(^\text{40}\) soft power more important to construct China’s image.

Culture of soft power is the main factor of nation soft power. It’s the important meaning of using culture as soft power in the development of nation. Language soft power is main part of culture soft power, should be rapid development.\(^\text{41}\)


When we talking about Chinese soft power, we will think of Confucian culture, culture, religions, traditional morals, values, language and Chinese art, all of this is the real Chinese soft power. All of this not only let the world see China's development, but also let the world see Chinese hope in the future.42

According to Xu Lin, she is director of the Confucius Institute Headquarters and the Office of Chinese Language Council International, in the world there are 40 million people learning Mandarin language. At present, there are 94 countries and the district was built 300 Confucius Institutes and 300 Confucius Institute classes. The Confucius Institute and Confucius Institute class is an important place for learning Mandarin language in the world.43 The researcher fined data of “the statistics of foreign students came to China during 2000-2007” Figure4.1 as follows:

![The statistics of foreign students came to China during 2000-2007](image)

*Figure 4.1 The Statistics of Foreign Students came to China during 2000-2007*

Source: [the Ministry of education of the People’s Republic of China](http://www.moe.gov.cn/)

reinterpreted by a researcher


From this figure we can see, in the totality, the statistics of foreign students came to China was increased year by year. The researcher got that data from a website of the Chinese Ministry of Education.

China and ASEAN has 10 years’ cooperation, more ASEAN students come to China for studying. Even though they do not choose Mandarin major but firstly they must know Mandarin language.

The number of three ASEAN country's foreign students in China during 2002-2007

*Source: the Ministry of education of the People’s Republic of China (http://www.moe.gov.cn/)*

reinterpreted by a researcher

The researcher gets data from a website of the Chinese Ministry of Education. From this figure we can see that each of these three countries send the number of students to China for study, and the number of students is increasing year by year. In 2012, the total of foreign students come from ASEAN is 60,000. However, in ASEAN
there are more than 110,000 Chinese students. In the language, China was opened all language major from ASEAN countries for Chinese students. And improve Mandarin teaching in AESAN. At present, the 10 countries of ASEAN built 29 Confucius Institute and 15 Confucius Institute classes such as Indonesia, Malaysia, Singapore, Brunei, Cambodia, Laos, Myanmar, Philippines, Thailand and Vietnam.\textsuperscript{44}

Since 2003, China enters ASEAN and built cooperation relationships. Free trade between China and ASEAN is becoming the biggest trade region in developing countries. China is the biggest partner for ASEAN to cooperate. ASEAN is the Chinese third biggest partner of trade. China and ASEAN has cooperation in the politics, economic and culture. However, education communication provides talents for cooperation between China and ASEAN.\textsuperscript{45}

In order to strengthen education communication with China and ASEAN, the Chinese government built communication system and a terrace of communication. In 2012, the total number of ASEAN students in China was more than 60,000. 19% of the total numbers of students in China are foreigners. The students of these 3 countries in ASEAN are the largest number of foreign students who come to China; they are Thailand, Indonesia and Vietnam.\textsuperscript{46}

In order to promote China and ASEAN foreign students of exchange, the Chinese government is proposed “the plan of double 100,000” by 2020; foreign students of both China and ASEAN will be 100,000. So every year Chinese government is increasing scholarship for ASEAN students. In 2010, China provided the scholarship for ASEAN students, increased by 329% compared with 2005. The next three years, China will provide 15,000 Yuan as government scholarships for each ASEAN students.\textsuperscript{47}

\textsuperscript{46} Chinese Education Newspaper(October 9,2013) “the cooperation between China and ASEAN” Retrieved November 10, 2013
\textsuperscript{47} Ibid
This year is the 10\textsuperscript{th} year of cooperation between China and ASEAN. These 10 years are important for China and ASEAN. In these 10 years, China and ASEAN have the great relationship in education exchange and cooperation. The Chinese government has provided a lot of policy and privilege for ASEAN countries. China wants to promote the scale and quality of education exchange with ASEAN.\textsuperscript{48}

The foreign students came to China, is important content of cooperation and exchange of international education. It has built a high tone of the university; promote friendly exchange between China and other country. Have an important meaning of International relations. More and more ASEAN students come to China to study means good relations between China and ASEAN. And make more people interested in Chinese culture.

4.1.2 The role of Mandarin in Indonesian education (2000-2010)

In recent years, because of Indonesian government adopted an open policy to encourage the education of Mandarin language, Mandarin is developing rapidly in Indonesia, in the international school have Mandarin subject and in some university have major of Mandarin language. And also more and more people join in the group of study Mandarin language, language not only is used to communicate, but also in economic relations, culture relations and international relations.

After about 30 years of dormant, Mandarin entering a new area. The Mandarin education in Indonesia still has many new problems and tasks.

Also the most of company staff was learned Mandarin language; they go to school learning Mandarin language at their spare time especially at night wanting to increase the contact with Chinese companies. For the moment, the economics of China raised quickly, also have more opportunity. In addition, some people think the Mandarin is not only the official language of China, also should be the second largest international common language except English.

\textsuperscript{48} Zhang Xiuqin “the cooperation between China and ASEAN in great 10 years” Retrieved November 10, 2013 from http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s5147/201310/158106.html
Why they think that, first of all, China has a population of 1.3 billion, but outside of China, the population of the Mandarin speaker is about twice of it. There are not only a lot of Indonesian students is learning Mandarin language also have students from South Korea, Australia, the United States and French students.

They are learning Mandarin language in order to find a more broad space for personal development. Learn Mandarin language is not only can make oneself to find more job opportunities, but also enables people to a more comprehensive and in-depth understanding of Chinese culture, all of these is good for us to widen our sight. After President Suharto stepped down, the government of Indonesia opened the door of nation to learned Mandarin language. That gives a good chance to the spread of the Mandarin even Chinese culture and which in turn promote the development of Indonesia.49

Nowadays, in Jakarta, Medan, Surabaya is concentrated Indonesian-Chinese provinces. Many primary and secondary schools have opened the Chinese language course; and some university opened the major of Mandarin language. In Indonesia not only the Indonesia-Chinese is learning Mandarin language themselves or went to the school who use Mandarin for teaching, but many native people also send their children to school that has a Mandarin language course. They hope the next generation can master the skills of foreign language which is good for them to get more opportunities of working in the world of rapid economic globalization.50

The development of Mandarin teaching in Indonesia is not merely based on economic perspective but also related to culture blood-relationship between Indonesians and Chinese.

