



Mandarin Learning Strategy in Higher Education to Achieve the New Hanyu Shuiping Kaoshi Standard at Level 3

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji strategi pembelajaran bahasa yang digunakan oleh mahasiswa dalam pembelajaran bahasa Mandarin sebagai bahasa asing untuk mencapai standar New HSK (Hanyu Shuiping Kaoshi) Level 3, terutama mengenai strategi apa yang digunakan mahasiswa dalam pembelajaran. Penelitian ini merupakan metode kualitatif dengan metode studi kasus deskriptif yang melibatkan tiga puluh (30) siswa. Mereka adalah mahasiswa yang telah menempuh pendidikan selama satu atau dua semester. Hasil penelitian menunjukkan bahwa siswa menyadari pentingnya menggunakan strategi pembelajaran bahasa untuk menguasai bahasa Mandarin sebagai bahasa asing, dengan faktor internal dan eksternal yang mendukung siswa untuk belajar bahasa Mandarin secara aktif. Berdasarkan hasil penelitian yang diperoleh, dua strategi yang sering digunakan siswa adalah strategi pembelajaran langsung yang terdiri dari memori, kognitif, dan kompensasi, dan strategi tidak langsung yang terdiri dari meta-kognitif, afektif, dan sosial. Setelah siswa menerapkan strategi pembelajaran, penguasaan kosakata siswa untuk New HSK level 3 meningkat sebesar 67%. Strategi pembelajaran yang paling sering digunakan siswa dalam pembelajaran bahasa Mandarin adalah strategi meta-kognitif sebesar 90,9% dan strategi kognitif 66,7%. Persentase siswa yang belum pernah melakukan strategi memori hanya 9,12%, sedangkan untuk strategi sosial dan strategi afektif adalah 3%. Dapat disimpulkan bahwa ada beberapa faktor yang mempengaruhi siswa dalam belajar bahasa Mandarin, yaitu faktor internal dan faktor eksternal.

ABSTRACT

This study aims to examine the language learning strategies used by college students in learning Mandarin as a foreign language to achieve the New HSK (Hanyu Shuiping Kaoshi) standard at Level 3, especially regarding what strategies students used in the learning. The research was a qualitative method with a descriptive case study method involving thirty (30) students. They were students who have studied for one year or two semesters. The results showed that students were aware of the importance of using language learning strategies to master Mandarin as a foreign language, with internal and external factors that support students to learn Mandarin actively. Based on the research results obtained, two strategies often used by the students were direct learning strategies consisting of memory, cognitive, and compensation, and indirect strategies consisting of meta-cognitive, affective, and social. After the students implemented the learning strategy, students' vocabulary mastery for New HSK at level 3 increased by 67%. The most often learning strategy used by the students in learning Mandarin was the meta-cognitive strategy of 90.9% and the cognitive strategy of 66.7%. The percentage of students who have never done memory strategies was only 9.12%, while for social strategies and affective strategies was 3%. It can be concluded that there are several factors affecting students in learning Mandarin, namely internal and external factors.

1. INTRODUCTION

Following the times, Mandarin has become the second international language after English. Mandarin is spoken by more than 1.3 billion people worldwide and mastery of Mandarin is often identified with a brighter career prospect, especially for those who want to enter the business world. Mandarin is also one of the official languages at the United Nations (UN) Forum. Mandarin is the second international language, so its use is essential by the Indonesian people in the trade, culture, and diplomatic relations with China (Handoko, 2019; Loris, 2017). Language is often understood as a tool for communicating between humans and other humans using systems, signs, or instructions, such as movements or words (Sumantri et al., 2020; Yulia et al., 2020). Through language, a person will express something he wants to convey so that the interlocutor will understand the meaning of the phrase put forward by the interlocutor (Son, 2018; Widyanigrum, 2018). Language teaching can work well if there is sufficient knowledge of learners' characteristics and behavior (Syahputra, 2014).

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Learning is everyone's need because everyone will experience it. Almost all skills, knowledge, intelligence, habits, and human attitudes formed are modified and developed by learning (Darmanto et al., 2019; Li, 2020). In language learning, learning strategies are needed to show someone's success in mastering the language. The Mandarin language has four competencies that a learner must master: listening, speaking, reading, and writing (Jinming, 2008; Loris, 2017). It is necessary to master adequate vocabulary and mastery of grammar to master these four competencies. In other words, a person who learns Mandarin will not be able to communicate using the language he is learning without mastering vocabulary well. To master adequate vocabulary that can be used to communicate and work on problems is not an easy thing. Mandarin learners often encounter obstacles in presenting their mastery of vocabulary, which can interfere with their communication fluency, so the Mandarin learning strategy to master New HSK 3 vocabulary is an intermediate level of Mandarin proficiency test.

