



Application of Motion and Song Media in Mastery of "不", "没" and "Tidak" Which is Bahasa Indonesia Equivalents (Perspective of Applied Contrastive Analysis)

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Abstract

Contrastive analysis aimed at comparing two languages that are not cognate but are sought for similarities. Contrastive analysis has two types: pure contrastive analysis and applied contrastive. Pure contrastive analysis is linguistic analysis that compares first and second languages in linguistic typology studies, while applied contrastive analysis is linguistic analysis that compares first and second languages to solve pedagogical problems of language learning. The results of this study come from boria songs that have been modified with the discussion of 不 (bù) and 没 (méi) in the song lyrics already contained the correct use of the words 不 (bù) and 没 (méi). In this study of motion media and songs 不 (bù) and 没 (méi), researchers make interpretations by pouring all movements and songs into stanzas and then the verse will be analyzed.

Keywords: Contrastive Analysis; Motion; Song Media; Learning; Application

Introduction

There are two types of linguistics that are trusted by experts in the study of linguistics, including the study of microlinguistics and the study of macrolinguistics. In linguistics there are several things that must be considered, namely studying the science as material for scientific studies of phenomena in language that do not erase and forget the existing principles of Objective principles, and means fixed and unchanging. Microlinguistics is the study of language that examines in a smaller scope in language development without involving other sciences, microlinguistics is described among others (phonetics, phonemics, syntax, morphology, lexicology and semantics). With this, microlinguistics emphasizes that the language learned results in terms of aspects, properties and how the language can be applied. While the scope of macrolinguistics is a field that studies language broadly by involving factors that exist outside the scope of language itself in a social aspect when teaching and also philosophically.

In the results of the discussion above, contrastive linguistic analysis includes the scope of microlinguistic analysis studies. The contrastive linguistic analysis to be identified is in terms of striking comparisons in the two languages. In today's era and in the past, of course, as humans, we are used to communicating. We cannot deny regardless of the meaning of the language itself whose purpose is to establish communication that can be understood with each other. Language is a means of

exchanging ideas, opinions, opinions, ideas and even arguments between two or more humans that will create questions and answers and lead to agreeing with these arguments or even disagreeing. Therefore, language cannot be separated from human life, because language and man are interrelated.

Nowadays we learn a lot of languages, one of which is Mandarin. If we learn the language, it can be used as a second language. At present, the status of the Chinese state in the international arena continues to increase with many international economic and cultural exchanges and cooperation. Chinese culture and Mandarin language increasingly show their own attractiveness which can be seen by the cooperation established in several sectors, for example, in the economic sector which affects the increase in development or the existence of Chinese companies in Indonesia and in terms of business, of course, it leads to the need for workers who are proficient in Mandarin.

From the explanation above, it can be concluded that now Mandarin itself already has the same position as English, namely as an international language. In fact, according to UNESCO data, Mandarin is currently the most widely spoken in the world and is spoken by more than one billion people (Huang Yao-Hui speech text, 2012). As is well known that in this world there are various languages that along with its development make Mandarin an international language that also plays an important role in this life.

Awareness of the importance of Mandarin has made many Indonesians interested in learning Chinese. However, in the process of learning Chinese, it turns out that there are still many who have difficulty in understanding the grammar rules contained in Chinese. One of them is in the use of the denial words "不" bù and "没" méi which apparently still find application in the form of sentences that are still inappropriate. The denial adverbs "不" bù and "没" méi in Chinese themselves are almost similar but different. According to "不" bù can be used for things that have already happened (past), while "没" méi can only be used for things that have happened (past) and now, cannot be used for the future. Then in Indonesian itself "no" is a denial word that has the meaning of rejecting from the word itself. It is from that difference that makes frequent errors in the use of "不" bù and "没" méi. But from oneself sometimes it cannot be denied that there will be errors in language because they are accustomed to the mother tongue or first language, namely Indonesian which is certainly very influential in the use of language, especially in the world of work, education and daily life.