In order to help Indonesia government develops and improves their Mandarin teaching, Chinese government has set up some projects for Mandarin language such as following:

50 Zhou Jinge and Chen Lei “the changes of Mandarin education in Indonesia” Retrieved November 11,2013
1. Send Mandarin teacher and Chinese volunteers to Indonesia. That project has started since 2005. In the year of 2013, 103 people came to Indonesia as a Mandarin language teacher.

2. Chinese government donates textbooks of Mandarin for some Indonesia schools.

3. Chinese universities and Indonesia universities set up Confucius Institute together.

4. Chinese government provides scholarships to the students who passed the HSK.

5. Provide opportunities of training to the local Mandarin teachers.51

   However, the development of Mandarin language in Indonesia still has some problems due to the following reasons. One, there are only few professional Mandarin teachers in Indonesia. Two, without a completed teaching process, just as some people they study basic Mandarin language in the elementary school but when they enter high school still learn basic Mandarin language. There is no improvement on their Mandarin language study. Three, the environment to study Mandarin language. Before only Indonesian-Chinese learn Mandarin language but now also have some natives people learn Mandarin language. Four, there is a need to improve communication of Mandarin teachers coming from inside and outside Indonesia, to discuss the curriculum.52

   Two universities have Mandarin major in Indonesia, they are: Bina Nusantara University (BINUS) and the University of Indonesia. The lecturer in Mandarin major at BINUS Agustinus Sufianto said: the students in Mandarin major have increase of 15 percent to 20 percent in this year. More students like to learn Mandarin language and the university wants to recruit Chinese lecturers.53

   The business and diplomatic ties between China and Indonesia has increased. The secretary general of the Indonesia Employers Association Djimanto said: an increase in the number of proficient Mandarin speakers will go a long way toward ensuring those ties are strong ones. The people not only have good skill of Mandarin

51 Wang Bing is an advisor of Volunteer and Chinese teacher in Indonesia. Interview on November 18, 2013
52 Ibid
http://www.thejakartaglobe.com/archive/more-indonesian-students-studying-mandarin-as-china-rises/
Retrieved February 5, 2014
communication but also make communication translates into a solid business relationship as well.\textsuperscript{54}

Why more Indonesian people want to learn Mandarin language because some people want to do business with China and others people want to learn Chinese history and culture. However firstly they must to know why China has powerful economy and can found Chinese products in every country.\textsuperscript{55}

However, we can still observe the Indonesian students’ interest in learning Mandarin by looking at their visits to China. The following figure shows that the number of Indonesian students in the last 13 years who came to China had increased the seven fold from approximately 2,000 persons in 1999 to nearly 14,000 in 2012.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{chart.png}
\caption{The statistics of Indonesia students came to China during 1999-2012}
\end{figure}

\textit{Source: the Ministry of education of the People’s Republic of China (http://www.moe.gov.cn/)}

\textit{reinterpreted by a researcher}

\textsuperscript{54} Ibid
From the Figure 4.3, the researcher got data from the website Chinese Ministry of Education. We can see the number of Indonesia students who came to China during 1999-2012 increased annually, except during the 2000 and 2001 year. Such development shows that Mandarin language is more and more important; also the number of people learning Mandarin language was increasing year by year in Indonesia. 10 years ago, the education department of Indonesia was positive spreading Mandarin education and was written essentials for Mandarin teaching. And HSK for the Mandarin test opening, and the number of people who joined HSK was also increasing.

As China has become more influential internationally and more powerful economically, and considering the facts that Indonesia the lack of Mandarin teachers, it can be understood why Indonesia decided to cooperate with the Office of Chinese Council International, and signed an agreement to build six Confucius Institutes in Indonesia.

At present, the Office of Chinese Council International provides training for the Mandarin teachers and sends volunteers of Mandarin teacher to Indonesia. The number of Chinese volunteers are from the first time has 20 until now has 100 people.\textsuperscript{56} Because China has an importance impact in all countries, Indonesia must train a lot of people has great Mandarin skill, improve compete ability of Indonesia in the world. Seven Confucius Institutes in Indonesia is the importance terrace of learning Mandarin language.

4.2 Analysis of the findings

4.2.1 Al Azhar Confucius Institute

Al Azhar Confucius Institute was found on 9 November 2010. It was built between Indonesia national ministries of education and headquarters of Chinese

\textsuperscript{56} Wang Bing is advisor of Volunteer and Chinese teacher in Indonesia, have interview with Wang Bing on November 18, 2013
Confucius Institute. At the same time, it is the only one built in Jakarta; the Fujian University was cooperation with Al Azhar.\(^57\)

It is under lead by Chinese Hanban is the headquarters of Chinese Confucius Institute, Chinese embassy in Indonesia, and help by some leader of Indonesian-Chinese. Al Azhar Confucius Institute was succeed opened any activity about Mandarin teaching and culture. Until now, Al Azhar Confucius Institute already opened classes for Indonesia Mandarin teacher, Indonesia ministry of defense, ministry of trade, police department, university and high school and airport staff.

On April 2011, Premier Wen Jiabao visited Al Azhar Confucius Institute; on June 2011, Chinese minister of organization Li Yuanchao visited Al Azhar University of doctor Isa’s family; in October 2011, the Deputy Minister of Chinese Education visited Al Azhar Confucius Institute and Al Azhar Confucius Institute was choose some Mandarin teacher or some students from Mandarin major who are excellent in Mandarin language, send them to China for study, also Al Azhar Confucius Institute built friendly relationship with other Indonesian university.\(^58\)

Al Azhar Confucius Institute faced public of Indonesia to opened different kinds of Mandarin classes, business Mandarin, HSK and Calligraphy, Chinese Kung Fu, Tai Ji and Chinese music.

