A THESAURUS OF MODERN CHINESE (TMC) FOR CHINESE LANGUAGE LEARNER IN VOCABULARY LEARNING

(TESAURUS CHINA MODERN (TCM) UNTUK PEMELAJAR BAHASA CHINA DALAM PEMELAJARAN KOSAKATA)

Fransiska Wiratikusuma
Xiamen University
422 Siming South Rd, Xiamen, Fujian, China 361005
+628568707007; +8613651219384
fransiskawiratikusuma@president.ac.id

Abstract

The number of thesaurus for advanced Chinese language learner as second language is very limited. Meanwhile Chinese teachers, researchers, and sinologists in Indonesia need advanced thesaurus or dictionaries for teaching and doing research. A Thesaurus of Modern Chinese (TMC) can guide learners in searching a word by its classification words. The classification of parts of speech in this thesaurus is one of the practical uses for Chinese learners to know the function of words. The difference between Chinese as foreign language which concern with words of spoken language and Chinese as a native language which concern with words of written language is one of the difficulties for Indonesian Chinese learners in using TMC. Although TMC is a thesaurus for mother language learner, it is not only collecting words by frequency like reference books of Chinese as foreign language, it can also be a fruitful “word bank” for advanced learners because it emphasizes...
the Chinese semantic and cultural terms in collecting and classifying words. By using TMC, we can find the words that are related to things that native speakers use, the words that can reflect Chinese culture, society and habits with the classification of words. This research with data collected from TMC, analyzes and describes the practical use of TMC for Chinese learners, especially for Indonesian Chinese learners. This research shows that TMC can guide learners to use and manage words correctly

**Keywords:**《现代汉语分类词典》(A Thesaurus of Modern Chinese), vocabulary learning, Chinese as second language.

### 1. Introduction

Advanced learners of Chinese as a foreign language (‘Chinese learners’ in this paper refers to Chinese as a foreign language) have to master “advanced” vocabularies to communicate, to do research, and to teach in Chinese. The number of thesaurus for advanced Chinese language as second language learner is very limited. Meanwhile, Indonesian Chinese teachers, researchers, and sinologists in Indonesia need advanced thesaurus or dictionaries for teaching and doing research.

Chinese language has very rich and plentiful words that have similarities in meaning. However, some synonyms have different literal sense. Some words have commendatory and derogatory meaning. Some words can also sound more polite than other words in some conditions.

The first thesaurus in China was Mei Jiaju’s ‘同义词词林 Tongyici Cilin’ which has 64223 words, and Liu Shuxin’s ‘现代汉语同义词词典 Xiandai Hanyu Tongyici Cidian’ which has 5000 words. Currently, there are three issues of modern Chinese thesaurus: Dong Danian’s ‘现代汉语分类词典 Xiandai Hanyu Fenlei Cidian’ which has 44224 words, Su Xinchun’s ‘现代汉语分类词典 Xiandai Hanyu Fenlei Cidian’ which has 82955 words.

Further, ‘A Thesaurus of Modern Chinese’ 现代汉语分类词典(TMC) published by commercial Press has 82955 words. The author of this paper, in an unpublished paper presented in the lexicology and lexicography seminar, described that TMC published compiled the words into 5 semantic level that has wide coverage and clear arrangement in classification of vocabularies taxonomy hierarchies. TMC has the following 5 semantic levels:

**Table 1.1 Semantic level of TMC**

<table>
<thead>
<tr>
<th>Code Number</th>
<th>Words</th>
<th>Semantic level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dc02</td>
<td>运动与变化 (movement and change)</td>
<td>Level 1</td>
</tr>
<tr>
<td>一</td>
<td>自然现象变化 (changes in natural phenomena)</td>
<td>Level 2</td>
</tr>
<tr>
<td>D</td>
<td>冷凝 消融 (condensation &amp; melt)</td>
<td>Level 3</td>
</tr>
<tr>
<td>c</td>
<td>冷冻 (freeze)</td>
<td>Level 4</td>
</tr>
<tr>
<td>02</td>
<td>冷 (cold)</td>
<td>Level 5</td>
</tr>
</tbody>
</table>