Education is one thing that never ends in every human life as a process of growth. Sastrawijaya revealed that the purpose of education is everything that includes job readiness, problem-solving skills, how to use leisure time constructively, and so on because of students' dreams that are different from each other. Meanwhile, the purpose of education is also related to all fields of study that can be seen more specifically, for example in language lessons that are useful for developing proficient communication orally and in writing. The purpose of education concerns broadly that will support students to enter social life as an educational unit, teachers are the main unit in the course of a Chinese language learning system. A teacher can provide a new atmosphere in learning by providing a new and good learning system to support learning, one of which is to choose the right media and can also be used as a reference for developing student potential in the future. It needs clear planning to produce quality to achieve an efficient and effective learning system, so teachers are expected to be able to compile interesting learning plans for students.

Based on the statement above, in the world of education it is necessary to know how this analysis can be applied appropriately. The author chooses alternative media that is suitable and will later be used during proper and correct language learning in the use of "不" bù and "没" méi. The purpose of this study is to minimize errors that often occur both orally and in writing in the Chinese pattern. The selection of the right learning media can create a conducive learning situation and encourage the willingness to recognize Chinese vocabulary so that the learning process becomes more optimal. In the analysis of this study, the author took learning media with motion and song methods. Song media is a method or way of teaching Chinese using songs as a medium that has the benefit of improving brain function in remembering vocabulary without difficulty and feeling burdened in learning. With the new learning method will create long-term memory and also a good response during the learning process. In addition, according to Destiani, the ability to perform physical movements and actions for a child is related to self-confidence and the formation of self-concept.

Research Methods

This study uses a qualitative descriptive method by analyzing contrastive linguistics, namely comparing the use of "不" bù and "没" méi in Chinese in non-Indonesian word order, and the data used is in the form of in-depth interpretation related to data sources obtained from the Chinese language education department in obtaining data the author chose to use a questionnaire. The author will send a jotform questionnaire data source in the form of questions on the importance of using "不" bù and "没" méi which will then be filled in and answered by respondents then the author gets results in the form of data that provides conclusions so that it can be a reference in answering the problem statement.

Results and Discussion

Contrastive linguistics is an analysis that examines the comparison of two or more languages whose languages are cognate or non-cognate but look for similarities or differences between the two languages. What is meant by cognate languages such as: Indonesian with Malay which has similarities but will be searched for differences, while Mandarin and Indonesian are languages that are not cognate but are sought similarities. Therefore, this is included as contrastive linguistics because the two languages do not belong to the same family, in contrast to comparative linguistics are languages that come from the same family.

Contrastive linguistics is divided into 2 types, namely applied and pure contrastive linguistics. Applied Contrastive Analysis is a first language and second language analysis that aims to solve pedagogical problems in language teaching. Pure contrastive analysis is language analysis by comparing the first language with the second language oriented to the study of language typology, namely language comparison based on characteristics in the language. Researchers of applied linguistics can collaborate with researchers of pure linguistics in terms of learning first and second languages.

Benefits of Contrastive Linguistics

The development of contrastive analysis is based on behaviorist learning theories, especially those developed by B.F. Skinner. Attempts at contrastive analysis between two or more languages are intended to provide an objective explanation of the aspects of differences in rules between two or more languages being compared. Through this contrastive approach will be obtained the peculiarities of each language. Through

contrastive studies will also be able to reveal that differences between first language culture and second language have implications for differences in language manifestation. Mahmud Sulaiman Yakut stated that contrastive analysis is the activity of comparing two languages or dialects that do not belong to the same language family. Linguistic aspects that can be studied are phonology, morphology, syntax and semantics.