Al Azhar Confucius Institute wishes to train 1,000 Mandarin teachers in 5 years; the researcher believes Al Azhar Confucius Institute will exert the role of bridge. For communication of education between China and Indonesia, they will make positive contributions to the peace and friendship between China and Indonesia.\(^59\)

Chinese government has concerned about the development of language relations with Indonesia. And Chinese government make greatest to help Indonesian Mandarin education. Such as the role of Al Azhar Confucius Institute is the government organization to spread Chinese culture and use Chinese soft power in the world. Chinese university has cooperation with Indonesian university to build

\(^{57}\) Teacher Yang, he is Chinese teacher from Al Azhar Confucius Institute. Interview on November 7, 2013.

\(^{58}\) Ibid

\(^{59}\) Ibid
Confucius Institute in Indonesia. And send Chinese teacher to Indonesia for teaching.

The researcher thinks China and Indonesia will have long-term of cooperation in the future, because Al Azhar is capable of organizing 5 activities, namely Chinese Test, HSK, new HSK, International Chinese Language Teachers Association, and Chinese Education Association, which will be explained in the following section.

(a) Chinese test

From 1990-2012, the Confucius Institute Headquarters has organized Chinese test and have more than 8.22 million people join it. Since 2005, the number of people has increases that are join Chinese test. In 2012, there were 635 test centers in the world, and have 3.5 million test takers.\(^{60}\)

Chinese tests help student to study in China; to apply scholarship and summer camp; to build your career and to test your Chinese language proficiency.

In Confucius Institute Headquarters have so many different levels of Chinese tests. For example The Chinese Proficiency Test (HSK), Youth Chinese Test (YCT) and Business Chinese Test (BCT) etc. HSK is an international standardized Chinese language test to measure the ability of non-native Chinese speakers to communicate in Chinese in daily lives, academic and working settings.\(^{61}\)

For some Chinese tests takers who can past HSK and HSKK (for speak) the Confucius Institute Headquarters launches the “Confucius Institute Scholarship” program to provide foreign students. Also they have Confucius China study plan such as: Sino-foreign joint Ph.D. Subprogram and Ph.D. in China Subprogram.

(b) HSK

The Chinese Proficiency Test (HSK) is designed to test some people who are not use mother language is Mandarin, including foreigners and overseas Chinese. HSK is a national standardized exam of Mandarin. HSK is including basic, Elementary and Intermediate and higher. Annually held in China and abroad, who can pass HSK can receive the certificate of this test. On May 14, 2001 agreement signed in Jakarta, the government agree opened HSK in Indonesia. The aim of this agreement

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\(^{60}\) [www.chinesetest.cn](http://www.chinesetest.cn) Retrieved December 21, 2013  
is to establish mutually beneficial cooperation between the two countries, to promote the development of Mandarin language teaching in Indonesia; the purpose is to test Mandarin level of some people who are learning and teaching Mandarin in Indonesia. Then Mandarin teaching in Indonesia was gradually standardized.\textsuperscript{62}

The Examination paper of HSK is from Examination Center of Chinese HSK. Carried by the primary examiner to each examination room in Indonesia, then after exam, all papers were sealed and backed to Beijing, publication of the results, award certificates. The achievements of candidates, who are particularly outstanding, can get scholarship from Chinese government. The agreement is valid for six years. From 2001-2005, Indonesia has held five HSK. Every year has around 1,000 examinees.\textsuperscript{63}

(c) New HSK

In order to satisfy different people whatever their purpose, The Office of Chinese Language Council International was reformed of HSK in 2009; Indonesia was implementing of new HSK in 2010. The new HSK is more emphasize some people whose mother language is not Mandarin, in life, learning and working use Mandarin language ability of communication skill.\textsuperscript{64} For example in Lippo Cikarang there are many Chinese and Chinese companies, they wish their staff can speak Mandarin is easy to talking. However, improve language skill is good for people who want to get job in Chinese multinational corporations.

The new HSK is including six levels of written examination, and elementary, intermediate, advanced of spoken examination. Spoken examination was use record. The levels of the new HSK correspond to the levels of the Chinese Language Proficiency Scales for Speakers of Other Languages (CLPS) and the Common European Framework of Reference for Languages (CEF) as follows:

\textsuperscript{62} http://id.china-embassy.org/chn/whjy/Study_China/t236643.htm Retrieved October 15, 2013

\textsuperscript{63} Embassy of People’s Republic of China in the republic of Indonesia


\textsuperscript{64} www.chinesetest.cn Retrieved October 10, 2013
<table>
<thead>
<tr>
<th>New HSK</th>
<th>Vocabulary</th>
<th>CLPS</th>
<th>CEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSK (Level VI)</td>
<td>5,000 words</td>
<td>Level V</td>
<td>C2</td>
</tr>
<tr>
<td>HSK (Level V)</td>
<td>2500 words</td>
<td>Level IV</td>
<td>C1</td>
</tr>
<tr>
<td>HSK (Level IV)</td>
<td>1200 words</td>
<td>Level IV</td>
<td>B2</td>
</tr>
<tr>
<td>HSK (Level III)</td>
<td>600 words</td>
<td>Level III</td>
<td>B1</td>
</tr>
<tr>
<td>HSK (Level II)</td>
<td>300 words</td>
<td>Level II</td>
<td>A2</td>
</tr>
<tr>
<td>HSK (Level I)</td>
<td>150 words</td>
<td>Level I</td>
<td>A1</td>
</tr>
</tbody>
</table>

Table 4.3 The levels of the new HSK

Source: Chinese tests HSK [http://english.hanban.org/node_8002.htm](http://english.hanban.org/node_8002.htm)

As we already know the history of Mandarin language in Indonesia in chapter 1. The researcher gets data from the past rate of HSK during 2001-2007 in Indonesia from the Xing Zhou newspaper. The figure as follows:

According to Xing Zhou newspaper, HSK in order to test who mother languages are not Mandarin language. Before 2001, the Indonesian people who want to join the HSK test must go to a neighboring country, i.e. Singapore. Due to the interest increasing of Indonesians learning Mandarin, the Indonesian education department decided to hold the HSK test in Indonesia.\footnote{Ibid}

The Indonesian education department and the Office of Chinese Language Council International had signed an agreement on 21 May 2001 and 26 June 2007. HSK is a start from 2001 in Indonesia, except 2002 and 2005, the other 6 times, have around 1,000 people joined HSK. The first time to open HSK is only in Jakarta. Because a lot people don’t know Mandarin language important, they think there is no need to join HSK, also there are some people don’t want to learn Mandarin language,
but they have Mandarin subject. Because 2001 is the first time to open HSK in Indonesia, there are 1,200 people joined the HSK test. Because of limited capacity of subsequent, in 2002, there are only 854 people joined HSK test, and in 2003, the number of people who joined HSK was not more than the first year. In the recent three years, the number of people joined HSK more than 2300 people. Researcher believes the number of people who will join the HSK test will increase in the future. Because the development trend between China and Indonesia is not to change, although between the development has tortuous but development has optimistic in the future.