HSK exams can be done manually (paper-based) or online by using computers and the internet (internet-based) (Darmanto et al., 2019; Miranti et al., 2018). The learning strategy is very important in achieving the New HSK standard 3 test score. New HSK is a standardized test of international Mandarin language proficiency consisting of 6 levels. The New HSK International Mandarin competency test makes it easier to set targets/goals for the Mandarin language curriculum in universities in Indonesia. Although the target setting does not have to be the same as for universities in China, the targets are adjusted to various factors' real conditions in each institution. HSK has six levels of difficulty from beginner to advanced based on the vocabulary that is owned by each individual. Where at level 1 people can understand and use simple words and sentences to communicate, up to level 6 which allows people to easily understand any information communicated in Mandarin and be able to express themselves in written or spoken form smoothly (Alison et al., 2019).

Many factors affect learning in language learning, including learning strategies (Zaini, 2017). Learning strategies can be defined as learners' behaviors, so that language learning is successful, directed, and fun. Learning strategies refer to the behavior and thought processes that are used and influence what is learned. A language learning strategy is implementing a plan using several variables such as objectives, materials, methods and tools, and evaluation to achieve predetermined goals (Fatimah & Kartikasari, 2018). There are six main learning strategies (Oxford, 2017), namely: (1) Memory Strategy focuses on memorizing and remembering. It involves using techniques such as creating mental chains, using images and sound, reviewing well, and using actions. (2) Cognitive strategy is more inclined to use mental processes and thinking in language learning activities such as practicing, receiving, sending messages, analyzing and reasoning, and building input and output structures. (3) In turn, the compensation strategy collects the techniques used to overcome the shortcomings and limitations of using the target language to guess wisely and overcome limitations in speaking or writing. (4) Metacognitive strategy focuses on language learning, planning, and organizing learning, and evaluating independent learning. It can help students manage and assess the way they learn the language and plan their language assignments. (5) Affective strategy are used to reduce anxiety, motivate yourself, and control one's own emotions while learning the target language. (6) Social strategy is a type of strategy that helps students interact with others and understand the culture in the target language. Techniques used include asking questions, working with others, and showing empathy for others.

The learning strategy is one of the many aspects of learning that plays a role in educational goals. In the process, achieving this success requires a balanced synergy of each component of the learning process. These components include (1) teaching objectives, (2) teachers, (3) students, (4) subject matter, (5) teaching media, and (6) financial administration factors (Siki, 2019). The need for increased learning outcomes can be done by determining learning strategies that are in accordance with the dominant learning styles possessed by students (Chan & Rahman, 2019). Other previous study also examines student learning strategies in learning English as a foreign language (Rohayati, 2018). From the results of the research, there are two important things regarding the use of language learning strategies among Agribusiness Study Program students. The type of language learning strategy, which students use most often is affective strategies, followed by metacognitive and compensatory strategies. Another study states that learning strategies are a general approach to learning and depend on a person's cognitive, affective, and behavioral characteristics in carrying out learning strategies (Hassan, 2017).

Second language learning strategies are "dynamic and complex thoughts and actions, which are chosen and used by learners with a certain level of awareness in a specific context to regulate various aspects of themselves (such as cognitive, emotional, and social) (Oxford, 2017). The aims are (a) completing linguistic tasks; (b) improving performance or use of language, and (c) increasing long-term skills. These strategies are mentally guided but also manifest physically so that they can be observed. Learners often use strategies flexibly and creatively; combining the strategies in various ways, such as a strategy cluster or chain of strategies; and structuring it to meet learning needs. Learners in their context

decide which strategy to use. The feasibility of a strategy depends on a variety of personal and contextual factors. In previous research regarding Malay language learning strategies that are often used among Cermelang Ethnic Chinese students, namely identifying the types of Malay language learning strategies used by fellow ethnic Chinese students in their schools (Mohamad, 2017). This study examines language learning strategies related to gender, learning year, family socio-economics, and the relationship between language learning strategies and student academic achievement. Based on the above opinion, it can be concluded that the learning strategy is more comprehensive and has also been widely used in research involving Arabic, Mandarin and Japanese, and others (Chong & Teoh, 2018). As with other languages, in learning Mandarin, the learner starts from the smallest substance, for example, vocabulary. To learn vocabulary well, using the right learning strategies can help the learners (Handoko, 2019).