Movement and Song Media

Media carried out in the learning process certainly has a very important role in learning activities, but we also see according to the conditions of the students to be taught. Various methods that can be used in improving the ability to learn foreign languages, one of which is the movement and song method. This can help students in learning a foreign language because it can improve memory. But in today's era, many children often hear songs that are not quite appropriate for their age, this is due to the lack of learning methods that use children's songs as their learning material. With the movement and song method, it is hoped that it can grow development in vocabulary mastery to express language properly and precisely.

In this method of motion and song, of course, a movement and song are used to express the method. Before analyzing in depth related to the lyrics and movements used, below will be explained one by one into the lyrics and analysis of the lyrics and movements used:

Song Lyrics

Mari semua kita belajar
Perbandingan 不 没 dan Tidak
不 itu tidak
没 juga tidak
Tapi ternyata mereka berbeda

不 masa sekarang
没 masa lalu
Jadi jangan sampai kalian tertukar
ini contohnya, ayo dengarkan
Bersama-sama kita belajar

不 没....
想, 对, 要, 可以, 会, 能, 是
不 hanya bisa ditambahkan itu
我不会家 itu ialah contohnya
我不想吃饭 pun juga bisa

Mari semua kita lanjutkan
没 hanya bisa ditambahkan 有
没 untuk kepunyaan dan masa lampau
我没有钱 itu contohnya

不 没....

Lalu bagaimana dengan kata tidak?

Tidak adalah kata penyangkal

Aku hari ini tidak bawa buku

Aku pun tidak membawa uang

我不想吃饭

没有男朋友

Aku tidak suka kamu dan dia

itu contohnya dalam kalimat

Ilmu bertambah hati bahagia

不 没 Riiihaaa....

Song's Lyric Analysis

Mari semua kita belajar

Perbandingan 不 没 dan Tidak

不 itu tidak

没 juga tidak

Tapi ternyata mereka berbeda

In this verse the songwriter invites to learn together, through this song about how to distinguish the comparison of 不 (bù) and 没 (méi) which means no, but they differ in the meaning of 不 (bù) and 没 (méi) itself as well as in use in sentences because in Indonesian it only has one meaning, namely no, while in Chinese there are many uses to mean no in sentences.

不 masa sekarang

没 masa lalu

Jadi jangan sampai kalian tertukar

ini contohnya, ayo dengarkan

Bersama-sama kita belajar

In this verse the songwriter explains about the placement of the use of 不 (bù) and 没 (méi). 不 (bù) is used for events in the present while 没 (méi) is used for the past that in fact has already done or already happened. The songwriter also emphasized not to be confused in use because most students or those who are learning Chinese still do not understand the difference clearly, and asked song listeners to listen well and understand examples because this song was created to learn together about the differences between 不 (bù) and 没 (méi).

不 没....

想, 对, 要, 可以, 会, 能, 是

不 hanya bisa ditambahkan itu

我不会家 itu ialah contohnya

我不想吃饭 pun juga bisa

In this verse, the songwriter reminds us again of the songs discussed, namely 不 (bù) and 没 (méi). 不 (bù) can only be added with 想(xiǎng),对(duì),要(yào),可以(kěyǐ),会(huì),能(néng),是(shì) because if they are combined has the meaning of 不想(bù xiǎng) which explains the meaning of not wanting, 不对(bù duì) which explains the meaning of unwilling, 不要(bù yào) which explains the meaning of unwilling, 不可以(bù kěyǐ) which explains the meaning of not wanting, 不会(bù huì) which explains the meaning of cannot, 不能(bù néng) which explains the meaning of cannot, 不是(bù shì) which explains the meaning of not. 我不会家(Wǒ bù huì jiā) this is one example of 不 (bù) from the combined word 会(huì) which means I can't go home, in this sentence it indicates that he is now busy with his business so he still can't go home. There is a second example, 我不想吃饭 (wǒ bùxiǎng chīfàn) can also be because in this sentence 不 (bù) there is also a combination of 想(xiǎng) which means I don't want to eat rice, from this sentence he is now in a state of feeling full so he doesn't want to eat rice anymore.