(d) International Chinese Language Teachers Association

The Indonesian national ministry of education has cooperation with International Chinese Language Teachers Association (ICLTA) and plan to create a new pattern of Mandarin teaching on June 11, 2009. Some people think that China's economic status in the global was arising, the popularization of the Mandarin teaching in Indonesia; have proposed the new task for Mandarin language teachers.67

How to improve the development of Mandarin teaching in Indonesia? It is an important problem for the development of Mandarin language in Indonesia. The ministry of education in Indonesian must take serious about this problem. Indonesia has more than 20 million Indonesian-Chinese people; Indonesia should have the biggest scale of Mandarin teaching and most integrated specifications of Mandarin organizations in the world.68

However, until now Indonesia's Mandarin teaching is still in preliminary stage. The Reasons are:

a) There is no standard of the syllabus,
b) No course standard specification,
c) No Indonesian domestic Mandarin textbooks,
d) There is no uniform standard of the examination,

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e) Without the basic evaluation for Chinese teachers.\textsuperscript{69}

This is not good for Indonesian education, also is not good for Mandarin teaching in Indonesia. With the demand of Mandarin teaching is increasing, Indonesian ministry of education has held a meeting with International Chinese Language Teachers Association (ICLTA) and invite senior Mandarin scholars who devoted all their life to the research of Mandarin teaching problems in Indonesian. The government of Indonesia has pushed-off the new policy to solve the problem above by the form of nation.\textsuperscript{70}

On June 11, 2009 Indonesia national ministry of education and the International Chinese Language Teachers Association (ICLTA) plan in five aspects for Chinese teacher evaluation:

a) In Indonesia, should be understand and analyze the situation of Mandarin teachers, suggestions to enhance the quality of the teacher.

b) The teacher evaluation criteria must specification. According to the basic, elementary, intermediate, advanced have different standards.

c) The unified syllabus, Mandarin textbooks, test standard.

d) Established a rich and colorful platform for Mandarin communication in order to create a harmonious and kindness atmosphere for Mandarin teaching.

e) Introduce the most advanced teaching methods of Mandarin; get the most effective of Mandarin teaching results.\textsuperscript{71}

The reform of Mandarin education has success. The make well foundation of Mandarin education has development in Indonesia.

In order to celebrate diplomatic ties between China and Indonesia has been set up 60 years.\textsuperscript{72} In some university of Indonesia, has opened the “Chinese culture week” for 3 days. The activities of “Chinese culture week” are including two kinds of outdoor activities and indoor activities are including the martial arts performances,


\textsuperscript{70} Ibid

\textsuperscript{71} Ibid

dance and singing. There are some books related to Chinese culture, food and Mandarin language. Schools have also developed a series of forum, explore, learn and have some topics related China. From the cultural week, we can know China and Indonesia has a longtime of relationship. With the number of Chinese companies is increasing in Indonesia and the globalization of trade is coming up. This provides the younger generation with a good chance to learn Mandarin language and increase opportunities for their jobs. In order to improve Chinese teachers' teaching skills of Southeast Asia, Southeast Asia petition agency under the ministry of education of the language teacher skills upgrading.  

Conducted training on teaching methodology for Chinese language teachers in Jakarta. Training content mainly is the language knowledge and language skills, including phonetics, grammar, vocabulary, Chinese characters, culture, and teaching method of listening, speaking, reading and writing. In addition, they will go to high school field trip in Indonesia. Through this activity can promote the teaching skills of Mandarin teachers. 

In Indonesia, province Lamongan of East Java, the magistrate asked all of people in Lanongan to learn Mandarin. The magistrate said that Mandarin has become an important language except English and Arabic in the global era so everyone should master the Mandarin language. He also said that if you want to get more knowledge about China you should try to study Mandarin in order to catch up with the step of the globalization. 

In 2009, Indonesia has 3,531 people to join an examination of HSK. Number of people was increased 25.6% compare to 2008. 

Through the development of Chinese education, enhance the competitiveness of Indonesia on the world stage. Promote the harmonious development of all ethnic

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73 Ibid
75 Ibid
77 Ibid
groups; improve the cultural quality and employment opportunities of various ethnic groups; and to promote exchanges and cooperation between China and Indonesia.\textsuperscript{78}

(e) **Chinese Education Association**

Mandarin teaching in Indonesia has bloomed, and formed the relevant management agencies - Indonesia's Jakarta Chinese folk education coordination agency (Chinese education association) the agency office in Jakarta, but influence spread across all of Indonesia. This organization will help Indonesian government to solve problem in Mandarin teaching.

This organization was established on January 18, 2004. They have office in South Sulawesi, South Sumatra, West Java, and East Java. The goals of them are to spread Mandarin education in Indonesia; to improve the development of Mandarin education in Indonesia; to help the Indonesian national ministry of education open works of Mandarin education; the agency also hopes to become bridge of cultural and educational cooperation and exchanges between Indonesia and Chinese. After a decade of efforts the agency has been successful.

Mandarin education is not only the cause of Chinese ethnic in Indonesia, also is the cause of Indonesian nation; Chinese education association must use Mandarin education to improve the educational level and employment opportunities for all ethnic groups in Indonesia; to obtain stability and development of long-term.\textsuperscript{79}

The Chinese Education Association helps Hanban and the Chinese Ministry of National Education to manage international volunteer of Chinese teachers in Indonesia\textsuperscript{80} On October 30, 2012, Ambassador Liu Jianchao visited The Chinese Education Association in Jakarta. Mandarin teaching in Indonesia has been actively assisted and supported by China. China will maintain close communication and cooperation with the Indonesian government departments and Chinese Education Association. Promote educational exchanges and cooperation between the two countries.\textsuperscript{81}

\textsuperscript{80} Ibid
4.2.2 President University

As the foreign student study in President University, the researcher knows in President University have Mandarin class for International Relations and Business Administration students. The students from these two majors they can know the base and intermediate of Mandarin language. Because Chinese economic and Chinese power stronger in today’s world. The students can get good skill of Mandarin language in order to obtain a better job opportunity in the future.