The target setting based on the New HSK must have a basis for consideration that can be accounted for to be realistic and achievable by students. Therefore, a study of the relationship between New HSK and Mandarin learning strategy in Indonesian Higher Education to achieve the New HSK standard 3. The minimum requirement for the ability of Mandarin teachers that must be possessed by Mandarin teachers is equivalent to level 3 (Puspitaningsih, 2018). This study aims to examine the learning strategies are used by undergraduate students in higher education to achieve the New HSK 3 standard.

2. METHODS

This research was descriptive qualitative research (Bogdan & Biklen, 1982; Sugiyono, 2014). This study aimed to analyze the language learning strategies most often used by Mandarin Education study program students at a state university in West Kalimantan. The research respondents consisted of thirty-three (33) students. They were students who have studied Mandarin for one year or two semesters. This study aimed to determine the most often used learning strategies to achieve the New HSK level 3 learning standard at a state university in West Kalimantan, namely students of the Mandarin education study program at the Faculty of Teacher Training and Education.

Descriptive research was conducted in a structured manner after the required data was collected, the next step was to identify and analyze the data that has been obtained. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of a person individually or in groups (Bachri, 2010). The data obtained were analyzed qualitatively through three stages, namely data classification, data interpretation, and descriptive analysis presented in narrative form (Rafael, 2020; Sugiyono, 2014). Researchers used a Likert scale to make a list of questionnaire questions divided into six categories: memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. It was conducted to find out what types of learning strategies were often used by students. Likert scale questionnaire contained aspects of research related to learning strategies. In addition, questionnaires were distributed to students that contained strategies they had implemented to improve vocabulary mastery of New HSK standard at level 3.

A good research methodology will produce a new paradigm in the development of science. The results of paradigm thinking are always insufficient and open to further changes. In other words, the results of thinking through paradigm change will always be relative, and this depends on data and facts obtained from the real world, which are then analyzed according to scientific principles (Mulyadi, 2011).

3. RESULT AND DISCUSSION

Results

Based on the results related to learning strategy, the results were obtained is presented in Table 1.

Table 1. The Respondents of Mandarin Learning Strategy

No.	Responses	Cognitive	Meta-Cognitive	Memory	Compensation	Affective	Social
1	Very often	27.3%	44.7%	3.8%	18.2%	30.3%	24.2%
2	Often	39.4%	46.2%	38.6%	40.9%	30.3%	34.3%
3	Sometimes/ Rarely	33.3%	8.3%	48.5%	28.8%	36.4%	38.4%
4	Never	0.0%	0.8%	9.1%	12.1%	3.0%	3.0%

When learning in class, it is not uncommon for lecturers to use interactive learning media such as audio-visual, image, word cards, and teaching students to memorize vocabulary techniques using word

abbreviations. However, this learning strategy is rarely used by students for independent study. Only 3.8% of the students used audio-visual media very often, and 38.6% of students often used this learning strategy. Among all of the students, there were students who rarely or occasionally use this memory strategy to remember the vocabulary that has been learned. However, students who have not made use of existing learning media to improve their Mandarin language skills and data were obtained as much as 9.1% of students who have never used this learning strategy.

From the research results, it was found that all students had implemented cognitive learning strategies, where students often recorded lessons and new vocabulary that were learned, which were then practiced in everyday life. Some students do the translation first into Indonesian to understand the meaning of Mandarin. It is not often that students use a dictionary to find the meaning of the words. Students who very often used cognitive learning strategies amounted to 27.3%, who often amounted to 39.4%, and who sometimes or rarely used this strategy at 33.3%. Based on the research results, 18.2% of students were very frequent, 40.9% of students were frequent, 28.8% of students were occasionally carried out compensation learning strategies. There were also 12.1% of students who did not do this learning strategy.

For the Meta-Cognitive strategy, it was found that students, when learning Mandarin in class, seriously pay attention and wholeheartedly study the material that has been delivered by the lecturer because they have felt the importance of learning Mandarin. Students first plan their own learning independently during learning activities and seek solutions to problems when they face difficulties in learning. The table 1 shows that students who often apply this Meta-Cognitive learning strategy are 44.7%, which is often 46.2%, and those who sometimes or rarely apply this strategy are 8.3%. There are 0.8% who have never implemented this learning strategy. In learning, students are required to motivate themselves and find ways to solve difficulties in learning Mandarin. In this affective learning strategy, students must be more independent in learning, namely by practicing the words that have been learned. From the research results, it can be seen that the level of students' independence in learning is still low. From the data obtained by students who often carried out affective learning strategies for each of 30.3%, who sometimes or rarely did affective learning by 36.4%, and who never did this affective learning strategy at 3 %.