The number code in TMC is using 5 different kinds of code. Level 1 is using Chinese numbers 壹(one), 贰(two), 叁(three), 肆(four), 伍(five), 陆(six), 柒(seven), 捌(eight), 玖(nine). Level 2 is using ordinary Chinese number like 一(one), 二(two), 三(three), 四(four), 五(five), 六(six), etc. Level 3 is using capital letter alphabets, like A, B, C, D, E, F, etc. Level 4 is using lower case alphabets, like a, b, c, d, e, f etc. Level 5 is using number like 01, 02, 03, 04, 05, 06, etc.

The author of this paper in previous published paper (2020) ”A Vocabulary Reference Book for Indonesian Chinese Learners-on the Dictionary of Modern Chinese Based on the Statistic of ‘red’ Classification Words” described the two practical values of《Thesaurus of Modern Chinese》(《TMC》): “first, it helps learners to improve their cognition on natural community and social environment of Chinese language and to know well the semantic system of Chinese vocabulary; second, it helps learners as an important reference book in comparing Chinese-Indonesian languages”.

TMC has its own characteristics. There are 9 first semantic levels in TMC: 壹. 生物 (1. Living
things);  

Second classification is ‘physical/concrete things’ such as 人 (human being), 动物 (animal), 植物 (plant), 微生物 (microorganism) and 生物部分 (biological part). Second classification is ‘living things’ such as 大 (large), 小 (small), 文教 (education), 科研 (science and education), 社会 (society), 政治 (political affairs), 经济 (economy), 军事 (military affairs), 科教 (science and education), 文体 (culture, education, and public health) 数量单位 (quantity unit). Fourth classification is ‘space-time’ that contains 时间 (time) and 空间 (space). The part of speech of these four classifications is noun.

The part of speech of the words in fifth, sixth, and seventh classification is verbs. Fifth classification is ‘biological activities’ that has subordinate of 肢体动作 (body movements), 头部动作 (head movements), 全身动作 (whole body movements), 生理活动 (physical movements), 心理活动 (mental activities), 表情 (expressions) 生活 (life & work), 际遇 (opportunities). Sixth one is ‘social activities’, that includes 11 classifications: 管理 (management), 经贸 (economy and trade), 生产 (production), 交通 (transportation), 文教 (culture and education), 战争 (war), 司法 (justice), 信仰 (faith), 社交 (society), 帮助 (help), and 争斗 (struggle). The seventh classification of level one is the seventh classification, ‘movement and change’ including 自然现象变化 (change of natural phenomena), 方位改变 (change of position), 事态变化 (change of situation), 物态变化 (change of matter), 数量变化 (change of quantity), 判断 (judgment).

The part of speech of the words in the topic of ‘characters and conditions’ are adjectives, for example 大, 小, beautiful, 聪明, etc. The sub-topics of this eighth part are 形貌 (appearance), 知觉 (perception), 性状 (character), 性质 (nature), 才品 (apptitude and morality), 情状 (condition). The last part of level 1 is ‘auxiliary words’: 副词 (adverbs), 介词 (prepositions), 连词 (conjunctions), 助词 (auxiliary words), 语气词 (modal), 拟声词 (onomatopoeia).