4.3 The interviews

In this research, the researcher conducted interviews with three schools in Lippo Cikarang, such as SMA President, Sekolah Tunas Bangsa (SMP) and Sekolah Trinitas (SMP & SMA), and the analyses of interviews are as follows.

4.3.1 Why have the schools decided to teach Mandarin

The first is from Miss Florence, she is the Chinese teacher from SMA President. However she said to me the reason that her school decided to teach Mandarin is: “Mandarin is one of the international language and the second biggest foreign language use by people after English.” This is also the influence of globalization; the researcher thinks the position of China in the world more and more important and Mandarin language also more and more useful for people. Mandarin is quite important as one of foreign language in President Senior High School among German and French. Mandarin also tested in mid exam and final exam. Then for third grade student, Mandarin also is one of the subjects that are the requirement to graduate. Mandarin tested in UAS (Ujian Akhir Sekolah) or school final exam.82

In the SMA President they have two Mandarin teacher and both of them is Indonesian-Chinese. The Mandarin teaching in this school, they have curriculum and syllable decide by government. However, modernization and globalization is easier

82 Florence(2013), she is Chinese teacher from SMA President
the teacher to teach, because there is a lot of information in internet to access, many of
discourse and activities to do. The student are also more open minded and confident
when speak Mandarin. Moreover, there is summer camp where they can explore more
about Mandarin deeply abroad.\textsuperscript{83}

The second is from Ms. Maria Retno Widyarti.Si, she is the head master of
Sekolah Trinitas (SMA). She said: “they have two reasons to choice Mandarin
become the main class in their school. The first one is in the Lippo Cikarang there are
many factories or companies from China or have relations with Chinese companies,
however they need the people who have Mandarin language skill. The second one is
around Lippo Cikarang there are many foreign, the Trinitas wish each of students in
their school can speak in Mandarin freely. However Mandarin language is very
important for their students because in the Sekolah Trinitas from kindergarten until
SMA each class they have Mandarin class. After they finish study the students can
speak Mandarin and communication with foreign. They have more and more
opportunities for their job”\textsuperscript{84}

In the Sekolah Trinitas they have two Chinese teachers, both of them is
Indonesia. For Mandarin class once a week and one class have 2 hours. The one
teacher teaches students from kindergarten until primary school, the other one teach
students from SMP until SMA. They teach students the basic of Mandarin and how to
use Mandarin for communication with others. Modernization and globalization
improve development of Mandarin and help their students enter to globalization.\textsuperscript{85}

The third is from Mr. Ars.C. Sihana, he is the head master of Sekolah Trinitas
(SMP). He said: “English is the global language and in recent years Mandarin also
become global language, in order to follow globalization and modernization they
wants the student have more language skill to face future world.”\textsuperscript{86}

Come from Mr. Ars.C. Sihana we know the name of Chinese teacher in their
school is Mr. Nuri and Mr. Chen. Mr. Nuri has one year time come to China for

\textsuperscript{83} Ibid
\textsuperscript{84} Maria Retno Widyarti.Si(2014) the head master of Sekolah Trinitas SMA
\textsuperscript{85} Ibid
\textsuperscript{86} Ars. C. Sihana (2014) the head master of Sekolah Trinitas SMP
Mandarin training. And Mr. Chen is Chinese people.\textsuperscript{87}

The four is from Mr. Tri Poedji Soelaksono; he is the head master of Sekolah Tunas Bangsa (SMP). He said: “they have two reasons to decide Mandarin class, the first is development rapid of Indonesian economic and have more and more relations with China; the second is Mandarin language is become third language in the world, follow the world changes improve value of nation.”\textsuperscript{88}

In the Sekolah Tunas Bangsa they only have one Chinese teacher and teach in primary school and SMP. In their school they don’t have strong policy to study Mandarin language because in the Lippo Cikarang too difficult to find Chinese teacher is not like Jakarta. And also the Chinese teacher is part time, after the class the teacher will be going home cannot teach students after class.\textsuperscript{89}

After interviews from those schools, the researcher knows the reasons of they choose Mandarin for teaching. Base on Chinese economic development too fast in the world. Have more people wants to learn Mandarin following globalization. Globalization gives the opportunity for each country and makes the closeness relationship between all countries. The development of globalization and modernization has brought Mandarin language and Chinese culture to the world. Make more people to know the different culture from other country.

4.3.2 Has Mandarin helped the students of the individual schools with their education and career

Mandarin knowledge can help students in their further studies or their professions. The researcher get answers from Miss Florence in SMA President, she said: “Mandarin help them to communicate with foreign people especially in China, Singapore, and other countries who use Mandarin language, try to understand what people say in Mandarin, But since they are study, they don’t have any profession yet”

However in the Mandarin teaching are some difficulties and how they

\textsuperscript{87} Ibid
\textsuperscript{88} Tri Poedji Soelaksono(2014)the head master of Sekolah Tunas Bangsa SMP
\textsuperscript{89} Ibid
successfully handled it. Miss Florence said to me: “The difficulties of multi kind of student knowledge about Mandarin. In one class there is student who already has Mandarin basic. However there is also student without Mandarin basic at all. However there’s a gap when teaching particular chapter, for the basic such as grammar for tones, final and consonant. Some student already learn it some students never learn it. Then to solve with, the teacher will keep giving the basic but there is additional information, so they will feel different and there is added information for the student who already learn it.”

The second answer is from Ms. Maria Retno Widyarti.Si in the Sekolah Trinitas (SMA). She said in the Mandarin teaching they don't have problem because their students studies Mandarin from kindergarten until SMA, they have strong knowledge about Mandarin not only know the basic of Mandarin. After they study they can find work like Chinese companies or they can study in China for their university.