Mari semua kita lanjutkan

没 hanya bisa ditambahkan 有

没 untuk kepunyaan dan masa lampau

我没有钱 itu contohnya

In this verse, the songwriter wants to continue the songs 不 (bù) and 没 (méi) because in the previous verse only discussed the explanation of 不 (bù) while what we discussed this time there are 2, namely 不 (bù) and 没 (méi). In the discussion of this song verse is about 没 (méi) which can only be added 有 (yǒu). 没 (méi) and 有 (yǒu) have become a unity that cannot be separated or added words between them. 没 (méi) is used for belonging and the past conntoh 我没有钱 (Wǒ méiyǒu qián) this signifies the meaning that I have no money, in this sense it already explains that I as a subject do not have possession, namely money.

不 没....

Lalu bagaimana dengan kata tidak?

Tidak adalah kata penyangkal

Aku hari ini tidak bawa buku

Aku pun tidak membawa uang

In this verse the songwriter wants to remind again about the differences that exist in 不 (*bù*) and 没 (*méi*). Because the word does not have the meaning of the word denier, for example, I did not bring a book today, from this sentence it can mean that I as an object are not carrying a book because last night, he forgot not to put the book in the bag when he finished studying. I didn't bring any money, from this sentence he wanted to buy a new book because the old book was not brought but he didn't bring money so he couldn't buy a new book.

我不想吃饭

没有男朋友

Aku tidak suka kamu dan dia

In this verse, the songwriter wants to repeat the example sentence 我不想吃饭 (*wǒ bùxiǎng chīfàn*) that already exists in the previous verse only as a repeater to better remember the example of using the sentence 不 (*bù*). In the example sentence 没 (*méi*) as a songwriter do not want to give the same example because it will be very boring and students will think about that is the only sentence that can be used. 没有男朋 (*Méiyǒu nán péngyǒu*) which means not having a male partner, is usually used by women who still do not have a partner. The reason why the songwriter wanted to provide an example that could suit the student's situation in order to better understand how to distinguish 不 (*bù*) and 没 (*méi*).

itu contohnya dalam kalimat

Ilmu bertambah hati bahagia

不 没 Riiihaaa....

In this stanza, the songwriter stresses that, like the previous verse, is an example that can be used to distinguish the use of 不 (*bù*) and 没 (*méi*). When learning something knowledge, increasing the happy heart is meant here, the happy heart is when learning something that is increasing knowledge, our heart will feel happy because it has mastered new knowledge. 不 (*bù*) and 没 (*méi*) riiihaaa... This signifies that learning 不 (*bù*) and 没 (*méi*) is not difficult and is a lot of fun to learn.

Analisis Gerakan



Figure 1. Mari Semua Kita Belajar 2023

In the lyrics of the first verse of the song it says "Let us all learn" This movement itself is also signaled to invite. By doing the movement of both hands that are opened in front of the body, then 4 fingers from the right hand and 4 fingers from the left hand that together move close. So this movement is likened to inviting everyone to learn the same for us.



Figure 2. Meniru Gerakan Sesuai Gambar 2023

Still in the first stanza, this movement is intended to visualize the learning movement, namely with the right hand opening on the front side of the body as a depiction of a book, then the right hand is above and shaped like holding a ballpoint pen. In this movement describes the learning process. Which is where this gesture is used to visualize in the lyrics "Mari semua kita belajar".



Figure 3. Perbandingan Bu Mei Dan Tidak 2023

Furthermore, in the lyrics of the 2nd line it says "Comparison of Bu, Mei and No". Both hands in front of the body crossed are likened to an X symbol or it can also be interpreted as not. It is used to describe the words 不, 没 and No which have the meaning of no. 不 and 没 itself in Indonesian have the meaning of No. And usually in

saying the word can not use the X hand sign as shown above, so it is suitable for use in the lyrics of the song. The selection of the movement is none other than because it is in harmony with the meaning so that it is easy to understand the movement.