All of the above are the topics in level 1 and sub-topics in level 2. Level 1 (ordinate level) “covers” all words in level 2. Words in level 2 are related to words in level 1. Level 1 has 9 topics with 9239 average words record scale in each group of classification; level 2 has 62 sub-topics with 1341 average words in each group of classification, level 3 has 508 sub-topics with 161 average words in each group of classification, level 4 has 2057 sub-topics with 40 words with average words in each group of classification, the last level (level 5) has 12659 words with 6.6 average words in each line. It means that in level 1 there are 9 topics that contain 9239 words for each word in average, e.g:

1) 伍二 Ea01

伍．生物活动 (biological activities) there are 9239 average sub-ordinate words in each group of classification

二．头部动作 (head movements) there are 1341 average sub-ordinate words in each group of classification

E．吃 喝 (eatdrink) there are 508 average sub-ordinate words in each group of classification

a．吃 (eat) there are 508 average sub-ordinate words in each group of classification

01. 吃、喫、服、含、食、食用 (the last level, in each line there are 6.6 average words record scale).

Two important aspects in TMC are its principles and methods of classification in collecting words. There are 5 principles in classification: its semantic classification and its relation between the words; classification of cognitive habits and scientific disciplines of daily life; uniformity of classification system and differentiation of word category; typicality of
and separated sense categories and marginality between sense categories; natural difference between the equalization and development of the meaning category.

The four classification methods of TMC are: the categorization of classification system with different categories of attributes; typicality of and separated sense categories and marginality between sense categories; natural difference between the equalization and the development of the meaning category; single center and multi-center after the semantic clustering.

This thesaurus also has a characteristic in compiling the words. It maintains the core of words system in language and literature words, the words that are close to the social life, the word meaning that has clear classification on semantic level, relation and the clear marks in order to search the words easily. However, it only records the words, but does not include the phrasal words. In addition to the classification catalog (分类目录), there is also an index of hanyu pinyin (汉语拼音索引) that puts the Chinese characters in the order of hanyu pinyin using alphabets. By using this index, a user can easily find a word. Chinese learners can also see word collocations and combinations, e.g. for one Chinese character 打 dǎ, Chinese learners can find 291 combination words that begin with 打 dǎ. It can be a great and quick way to add vocabulary. Using this index, a user can track the meaning of a new word by looking at its classification, e.g. 打烊 dǎyàng in 柒三 Bb07. Words “闭市、打烊、关店、关门、收盘、收市、歇业、休业、收摊儿、收摊子” in 07 which are the sub-ordinate words of “b_结束 finish/ending” and has a meaning of‘closed(for store/stall ,etc.)’. The simpler and easier words that show this meaning are “关店”and“关门”. From these words, learners know the meaning of “打烊”and learn the other synonyms that have same meaning.

2. Method

Su Xinchun (2005:41) in his thesaurus stated, “A good thesaurus always implies a comprehensive picture and internal system of the vocabulary of a language. It describes the real social life of the language’s area of origin, and also the world in the way and concept of recognition.” Su Xinchun (2013:826) also in one of his published journal stated, “the semantic system has universality as well as nationality.” The nationality characteristics is related to culture area, the things that are related with national culture characteristics, etc. The words in the TMC are compiled into five semantic levels and based on Chinese language semantic characteristics.

Li Rulong and Wu Ming (2005:41) did a statistical study using words in frequency dictionary (频率词典). It showed that, “Chinese characters that have strong generative capacity, not only have the highest usage frequency, but also is easy to learn. It means that (Chinese learners) have to master them first.”

Vocabularies in TMC are the modern Chinese vocabularies with high usage frequency. This is the characteristic of TMC that is only records the contemporary words, universal words, and literally words. By using TMC as reference dictionary, Chinese learners can choose high frequency words according to Chinese culture and habit. Using TMC as reference dictionary also can help learners to enrich vocabularies.