The third answer is from Mr. Ars.C. Sihana in the Sekolah Trinitas (SMP). He said: “for their students they have other skill is they can speak Mandarin and have more opportunity than others, for their future can face to world and face to globalization. However in the school they only have two hours for study Mandarin after class or go back to their home they don’t speak Mandarin or use Mandarin. This is big problem in their school now. The other problem is the Mandarin of their students is not freely they only know the basic word and also can speak the short sentence.” The researcher thinks the school can open more about active of Mandarin. For example, Mandarin speech, Mandarin songs and Chinese culture study.

The fourth answer is from Mr. Tri Poedji Soelaksono in the Sekolah Tunas Bangsa (SMP). He said: “in their school one week has once Mandarin class and one class only have less than one hour. They also doesn't have program for Mandarin teaching. In the Lippo Cikarang not all of school has Mandarin class.”

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90 Florence(2013), she is Chinese teacher from SMA President
91 Maria Retno Widyarti.Si(2014) the head master of Sekolah Trinitas SMA
92 Ars. C. Sihana (2014) the head master of Sekolah Trinitas SMP
93 Tri Poedji Soelaksono(2014)the head master of Sekolah Tunas Bangsa SMP
The researcher thinks in the Lippo Cikarang is not developed still have some people think Mandarin is not important for them. However in the future Lippo Cikarang has influence by globalization and modernization, the language skill is more useful for everyone.

In the first part of interviews results we already know the reason of school and student wants to learn Mandarin language. In second part of interviews results we know about Mandarin language has improve education or career of students. The study Mandarin in the school can help students to communication with foreign or works in the foreign company such as: Chinese company, Taiwan company and Singapore company. Through the world has changes, and globalization and modernization has come. It’s makes people to know how improve ourselves personal skill and face to globalization and modernization.

4.3.3 Has Mandarin helped the profile of the schools

We get information from interviews about Mandarin increased their school accreditation and cooperation with institutions inside and outside Indonesia. The first answer from Miss Florence in SMA President, she said: “Once a year there is summer camp, usually student at President High School join the summer camp and cooperate with Confucius Institute or if they want to join the HSK test we usually cooperate with Al-Azar”94

The second answer is from Ms. Maria Retno Widyarti.Si in the Sekolah Trinitas (SMA) and Mr. Ars.C. Sihana in the Sekolah Trinitas (SMP). They said they use Mandarin books from Singapore and the school will send Mandarin teacher to China for training. In Lippo Cikarang only some of school has Mandarin class however they don’t have cooperation with other school. Mr. Ars.C. Sihana said last year Sekolah Trinitas (SMP) open the speech and Indonesian government also come to school. They get A for accreditation because the students can use English, Mandarin and Indonesia of speech. The students can speak Mandarin freely.95

94 Florence(2013), she is Chinese teacher from SMA President
95 Maria Retno Widyarti.Si(2014) the head master of Sekolah Trinitas SMA and Ars. C. Sihana (2014)
The third answer is from Mr. Tri Poedji Soelaksono in the Sekolah Tunas Bangsa (SMP). He said in the school they don’t have norm program for Mandarin teaching. In their school they don’t have training for Mandarin teaching. The researcher thinks Sekolah Tunas Bangsa (SMP) doesn’t have thorough plan of Mandarin teaching.

The study Mandarin language not only improves language skill of students also improve accreditation of schools. Then not all of schools have Mandarin teaching in the Lippo Cikarang. However, because of globalization and modernization makes people know how important of student to learn Mandarin language in Lippo Cikarang. Now a lot of schools know the important of Mandarin teaching. The researcher thinks the schools in Indonesia can have cooperation with Chinese schools. Let’s more students in Indonesia know about Chinese language and culture. It’s good for Mandarin education in Indonesia.

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96 Tri Poedji Soelaksono(2014)the head master of Sekolah Tunas Bangsa SMP
5.1 Conclusion

Based on the study about eight years (2004-2012) of Mandarin language development in Indonesia, we can know how Mandarin language developed in Indonesia, about Mandarin teaching, and as Chinese soft power was developed peace and friendly in Indonesia. Language is a tool of communication with others; also Mandarin language is the tool of Chinese soft power. Language as a part of culture, so we can say that the people not only study Mandarin language also learns about Chinese culture. China used that soft power means that they want to establish a peaceful and friendly communication environment with foreign countries.

From chapter IV there is a figure of ASEAN students came to China for their higher education. See today’s world, China is more powerful in the world, the reason is that they move forward economy in a strong way, China is an old country; they have almost 5,000 years of history and culture.

The type of Mandarin education including Mandarin teaching at home; the training organization of Mandarin; some schools start open Mandarin class; also start open Mandarin school. From this we can know that the Mandarin language in Indonesia is gaining its importance. Indonesia Mandarin education still in its preliminary period also has some problem such as they don’t have national organization of Mandarin education; they don’t have high quality of Mandarin teacher; they don’t have standard Mandarin teaching materials. From the interviews taken from schools that teach Mandarin, they use textbooks from Singapore: SMA President, Sekolah Trinitas SMP & SMA and Sekolah Tunas Bangsa SMP. Only the President
University and Al Azhar University use Mandarin textbooks from China.

The Indonesia government gives a loose and comfortable policy for Indonesian-Chinese and Mandarin education; China help Indonesia to develop Mandarin education such as send Mandarin teacher to Indonesia; give the scholarship for Indonesia students go to China for high education; have cooperation with Indonesia schools for training Mandarin teacher.

The globalization and modernization brought Mandarin language and Chinese culture to the world. And the culture, education and diplomacy are the part of Chinese soft power. Chinese soft power is belong to Chinese foreign policy. However the Chinese soft power and Chinese foreign policy is related with international relations.

5.2 Recommendation

Based on the study, there are some suggestions that will be put forward as follows:

- **For Indonesian educational institutions**
  1. Set up organization for Mandarin teacher to discuss about Mandarin teaching. Such as national level and programs of Mandarin language.
  2. Open more and more communication project for Mandarin teacher in order to find out the problem during the Mandarin teaching and find some good methods in the Mandarin teaching. For example, send Mandarin teacher to China for training six month or longer; open the seminar of Mandarin teaching.
  3. According to the specific situation, compiled the unique textbook for Mandarin teaching in Indonesia. Use Mandarin books written by Indonesian not from other country.
For further study

In order to improve the quality of research, the researcher expressed the following suggestions:

1. Read pertinent literatures and researchers with details. From this research, the researcher gets lot of journal, article and news about the use of Mandarin as a tool to prepare Indonesia in the era of globalization.