Figure 4. 不 Itu Tidak 2023

The body is slightly oblique to the right with the arms crossed in front of the body as a depiction of the lyrics "不 it's not". This is meant to show a slight difference, the word 不 crosses obliquely to the right. In this song, the movement of crossing to the right becomes identical to the word 不.



Figure 5. 没 Juga Tidak 2023

The body is slightly oblique to the left with the arms crossed in front of the body as a depiction of the lyrics "没 neither is it". This is meant to show a slight difference, the word 没 crosses to the left. In this song, the leftward crossing motion becomes identical for 没.



Figure 6. Tapi Ternyata Mereka Berbeda 2023

The last movement in the lyrics of the first verse song "But it turns out they are different" where in this movement both hands open the index finger so as to produce

the number 1 in front of the body then slowly moved to the right and left oppositely. Which is meant to show the difference. The choice of the movement was because it wanted to show that one another is different, between 不, 没 and not it is different. The movement is like saying that they are different.

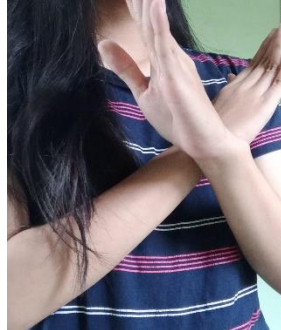


Figure 7. 不 Masa Sekarang 2023



Figure 8. 不 Bu Masa Sekarang 2023

Next is the lyrics "不 masa sekarang". As explained in the previous image, this gesture of crossing hands by oblique to the right becomes identical to indicate the word 不 in this song. So that movement is resurfaced in the lyrics of this song. Then this sign shows a finger down visualizing the current word which is also found in the lyrics of the song. The finger movement pointing downwards as above is also usually used to mean the present or present. So the use of gestures is suitable for the word. So that a movement like the picture above is created which is used to express it again with movements that are easy to follow.



Figure 9. 没 Mei Masa Lalu 2023



Figure 10. 没 mei Masa Lalu 2023

Continue on to the lyrics of "没 masa lalu". As explained in the previous image, this gesture of crossing hands by obliquely to the left becomes identical to indicate the word 没 in this song. With your finger pointing backwards this hints at the past or things that are behind or that have happened before. So that the movement is suitable to be used as a depiction of the lyrics of the song.



Figure 11. Jadi Jangan Sampai Kalian Tertukar 2023

The next lyrics are "Jadi jangan sampai kalian tertukar" This movement itself is a walking movement in a place that is used to relax the body and give encouragement to continue to the next lyrics. This movement is used to shift focus to be more relaxed and enthusiastic about learning by stomping feet on the floor.



Figure 12. Ini Contohnya 2023



Figure 13. Ayo Dengarkan 2023

Then in the "ini contohnya, ayo dengarkan" section at the beginning using a gentle gesture of moving your hands right to left to leave to show a unique and funny impression in expressing the lyrics. Then the gesture of putting your hands behind your ears to explain that the lyrics of the song sound listen and let's listen. Hearing is synonymous with the ear, so the way to visualize the lyrics of the song can also be by opening the hand behind the ear.



Figure 14. Bersama-Sama Kita Belajar 2023

Next there is "Bersama-sama kita belajar" Here the movement used is flanking one's own hands with friends' hands. This movement is very exciting to do together so indirectly this movement can also be the most fun thing in singing together.

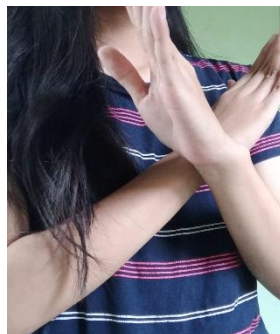


Figure 15. 不 2023



Figure 16. 没 2023

Then on the lyrics "不没..." It uses crossed hand gestures with obliquely right and left as the identity of the word 不没 itself in this song.