Su Xinchun (2008:13) in his paper called “A Consideration about Development of A Thesaurus of Modern Chinese” stated, “A Thesaurus of Modern Chinese (TMC) inherits the tradition of concept classification since Synonym Dictionary to reflect conception relation of the whole society and human recognition.” In his paper, he described in detail the principles in classifying words in TMC. By understanding the principles of TMC’s classification of words, learners can learn the internal and external aspects in Chinese language. Su Xinchun with Hong Guizhi and Tang Shiyao (2010) published a paper called “More on the Classifying Principles and Methods for Thesaurus of Modern Chinese” (translation) which discussed in detail the principles and methods in thesaurus. Su Xinchun and Hong Guizhi (2015) published
another paper related with TMC, “A Lexical Classification System Based on Meaning: A Thesaurus of Modern Chinese”. Zhang Zhiyi (2014) also discussed TMC in his published paper "Read Su Xinchun’s (Thesaurus) A Thesaurus of Modern Chinese”. Song Jingjing and Su Xinchun (2004) based on their analysis in comparing two different languages thesaurus conclude that, “Chinese language (learning) for speakers of other languages need thesaurus,” (translation).

In this study, the author (in published paper that has been mentioned above), based on previous studies, described the two practical values of TMC for Chinese as foreign language learners, especially for Indonesian Chinese learners. Further, this paper’s author uses the data from TMC to analyze and describe the practical use of TMC as reference dictionary for Chinese as foreign language learner and describe how to use TMC practically.

The above sections already tense the outline of TMC and its characteristics. According to previous studies mentioned herein, this research analyzes and describes the practical use of TMC for Chinese learners, especially for Indonesian Chinese learners.

With data collected from TMC, this study classified the words based on the functions. First, by using statistic, the general words were classified based on parts of speech and the amount of Chinese characters in a word by percentage. Second, this study used the examples of word group to illustrate the systematical and practical word classification in TMC. The table below shows the percentage of parts of speech in TMC and the percentage of words based on the amount of Chinese character in this thesaurus.

<table>
<thead>
<tr>
<th>Code Number</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>叁十 Bc05</td>
<td>abstract things¹</td>
<td>quantity unit</td>
<td>数量 quantity</td>
<td>得数 answer (summation)</td>
<td>和 sum (summation)</td>
<td>3+3=6,是 (is) 和 (summation)</td>
</tr>
<tr>
<td>陆十 Cc05</td>
<td>social activities</td>
<td>help</td>
<td>协商 negotiation</td>
<td>调解 mediate/ arbitrate</td>
<td>和 harmonious</td>
<td>他们关系不和。They are in bad relationship (not harmony).</td>
</tr>
<tr>
<td>括四 Mb01</td>
<td>characters &amp; conditions</td>
<td>characters</td>
<td>重 heavy (serious)</td>
<td>轻 light (minor)</td>
<td>和 gentle/ mild</td>
<td>他是个性格温和的人。He has gentle personality.</td>
</tr>
</tbody>
</table>

The characteristic of this thesaurus divide to four classifications of the parts of speech, the first, second, and third classes are “noun”, the fifth, sixth, and seventh classes are “verb”, the eight is “adjective”, and the ninth is “auxiliary”. Although there are four classifications of the parts of speech, the sequence of level 1 classification is not based on the parts of speech. However, it is based on the first thing a human being gets in contact with something.

In another cases, there will appear one word that has some functions of part of speech. The most of basic Chinese learners know it with pinyin (Chinese spelling) “hé” that means ‘and’ in English as the conjunction in part of speech. In TMC “和 hé” has 5 classifications.
The examples above show that some ‘和 he’ has to be combined with other Chinese characters to become an independent word, e.g.: “和 in “温和” ‘gentle’.

Thesaurus in language learning has certain reference values. By using TMC as a reference dictionary, Chinese learner also can gain more words and learn more about the cultural meaning in Chinese words. It was mentioned before that the classification in this thesaurus reflect the social and culture of Chinese, e.g: 拭四M 重 ‘heavy/serious’ & 轻 ‘light/minor’, which there are 6 subordinate groups. In the level 4, each group classified the words based on senses of languages, and derogatory terms are classified in one group. For example, the 12 subordinates of level 4 of ‘a_猛烈’ huge energy/rapid/sudden/fierce’ are related to something with great momentums. In one line of level 5 there are some words that have synonym or antonym relation. It can enrich our Chinese vocabularies.