2. Conducting more data to deeper result, especially linking Mandarin to globalization and modernization issues.

3. Analyze the data which would increase the accuracy of study. The interviews with 5 educational institutions helped to provide more information of this thesis.
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Wang Bing is an advisor of Volunteer and Chinese teacher in Indonesia. Interview on November 18, 2013

Miss Florence is a Chinese teacher from SMA President. Interview on December 30, 2013

Ms. Maria Retno Widyarti.Si, The head master of Sekolah Trinitas (SMA). Interview on January 10, 2014

Mr. Ars.C. Sihana, The head master of Sekolah Trinitas (SMP) Interview on January 10, 2014

Mr. Tri Poedji Soelaksono, The head master of Sekolah Tunas Bangsa (SMP) Interview on January 10, 2014
First Information (SMA President)

This interview was conducted at SMA President on December 30, 2013. The duration of Interview 0:30:00.

R: Hello, my name is Serena, nice to meet you.
I: Hello, I’m Florence, nice to meet you too.

R: Why your school decided to teach Mandarin class?
I: Because Mandarin is one of the international language and the second biggest foreign language use by people after English.

R: How important of Mandarin in your school?
I: Mandarin is quite important as one of foreign language in President Senior High School among German and French. Mandarin also tested in mid exam and final exam. For third grade student, Mandarin is one of the subjects that are the requirement to graduate. Mandarin tested in UAS (Ujian Akhir Sekolah) or school final exam

R: What do you think about the relations of modernization and globalization in Mandarin teaching in your school?
I: I think, modernization and globalization easier the teacher to teach, because there is a lot of information in internet to access, many of discourse and activities to do. The student are also more open minded and confident when speak Mandarin. Moreover, there is summer camp where they can explore more about Mandarin deeply abroad.

R: How many Mandarin teachers in your school?
I: There are 2 teachers
R: How many level of Mandarin teaching in your school?
I: We don’t use level; because there is curriculum and syllable decide by government

R: Has Mandarin knowledge helped your students in their further studies?
I: In the further study is to study a broad, yes of course, at least they have basic in Mandarin.

R: Has Mandarin knowledge helped your students in their professions?
I: Mandarin help them to communicate with foreign people especially in China, Singapore, and other countries who use Mandarin language, try to understand what people say in Mandarin, But since they are student, they don’t have any profession yet

R: Has Mandarin subject increased your school accreditation?
I: This information I’ll provide you later since it related to Indonesia education policy which I don’t really deeply learn.

R: What kind of cooperation in Mandarin teaching do you have with institutions inside and outside Indonesia?
I: Once a year there is summer camp, usually student at President High School join the summer camp and cooperate with Confucius Institute or if they want to join the HSK test we usually cooperate with Al-Azar

R: What kind of difficulties do you find in teaching Mandarin and how have you successfully handled such difficulties?
I: The difficulties of multi kind of student knowledge about Mandarin. In one class there is student who already has Mandarin basic. However there is also student without Mandarin basic at all. So there’s a gap when teaching particular chapter, for the basic such as grammar for tones, final and consonant. Some student already learn it some students never learn it. So, to solve with, the teacher will keep giving the basic but there is additional information, so they will feel different and there is added information for the student who already learn it.
Second information

This interview was conducted at sekorah Trinitas SMP & SMA on January 10, 2014. The duration of Interview 1:00:00.

R: Researcher
M: Maria Retno Widyarti.Si (SMA)
A: Ars.PC.Sihana (SMP)

**R: Why your school decided to teach Mandarin class?**

M & A: We have two reasons to choice Mandarin become the main class in their school. The first one is in the Lippo Cikarang there are many factories or companies from China or have relations with Chinese companies, however they need the people who have Mandarin language skill. The second one is around Lippo Cikarang there are many foreign, the Trinitas wish each of students in their school can speak in Mandarin freely. However Mandarin language is very important for their students because in the Sekolah Trinitas from kindergarten until SMA each class they have Mandarin class. After they finish study the students can speak Mandarin and communication with foreign. They have more and more opportunities for their job.

**R: How important of Mandarin in your school?**

M & A: Important.

**R: What do you think about the relations of modernization and globalization in Mandarin teaching in your school?**

M & A: English is the global language and in recent years Mandarin also become global language, in order to follow globalization and modernization they wants the student have more language skill to face future world.

**R: How many Mandarin teachers in your school?**

M & A: We have two Chinese teachers

**R: How many level of Mandarin teaching in your school?**

M & A: The students from kindergarten to SMA must to study Mandarin language.
R: Has Mandarin knowledge helped your students in their further studies?
M & A: The students have strong knowledge about Mandarin not only know the basic of Mandarin. After they study they can find work like Chinese companies or they can study in China for their university and so on.

R: Has Mandarin knowledge helped your students in their professions?
M & A: Yes.

R: Has Mandarin subject increased your school accreditation?
A: last year we open the speech and Indonesian government also come to school. We get A for accreditation because the students can use English, Mandarin and Indonesia of speech.

R: What kind of cooperation in Mandarin teaching do you have with institutions inside and outside Indonesia?
M & A: We use Mandarin books from Singapore and the school will send Mandarin teacher to China for training

R: What kind of difficulties do you find in teaching Mandarin and how have you successfully handled such difficulties?
M: we don’t have difficulties in Mandarin teaching.
A: in the school they only have two hours for study Mandarin after class or go back to their home they don’t speak Mandarin or use Mandarin this is big problem in our school now. The other problem is the Mandarin of their students is not freely they only know the basic word and also can speak the short sentence
Third Information

This interview was conducted at Sekolah Tunas Bangsa SMP on January 10, 2014. The duration of Interview 00:30:00.

R: Researcher
T: Tri Poedji Soelaksono

R: Why your school decided to teach Mandarin class?
T: the first is development rapid of Indonesian economic and have more and more relations with China; the second is Mandarin language is become third language in the world, follow the world changes improve value of nation.