Figure 17. 想, 对, 要, 可以, 会, 能, 是 2023

The next lyrics are "想,对,要,可以,会,能,是" which is indicated by pointing in all directions. Here the finger shows the number one and is moved like a pointing gesture that moves in all directions to describe the lyrics in this section. This movement itself is used to give a pleasant impression and attract attention again with unique and easy to follow movements.



Figure 18. 不 hanya Bisa Di Tambahkan Itu 2023

Moving on to the lyrics of the next song which is "不 hanya bisa ditambahkan itu" which is described by the movement of making a plus sign or plus associated with the word added to the lyrics of the song. The movement is very easy and matches the word added so it must be easy to memorize and easy to understand the lyrics of the song, it can be easy to remember too, of course.



Figure 19. 我不会家 Itu Ialah Contohnya 2023

Then in the lyrics of the song "我不会家 itu ialah contohnya" in the lyrics using hand gestures like forming a house taken from the lyrics themselves. The word 家 itself means home. So the choice of the movement was based on the word 家 which means house.



Figure 20. 我不想吃饭 Pun Juga Bisa 2023

Furthermore, the lyrics "我不想吃饭 pun juga bisa" are described by eating movements or movements at the time of eating, namely with the right hand like holding a spoon directed at the mouth and the left hand posing like holding a plate. The movement shows a process in eating. Which is also used to visualize the lyrics 吃饭 which means to eat.



Figure 21. Mari Semua Kita Lanjutkan 2023

In the lyrics "Mari semua kita lanjutkan" this uses the same movement before, namely the movement of walking in place which is used to relax the body and encourage to continue to the next part of the lyrics. This movement is used to shift focus to be more relaxed and enthusiastic about learning by stomping feet on the floor.



Figure 22. Menirukan Gerakan Sesuai Gambar 2023



Figure 23. 没 Untuk Kepunyaan Dan Masa Lampau 2023

Furthermore, in the lyrics "没 untuk kepunyaan dan masa lampau" this uses a gesture by joining hands to indicate the word belonging or what belongs or can also be oneself. In the next section, with the finger pointing back, this hints at the past or things that are behind or that have happened before.



Figure 24. 我没有钱 Itu Contohnya 2023

The next part is on the lyrics "我没有钱 itu contohnya" to show the impression of the lyrics used gestures such as signifying money. Usually with movements like in the picture is used to mean money. In the lyrics there is the word 钱 which means money. Then to visualize it again, a movement is chosen that symbolizes holding the money and it is a familiar or common movement so that it must be easy to understand.

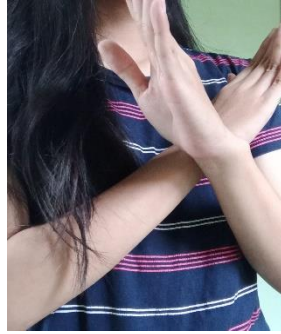


Figure 25. Bu 不 Mei 没 2023



Figure 26. Bu 不 Mei 没 2023

Then on the lyrics "不没...." It uses crossed hand gestures with obliquely right and left as the identity of the word 不没 itself in this song.



Figure 27. Lalu Bagaimana Dengan 2023



Figure 28. Dengan Kata Tidak? 2023

Furthermore, the lyrics "Lalu bagaimana dengan kata tidak?" use gestures such as expressing confusion or questioning "how?" which is suitable for use in this part of

the lyrics. Then the use of a cross in front of it is used to indicate the word no or in other words the crossing gesture in front of the body itself is identified with the word no in the lyrics of the song.



Figure 29. Tidak Adalah Kata Penyangkal 2023

In the lyrics " Tidak adalah kata penyangkal" still uses a cross sign movement in front of some identical symbols for the word no in the lyrics of the song.