Most of the words in level 5 are arranged based on alphabet, but not all of the words in this level 5 are ordered alphabetically. These case can be found in the subordinate level of ‘f_肤浅’02 and 03, e.g. 03 轻 qīng, 微 wēi, 菲 féibó, 浅鲜 qiǎn xiān, 轻淡 qīng dàn, 轻微 qīngwéi, 微薄 wéibó.

**Table 2.3 Percentages of Words Based on the Amount of Chinese Characters**

<table>
<thead>
<tr>
<th>Code number</th>
<th>Classification group</th>
<th>examples²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ab01</td>
<td>Varieties of basic food</td>
<td>健康食品 ‘healthy food’, 绿色食品 ‘green food’, 有机食品 ‘organic food’ etc</td>
</tr>
</tbody>
</table>
The meaning of 现饭 xianfan in 贰八 Ab10 is ‘left-over steamed rice’. Combination of Chinese characters in this word is different with “冷饭(cold rice)”, “现饭(current)” and “剩饭(left-over)”. The combination of 现饭(xianfan) can be translated as ‘left-cooked steamed rice’. The table above only took example from level 5 numbers 01-14. In number 18, there are variety of steamed or fried Chinese snacks. In number 23, there are varieties of round flat cakes, and in number 23 there are varieties of breads. By using TMC as reference dictionary, Chinese learners can systematically find the words related to popular food/cuisine in China.

On May 4th 2017, Su Xinchun in International Lexicology and Lexicography seminar at Universitas Indonesia described the differences and similarities of Chinese word list for native speaker and speaker of other languages. In his presentation, he described the differences and similarities between “The Word Lists for Teaching Chinese as a Foreign Language” as word list for speakers of other languages and “The World Lists for Information Processing in Chinese Language”, and also “The World List for Common Social Communication” as word lists for native speakers. He noted that there are 4 similarities: word list for studying; grading by difficulties; additional information is provided for better comprehension of words; emphasizing on connecting and relating Chinese words learning and Chinese character learning. The differences of these two kinds of world lists are: the difference in target groups; the difference between the spoken and written languages; the difference on the referential words and descriptive words; the difference in emphasizing on cultural terms; the differences in structures of selected words and the difference between focusing on word frequency and meaning classification of words.

The discussion above has noted 4 similarities of word lists for natives and learners of other languages. TMC is a thesaurus, it can be the “word list” for native speaker and also be reference books for Chinese learners of other languages. The first similarities with TMC is the content word list for studying Chinese. It can help Chinese learners to increase vocabulary, and the most important thing is it can help Chinese learners to use the right word like the natives do to express thoughts and ideas. The second one is that although it is not graded by difficulties, it is systematically classified by the field and it can systematically help Chinese learners to master related words. The third one is that TMC provided hanyu pinyin index. It is provided as additional information to make user easily find the words using hanyu pinyin alphabetically. This index can also help in collocation and the combination of Chinese characters. The last one is that in TMC Chinese words and Chinese characters are inseparable integration. TMC can
be a main reference to compile a thesaurus for Chinese to learners of other languages.

In Chinese language learning, to know the combinations of Chinese characters in a word is one of the keys to increase vocabulary. There are single words, compound words, derivative words, and idioms. The amount of compound words is the biggest. In TMC, part 拆二. A color words, the percentage of color words is the highest than single words, derivative words, and idioms.

From 259 color words in TMC, the percentage of 单纯词 single words is 12%, e.g. 红 hong (red); 合成词 compound words 78%, e.g. 火红 huohong (fiery red) 派生词derivative words 9%, e.g. 红艳艳 hong yanyan (bright red), 成语 idiom 1%, e.g. 红不棱登 hongbulengdeng (unpleasantly red).