In this aspect of social strategy, the data were obtained for students who use this strategy very often were 24.2%, who use this strategy often were 34.3%, who use this strategy sometimes were 38.4%, and those who never implement this strategy were 3%. From the average results of the New HSK at level 3 international standard vocabulary collection, it can be seen that the 600 vocabulary words are the sum of the level 1 and level 2 vocabularies, each of which has a total vocabulary of 150 words. The new vocabulary that appears in HSK at level 3 is only 300 words. The types of words in HSK at Level 3 is presented in Table 2.

Table 2. Types of Words in HSK at Level 3

No	Kinds of Word	Number of Words	%
1	Noun	241	40.2
2	Verb	156	26.0
3	Adjective	66	11.0
4	Number Words	18	3.0
5	Numeral Adjective Words	20	3.3
6	Pronouns	26	4.3
7	Adverb	37	6.2
8	Conjunction	10	1.7
9	Preposition	14	2.3
10	Auxiliary word	10	1.7
11	Interjection	2	0.3

From the average results of the New HSK at level 3 international standard vocabulary collection, it can be seen that the 600 vocabulary words are the sum of the level 1 and level 2 vocabularies, each of them has a total vocabulary of 150 words. The new vocabulary that appears in HSK 3 is only 300 words. For the classification of vocabulary types, the most prevalent types of vocabulary are nouns with 241 words (40.2) percent, 156 verbs (26%), 11% adjectives, and 6.2% adverbs, and no mastery of other types of vocabulary up to 5%. Based on the results conducted on 30 students who have studied Mandarin for one year, the overall vocabulary mastery is as shown in Figure 1.



Figure 1. Total Word Type Mastery in HSK at Level 3

From Figure 1, it can be seen from the total number of HSK Level 3 words of 600 words. There are 33% (196 words) that students have not fully mastered. All students have mastered as many as 67% (404 words). Based on the types of words, there are several types of words that have been fully mastered by students, including numbers, adverbs, conjunctions, prepositions, auxiliary words, and interjection. At the same time, the types of words that have not been fully mastered include nouns, namely 59.3% (143/241 words), verbs of 55.1% (86/156 words), adjectives of 65.2% (43/66 words), auxiliary words for numbers by 85% (17/18 words) and pronouns by 92.3% (24/26 words).

Discussion

Mandarin Learning Strategy

In active learning, many strategies involve many elements in the language learning process. Therefore, choosing a learning strategy is not an easy matter. The choice of language learning strategies requires a complete understanding of the material, facilities, learners, and the language learning objectives to be achieved (Zaini, 2017). One of the learning models commonly applied by educators in Mandarin learning is direct and indirect learning. In direct learning, students learn by selectively observing, remembering, and imitating the behavior of educators. Learning strategies divided into two major parts: direct and indirect (Oxford, 2017). The direct strategy is then further broken down into three types; memory, cognitive, and compensation. Indirect strategies are divided into three: meta-cognitive, effective, and social. Each strategy has its types of activities.

Direct learning strategy

Memory

Students use memory learning strategy by making use of previous knowledge and learning experiences. This learning strategy involves a lot of memory and learning processes that use memory. For example, if a learner relates speech sounds to things they have remembered, so they use a memory learning strategy. Included in this learning strategy is repeating the previous lesson. Likewise, when the learners use body movements to aid understanding, they are practicing memory learning strategies.

Cognitive

Cognitive strategies are all learner behaviors in the teaching and learning process that relate to learners' thinking power. This strategy can take the form of various activities. In a study, six kinds of cognitive behavior were determined, which were expected to represent this strategy. The six behaviors are: correcting one's own mistakes, using gesture gestures, practicing words, writing in a notebook, reading from the blackboard, and staring at the instructional media.