R: How important of Mandarin in your school?
T: Very important.

R: What do you think about the relations of modernization and globalization in Mandarin teaching in your school?
T: Modernization and globalization makes us to know how important of Mandarin and get more information to study Mandarin.

R: How many Mandarin teachers in your school?
T: One

R: How many level of Mandarin teaching in your school?
T: We have Mandarin class from primary school until SMP.

R: Has Mandarin knowledge helped your students in their further studies?
T: Yes. If they have knowledge of Mandarin they can find good job in the future or continuous their study in China.

R: Has Mandarin knowledge helped your students in their professions?
T: Yes.

R: Has Mandarin subject increased your school accreditation?
T: No. in our school one week has once Mandarin class and one class only have less than one hour.
R: What kind of cooperation in Mandarin teaching do you have with institutions inside and outside Indonesia?

T: No. we don’t have training for Mandarin teaching. In the Lippo Cikarang too difficult to find Chinese teacher is not like Jakarta. And also the Chinese teacher is part time, after the class the teacher will be going home cannot teach students after class.

R: What kind of difficulties do you find in teaching Mandarin and how have you successfully handled such difficulties?

T: We don’t have norm program for Mandarin teaching
Appendix 2 Table of trade between China and Indonesia in 1999—2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Value (in billion US dollars)</th>
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<td>48.3</td>
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<tr>
<td>2000</td>
<td>74.6</td>
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<td>2001</td>
<td>67.2</td>
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<td>2002</td>
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<td>2003</td>
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<td>2004</td>
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<td>2005</td>
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<td>2006</td>
<td>170</td>
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<td>2007</td>
<td>250.1</td>
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<td>2008</td>
<td>315.2</td>
</tr>
<tr>
<td>2009</td>
<td>255</td>
</tr>
</tbody>
</table>

Source: 1999-2006 data from Shih-Ching Fu, "The Sino-Indonesian Relationship," reinterpreted by a researcher

Appendix 3 List of Confucius Institute in Indonesia

<table>
<thead>
<tr>
<th>Institute</th>
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<tbody>
<tr>
<td>Jakarta BTIP Kongzi Institute</td>
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<tr>
<td>Pusat Bahasa Mandarin at Hasanuddin University</td>
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<td>Pusat Bahasa Mandarin at Malang State University</td>
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<tr>
<td>Pusat Bahasa Mandarin at Maranatha Christian University</td>
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<tr>
<td>Pusat Bahasa Mandarin at Tanjungpura University</td>
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<td>Pusat Bahasa Mandarin at University of Al Alzhari</td>
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<td>Pusat Bahasa Mandarin at Universitas Negeri Surabaya</td>
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</tbody>
</table>

Source: the website of Confucius Institute (http://confuciusinstitute.unl.edu/institutes.shtml)
**Appendix 4 questions of interview**

Hello my name is Zhang Yuanyuan I’m PU student. Please help me to answer some questions below. Thank you for your attention.

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Why your school decided to teach Mandarin class?</td>
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<td>2.</td>
<td>How important of Mandarin in your school?</td>
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<tr>
<td>3.</td>
<td>What do you think about the relations of modernization and globalization in Mandarin teaching in your school?</td>
</tr>
<tr>
<td>4.</td>
<td>How many Mandarin teachers in your school?</td>
</tr>
<tr>
<td>5.</td>
<td>How many level of Mandarin teaching in your school?</td>
</tr>
<tr>
<td>6.</td>
<td>Has Mandarin knowledge helped your students in their further studies?</td>
</tr>
<tr>
<td>7.</td>
<td>Has Mandarin knowledge helped your students in their professions?</td>
</tr>
<tr>
<td>8.</td>
<td>Has Mandarin subject increased your school accreditation?</td>
</tr>
<tr>
<td>9.</td>
<td>What kind of cooperation in Mandarin teaching do you have with institutions inside and outside Indonesia?</td>
</tr>
<tr>
<td>10.</td>
<td>What kind of difficulties do you find in teaching Mandarin and how have you successfully handled such difficulties?</td>
</tr>
</tbody>
</table>
Appendix 5 Questionnaire

The questionnaire of mandarin develop in Indonesia
(Kuesioner Perkembangan Mandarin di Indonesia)

<table>
<thead>
<tr>
<th>Age: (Umur)</th>
<th>Gender: (Jenis kelamin)</th>
<th>Nationality: (Kewarganegaraan)</th>
<th>Profession: (Profesi)</th>
</tr>
</thead>
</table>

1. Do you think mandarin is important? Why? (Menurut anda mandarin penting? Mengapa?)
   - A. Yes, now more and more Chinese companies in Indonesia, also have a lot of opportunity for working. (Ya, Ada banyak perusahaan Cina di Indonesia, juga telah banyak kesempatan kerja.)
   - B. Yes, mandarin becomes third language in Indonesia. (Ya, Di Indonesia bahasa mandarin menjadi ketiga.)
   - C. No, mandarin is too difficult to study. (Tidak, mandarin sulit untuk belajar)
   - D. No, mandarin is not useful for me. (Tidak, mandarin tidak ada gunanya bagi saya.)
   - E. Others. (please explain) Lain-lain. (Tolong jelaskan)

2. Have you ever studied mandarin? (Apakah anda pernah belajar Mandarin sebelumnya?)
   - A. Yes. (Ya.)
   - B. No. (Tidak.)
   (If you choice A. Yes please answer next question.)
   (Jika pilihan anda A. Ya, silakan lanjut ke pertanyaan berikutnya.)

3. What is purpose of you study mandarin? (Apa tujuan anda belajar Mandarin?)
   - A. Hobby. (Hobi.)
   - B. For working. (Untuk bekerja.)
   - C. Want to go to China. (Ingin pergi ke China.)
   - D. Others. (please explain) Lain-lain. (Tolong jelaskan)

4. How did you study mandarin? (Bagaimana anda belajar Mandarin?)
   - A. By yourself. (Belajar sendiri.)
   - B. Study with Chinese teacher. (Belajar dengan guru native dari China.)
   - C. Study with Indonesia teacher. (Belajar dengan guru Indonesia.)