Table 6 the amount of color (words) 拆二 A

<table>
<thead>
<tr>
<th>The amount of color (words) 拆二 A</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single words</td>
<td>Compound words</td>
<td>Derivative words</td>
<td>Idioms</td>
</tr>
<tr>
<td>Amount of words</td>
<td>31</td>
<td>198</td>
<td>22</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 6 shows that the compound words in TMC have the highest percentage compared to single words, derivative words, and idioms. Compound words in Chinese language make the combination of Chinese characters fruitful.

3. Findings and Discussion

As a foreign language learner, especially as a Chinese language learner, learners may have tried to choose the words correctly to express something, but sometimes they do not know how to find the right words. Chinese language learner has problem in choosing the right word to express their idea. TMC that is compiled based on the word meaning and based on some scientific Chinese lexicology principles can be a solution in facing some problems in using Chinese language when speaking with natives and using Chinese for academic language. Each country has its own different culture and social life characteristic that will influence the use of words in language. There is a “gap” between Chinese as a foreign language and Chinese as a native language. By using the classification of the Chinese language words in their category, learners are not only easily and systematically able to find the word that they need, but also with its category learners can also find the relation between the words and find the right words like native speakers do in expressing their idea. Chinese learners need a reference book that reflects the Chinese culture, social and language system to “break the gap” and uses Chinese language like native speakers do.

Semantic level in TMC can guide learners to use and manage vocabularies correctly. Above is the example of semantic level in TMC. Level 1 and 2 are the main scopes of vocabularies system, level 1 is the biggest word scopes, level 3 and 4 are the partition of main meaning of the vocabularies system. Level 5 is the group of synonyms, antonyms and similar words. These are presented in the table below.

Table 7. Classification of ‘冷 (cold)’

<table>
<thead>
<tr>
<th>冷 cold</th>
<th>Classification code</th>
<th>Classification</th>
<th>meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>拆一 Dc02</td>
<td>拆.运动与变化(movement and change)_一.自然现象变化 (changes in natural phenomena) _D.冷凝 消融(condensation &amp; melt)_c.冷冻(freeze)_02.冷(cold)</td>
<td>cold (make it cold/ cool)</td>
<td>这碗汤太烫了, ~一下再吃。 This (bowl) of soup is too hot, let (it) cool off before you eat it.</td>
<td></td>
</tr>
<tr>
<td>拆二 La01</td>
<td>拆.性质与状态(characters and conditions)_二.知觉 perception_L. Cold (cold &amp; warm)_a.冷 (cold)_01. 冷 (cold)</td>
<td>cold (low temperature)</td>
<td>今天天气很~ Today (weather) is very cold.</td>
<td></td>
</tr>
</tbody>
</table>
冷 (cold) in TMC is classified into 4 different sense of meanings. Using words in 拾一 Dc02: 冰 bīng, 冻 dòng, 冷 lěng, 凉 liáng, 镇 zhèn, 冰镇 bīngzhèn, 降温 jiàngwēn, 制冷 zhìlěng, these words are not ordered alphabetically like most of words in level 5. Below are the meanings of these words. In this classification, these words have more meanings. However, for this classification, the classification only mention the meaning related to “make it cold/cool”, for example:

冰 bīng (noun,verb):
1) A solid thing that is formed by the condensation of water at or below 0 °C;
2) Feeling cold because of contact with a cold thing;
3) To get thing cooled by putting it together with ice or cold water or in the refrigerator;
4) Something like ice.

e.g. 路上有~。’There was ice on the roads.’
冰一下这瓶牛奶才喝。’Cool this bottle of milk before drink it.’

冻 dòng (verb):
1) (A liquid or something containing water) being solidified in cold;
2) Semi-solid liquid, etc formed by condensation;
3) Being or feeling cold;
4) The tissues of the body are damaged due to too low temperature.

e.g. 这块肉~住了’This meat has frozen up.’

冷 lěng (verb,adjective):
1) Low temperature; feeling low temperature (as opposed to hot);
2) Keeping something (mostly for food) cold.

e.g. 这碗汤太烫了, ~一下再吃。’This (bowl) of soup is too hot, let (it) cool off before you eat it.’