Compensation

Compensation learning strategies are used by learners who already have high enough skills. This learning strategy is usually used to overcome some limitations in language. Learners who have difficulty explaining something in the language being studied, for example, can use definitions or translations in their words to keep the language process running. Body movements can be used to cover the limitations

that they face. Included in this learning strategy is to determine or choose the topic to be discussed by yourself. Even avoiding difficult topics is also a strategy in this group. Students have been provided with explanations for the meaning of new vocabularies that appear in each chapter of the lesson in the compensation strategy. Students can find out the meaning of new vocabulary that have not been learned by relating the discourse context that students hear or read when studying independently or reading all essays and discovering new vocabulary. However, it is not uncommon for students to often look for synonyms of the Mandarin word to understand the meaning of the new vocabulary.

Indirect learning strategies

Metacognitive

Metacognitive strategies are all learner behaviors related to learners' techniques or ways to deal with and manage teaching and learning materials. In this study, the metacognitive strategy is manifested in various activities that can be classified into the following three categories: deciding attention planning and structuring teaching and learning activities, and evaluating the teaching and learning process. It can be emphasized that all of this must come from and be done by the learner.

Affective

Affective strategies are all learner behavior related to learners' attitudes and feelings in dealing with the learning process. This strategy is further divided into two: positive affective and negative affective. Positive affective strategies are learner behaviors that show that learners accept and appreciate the teaching and learning process. Negative affective strategies are learners' behavior that indicates that learners reject and do not appreciate the teaching and learning process. It should be noted that the term "negative" as used here does not mean bad or bad. Learner rejection of the teaching and learning process must be viewed as a "neutral" attitude, which is not related to good and bad values. Positive affective strategies are represented by four behaviors: laughing by showing pleasure or satisfaction, smiling showing satisfaction, and showing pleasure because funny things are fun. Negative affective strategies are represented by five behaviors: showing confusion, complaining, not paying attention to the teacher, talking to peers outside of learning relevance, and showing indifference. In learning foreign languages, self-confidence is essential, and it is necessary to improve a student's language skills.

Social

Social strategy is all learner behavior related to learner cooperation with colleagues in achieving learning goals. This strategy is manifested in six activities: talking to peers about lessons, helping friends according to teaching and learning activities, asking friends for help, giving praise to friends, harassing or cheering on friends and annoying friends. Apart from the several strategies above, there is one strategy that is important in learning Mandarin, namely social strategy. There are some native lecturers in this university. Thus, students can have the opportunity to communicate directly with native lecturers using Mandarin. If problems are found in learning, students can ask the lecturer directly or ask friends individually or in groups.

New HSK Standard Vocabulary Mastery Strategy 3

In learning Mandarin, vocabulary is an important element in mastering Mandarin. The collection of a limited vocabulary will prevent students from communicating in the language to be achieved, namely Mandarin. Therefore, the teacher plays an important role in improving the Mandarin learning strategy, especially in increasing students' vocabulary, so that mastering students' Mandarin is well achieved. Vocabulary greatly influences other language skills. The number of vocabulary produced by a person can reflect the intellectual level of that person.

Mandarin Learning has six levels that must be mastered by students, namely: 1) New HSK at level 1 with a total of 150 vocabularies, where this level is designed for learners who can understand and use simple letters and sentences to communicate, and prepare them to learn further Mandarin; 2) New HSK at level 2 with a total of 300 words, where this level is designed for learners who can use simple and direct Mandarin, and apply it in everyday life; 3) New HSK at level 3 with a total of 600 vocabulary words, where this level is designed for learners who can use Mandarin to fulfill their daily use, study and work, and can complete most of the dialogues they encounter; 4) New HSK level 4 with a total of 1200 vocabularies, where this level is designed for learners who can discuss using Mandarin on a relatively wide range of topics and are able to communicate with native speakers with good quality; 5) HSK at level 5 with a total of 2500 vocabulary, where this level is designed for learners who can read Mandarin newspapers and magazines, watch Mandarin films, and are able to write and deliver long enough Mandarin speeches; 6) HSK at level 6 with 5000 vocabulary words, where this level is designed for learners who can easily

understand all the information conveyed in Mandarin and can express themselves in Mandarin fluently both orally and in writing.

Vocabulary acquisition can be spontaneous and through specific learning (Astuti, 2016). Spontaneous word acquisition is all words that a person understands in a particular language, whether receptive or productive. In his study on Arabic Vocabulary Learning Strategies, vocabulary acquisition can be spontaneous. Vocabulary acquisition is obtaining meanings from new words through contact and communicating with the environment. Specific learning, namely from language acquisition to language learning, from implicit to deliberate learning, aims to accelerate the natural learning process.