Figure 30. Aku 2023



Figure 31. Hari Ini 2023



Figure 32. Tidak 2023



Figure 32. Bawa Buku 2023

Then the lyrics " Aku hari ini tidak bawa buku" itself on every movement contain an explanation of the word itself. The first gesture is to show me, then the gesture is pointing down as today, the hand gesture crosses in front to indicate the word no and the last gesture to visualize like holding an open book. So that every movement made in this section visualizes every existing lyrics.



Figure 33. Akupun 2023



Figure 34. Tidak 2023



Figure 35. Membawa Uang 2023

Furthermore, the lyrics " Aku pun tidak membawa uang" contain gestures that describe each of his words. As in the first movement used to point to the word I, then the gesture of the hand crossed in front of the body to point to the word no and the hand gesture such as holding money to describe the word money. So each of his movements was used to describe the meaning of the song's lyrics.



Figure 36. 我不想吃饭 Pun Juga Bisa 2023

Then the lyrics "我不想吃饭 pun juga bisa" are described by eating movements or movements during meals, namely with the right hand like holding a spoon directed to the mouth and the left hand posing like holding a plate. The movement shows a process in eating. Which is also used to visualize the lyrics 吃饭 which means to eat.



Figure 37. 没有男朋友 2023

The lyrics of "没有男朋友" form a heart that is used to indicate the meaning of the lyrics themselves. Based on the word 男朋友 which means male friend or can also be called a boyfriend or lover. It is also often depicted with a heart shape, so to show this impression the movement is used. In the movement and lyrics are also suitable.



Figure 38. Aku 2023



Figure 39. Tidak Suka 2023



Figure 40. Kamu 2023



Figure 41. Dan Dia 2023

The lyrics " Aku tidak suka kamu dan dia" also contain gestures that explain the word itself. For example, the first movement is used to describe the word I by pointing to yourself, then the crossed hand gesture is used to indicate the word no, the right hand as your example and the left hand as his example. From the image the image is used to explain the existing lyrics with the same movement.



Figur 42. Itu Contohnya Dalam Kalimat 2023

Then in the section " itu contohnya dalam kalimat" this uses the movement of the walk in place which is used to express a sense of spirit.



Figur 43. Ilmu Bertambah 2023



Figur 44. Hati 2023



Figur 45. Bahagia 2023

In the lyrics " Ilmu bertambah hati bahagia" described with hands grasping as the embodiment of the word science increases which means also the spirit of learning increases which makes the heart happy by putting hands in front of the chest and then throwing it out to welcome that happiness. As the final part of the learning struggle by gaining a lot of new knowledge and making the heart happy and meaningful.



Figur 46. 不 2023



Figur 47. 没 2023



Figur 48. Rihaaaaa 2023

In the last part of the lyrics "不没...Riiihaaa...." this is by running in place and then shouting Rihaaa as a sense of satisfaction and happiness of having learned.

The use of movement methods and songs is expected to provide motivation as well as increase curiosity and enthusiasm, train Chinese word memory skills through songs, train motor and cooperation who are happy to sing while moving. In this material discusses the comparison of the words 不, 没 and No which in Indonesian same have the same meaning of no but differ in their use.

“不” **bù** memiliki arti “tidak”

Used in the past, future or present in Speech or in the sentence 不 **bù** means to describe habits. In Chinese 不 **bù** is paired with:

- 1) 是 **shì** - iya
- 2) 能 **néng** - can
- 3) 会 **huì** - can
- 4) 想 **xiǎng** - willed
- 5) 对 **duì** - correct
- 6) 要 **yào** - wants
- 7) 可以 **kěyǐ** - can

Example sentences 不 **bù**

- 1) 她不上班

Tā bù shàngbān

He is not working; this means that he is now off work

- 2) 玛丽：你可以吃肉吗？

Mǎlì: nǐ kěyǐ chī ròu ma?