凉 liáng (verb, adjective): Low temperature; cold (refers to the weather, temperature is higher than “cold”).

e.g. 这碗面条儿快凉了。’This bowl of noodles is getting cold.’

镇 zhèn (verb): Put food and drink together with ice cubes or cool them in cold water or refrigerator.

e.g. 把汽水放在冰水中镇一镇。’Put soda in the iced water to cool it.’

降温 jiàngwēn:
1) Make the temperature lower
2) The temperature become lower

e.g. 喝水多一点，可以降温体温。’Drink more, to cool body temperature.’

制冷 zhìlěng (verb): The technique of artificially low temperature

e.g. 我们的空调可以制冷和制热。’Our air conditioner (can be) made cold or hot.’

TMC classified these words in one group. These words belong to the “movement and change” “changes in natural phenomena” “condensation & melt” “freeze” that is related to “make it cold/cool”. Word classification reflects natural community and social environment of Chinese language. Compiling based on alphabet, this fifth semantic level words show that there are many...
ways to show the meaning of “make it cold/cool” in different degrees with different words.

The sequence of parts of speech is one of practical uses for Chinese learners to know the function of word. In table 2 in the method section, the parts of speech of TMC in level 1 have been classified. Level 1 part 玖 (nine) is the auxiliary words that contain of adverbs, prepositions, conjunctions, auxiliary words, modals, and onomatopoeias. In this part all the auxiliary words are divided based on their class and function. For example, there are 4 lines (that consist of 4 words in first line (01), 6 words in second line (02), 13 words in third line (03), 10 words in fourth line (04)) as a subordinate of 玖一 Ab 比较 (comparative). In 01 there are 较 jiào, 比较 bǐjiào, 较比 jiào bǐ, 较为 jiàowéi.

1) 这里的气候较热.
2) 这里的气候比较热.
3) 这里的气候较比热.
4) 这里的气候较为热.

(source: baidu hanyu 2020/10/2)

The meaning of that four sentences is; ‘This climate is relatively hot (than...);, but there is a difference in its degree. In Chinese as foreign language, it is preferred to use “比较”. It will be very helpful for Chinese learner if there is additional explanation and example in sentences.

The other values of this thesaurus is the index that contains collocation and combination of words that have more than one meaning, such as “和hé” which has 5 classifications. By using TMC, we can find the words that are related to things that native speakers use, the words that can reflect Chinese culture, society and habits with the classification of words. Chinese character that is inseparable with Chinese words also can be learned by the word building in Chinese. For example 绿茶 (绿’green’; 茶 ‘tea’), 下 黑手 (下 ‘under’; 黑black’; 手’hand’= ‘underhand tactics’), 网红 (网 ‘net’; 红red’ = ‘online “celebrity”’), etc. The problem seems to be appeared in translating Chinese compound words to Indonesian language because there is difference in the sequence of word building, for example 红花红 ‘red(merah)’; 花 ‘flower (bunga)’ becomes “bunga merah” not “merah bunga”.

4.Conclusion

Semantic level in TMC can guide learners to use and manage vocabularies correctly. It makes it easier and simpler in searching a word by its classification. The classification of parts of speech in this thesaurus is one of the practical uses for Chinese learners to know the function of words. The other value is the index that also can show collocations and combinations of words that have more than one meaning. By using TMC, we can find the words that are related to things that native speakers use, the words that can reflect Chinese culture, society and habits with the classification of words. Chinese character that is inseparable with Chinese words also can be learned by the word building in Chinese. TMC can be a main reference to compile a thesaurus for Chinese learners of other languages. It will be very helpful if thesaurus for Chinese as foreign language is added by hanyu pinyin. The meaning and explanation of the words and their example in a sentence can be as additional comprehensive information. It can also be used as the source in comparative study in language, culture, society, etc. between two countries. Learners can identify which words are taught in compulsory education for native speakers that reflect the main cognitive in compulsory education stage.

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