The data analysis results were supported by questionnaire sheets that were distributed to students after completing the test questions. It was found that most of the students were students who studied from scratch or students who had never studied Mandarin language from the start. Based on the interview conducted, students of the Mandarin Education Study Program at the Faculty of Teacher Training and Education said that Mandarin is a foreign language that is difficult to learn coupled with Hanzi characters that they have never met or learned at all. However, after learning for several months, the change in students' perceptions of Mandarin has experienced a significant difference, namely what at first they thought it was challenging to learn to become less challenging to learn. It is proven that within one year of learning Mandarin, they have mastered a lot of vocabulary and can carry out daily communication well. However, some vocabularies have not been fully mastered due to the complete meaning of the word, many strokes of the Hanzi characters, and the meaning contained in these characters that make students often forget about the Hanzi characters.

From the questionnaires' results, it was also found that one of the obstacles experienced by students was the lack of independent learning frequency. In accordance with the memory learning strategy, many students rarely study or repeat lessons they have learned outside the learning process at college. So it affects the level of mastery of Mandarin vocabulary indirectly. One of the keys to success in Mandarin learning is to be active in repeating lessons learned on campus or learning related to Mandarin lessons independently. It unconsciously does not realize that learning Mandarin independently will increase students' mastery of Mandarin vocabulary. The importance of learning vocabulary to improve and develop students' language skills causes vocabulary learning to be increasingly urgent to be carried out more seriously and directed (Astuti, 2016). Vocabulary has a very important role in learning foreign languages, especially Mandarin. Without mastering adequate vocabulary, students have difficulty communicating and cannot even communicate at all. Not mastering Mandarin grammar at all is still possible to communicate if you have sufficient vocabulary. The series of words conveyed is not grammatical and can still be understood by the listener by understanding its meaning. Previous study revealed that learning foreign language vocabulary determines how much and how well the level of vocabulary mastery in the foreign language (Basri & Ridla, 2014).

Realistically assign a specific vocabulary scope for each level while considering Han characters' use so that vocabulary selection was effective. Thus, although the number of vocabularies assigned to each level was relatively limited, the effectiveness of using Han characters remains so that the quality is maintained. Besides functioning as a proficiency test, New HSK can also function as an achievement test for students in Mandarin programs at universities today and become a comprehensive measuring tool in line with the Mandarin program's level to the next year. A fourth-year or semester 1 to semester 8 (Budianto & Laurencia, 2014). The New HSK level mostly used pictures taken directly, so that it is closer to the phenomena of everyday life (Zhang et al., 2010), HSK 3 is an intermediate level Mandarin proficiency test, where the use of Hanyu pinyin at this level have already omitted (Miranti et al., 2018).

As with other languages, even in learning Mandarin, learners start from the smallest substance, for example, vocabulary. Previous study argued that to learn vocabulary well, using the right learning strategies can help mastery of foreign language vocabulary (Handoko, 2019). Another study said that vocabulary is very influential on other language skills (Astuti, 2016). The number of vocabulary produced by a person can reflect the intellectual level of that person. Therefore, appropriate strategies and methods are needed to be implemented in the classroom later. It is beneficial to memorized vocabulary to improve the mastery of Mandarin vocabulary through media learning. Multimedia learning, if it is chosen, developed, and used appropriately and properly, will provide enormous benefits for teachers and students. In general, the benefits that can be obtained are that the learning process is more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved, and the teaching and learning process can be done anywhere and anytime, and students' learning attitudes can be improved (Miranti et al., 2017).

4. CONCLUSION

From the learning strategies that have been discussed above, there were several factors influence Mandarin learning, namely internal and external factors. Internal factors are factors that occur to students themselves during Mandarin learning. After learning Mandarin, students experience a change in themselves, namely from the beginning of learning, they feel that Mandarin is challenging to learn, and in the end, they start to like Mandarin. Some students feel that they have language talent, so that they are motivated to learn Mandarin. In learning Mandarin, students must encourage themselves to continue learning Mandarin by increasing their confidence to use the words they have learned by speaking or communicating with native speakers or with friends individually or in groups. External factors are other factors that influence a person in learning Mandarin. One of the external factors that influence learning ability is that students wish to improve their abilities by taking Mandarin courses outside of campus learning time. The circle of student life itself also affects students' learning abilities. Students must create their Mandarin environment by communicating with friends outside the learning process and continuing to practice their speaking skills. By speaking Mandarin, students can create a community that can be used to improve their Mandarin skills as well.

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