Mali: can you eat meat?

3) 李娜：我不吃肉，我吃蔬菜的

lǐnà: wǒ bù chī ròu, wǒ chī shūcài de

lǐnà: I don't eat meat; I eat vegetarian food.

The sentence 不 Bù is also paired with an adjective or adjective

1) 我不漂亮

Wǒ bù piàoliang

I'm not beautiful.

2) 你不胖

Nǐ bù pàng

You are not fat.

3) 你不矮

Nǐ bù ǎi

You are not short.

The phrase 不 Bù is used for the past

1) 昨天我不想去看电影

Zuótiān wǒ bùxiǎng qù kàn diànyǐng

Yesterday I didn't want to go to the movies.

2) 明天我不跟你一起去旅游

Míngtiān wǒ bù gēn nǐ yīqǐ qù lǚyóu

Tomorrow I won't go on vacation with you.

“没” méi which means "Not yet"

Paired with 没+有 méi + yǒu

1) 她 昨天没有去上班

Tā zuótiān méiyǒu qù shangbān

He was not going to work yesterday
 To explain events that did not happen in the past
 That he didn't work in the past is past, but now he is working and has got a job

2) 他没有告诉我

Tā méiyǒu gàosù wǒ
 He will not or has not told or told 'yet' me
 to explain events that have not happened in the past or present

3) 他没有复习旧课

Tā méiyǒu fùxí jiù kè
 He hasn't reviewed the old lesson

to explain events that have not happened in the past or present

From the above is a difference "bù" 没 "méi" should not be exchanged with each other, it becomes different 没有 méiyǒu for events that have occurred in the past while bu occurs in the present

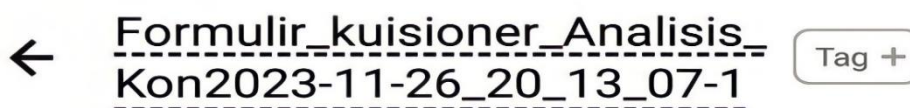
"Tidak" in bahasa indonesia

In Indonesian words that describe denial, as well as unwillingness to reject something that is considered less attractive and denial of agreement between two parties or prohibition of a matter, the word is not usually found either implied or express, there is no special use in the language order. An example can be found in the following sentence.

Father does not want to eat breakfast in the morning.

The word no above tells the subject that the father refuses to eat in the morning.

ANALYSIS RESULTS USING JOTFORM



Sheet1		C	D	E	F	G	H	I	J	K
			EMAIL		1. Menurut anda komponen/fitur berikut yang mana yang penting atau tidak dalam penggunaan bahasa Mandarin?	2. Menurut anda apakah penting penempatan nada gerak dan lagu untuk menggunakan penggunaan?	3. Menurut anda apakah penting penempatan nada gerak dan lagu untuk menggunakan penggunaan?		4. Apakah anda ingin mata gerak dan lagu di tempatkan dalam setiap per bahasa Mandarin?	5. Apakah anda ingin mata gerak dan lagu bisa menentukan penggunaan dalam setiap per bahasa Mandarin?
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Tabel kuesioner bahasa mandarin 2022 A 2022

The results of the questionnaire above are the source of research data obtained from Chinese students of the class of 2022, especially in class A on Monday, November 27, 2023, the total respondents who successfully filled in until the specified deadline were 23 respondents, the data above shows how important the use of *Bù* and *不 méi 没* with movement and song methods is expected to make a positive contribution in order to future learning.

Conclusion

From the results of the description above, it can be seen that there are differences in contrastive analysis, it can be a comparison material for further developers related to the comparison of two languages. And this is very useful in understanding the culture of Mandarin and Indonesian through the comparison of two languages and can greatly help the understanding of learning both languages more specifically and clearly. Contrastive analysis can also explain results more accurately, useful for expressing two languages in the same meaning in terms of both second and first languages.

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