The Effect of Learning Environment and Vocabulary Mastery on Chinese Speaking Skills

Lily Thamrin*, Suhardi

Departement of Teacher Training and Education, Universitas Tanjungpura, Indonesia

*Corresponding email: lily.thamrin@fkip.untan.ac.id

Abstract: The Effect of Learning Environment and Vocabulary Mastery on Chinese Speaking Skills. Objective: This research aimed to was necessary to conduct research on vocabulary mastery and students' Chinese speaking skills. **Methods:** This research employed a qualitative descriptive method and a Likert-scale questionnaire as a research instrument. The data processing and data analysis used a qualitative interactive model consisting of three stages; data reduction, data display, and conclusion drawing and verification. **Findings:** The results revealed that the students' Chinese language skills were still very low. The highest score of HSK was at intermediate level 3 with a percentage of 25% and intermediate level 4 with a percentage of 43%. For HSKK speaking skills, students' skills were only at the basic level of 44% and 56%. **Conclusion:** From this research, it can be concluded that the low ability of students to speak Chinese was the result of the influence of the internal and external factors of students where the discipline of using the language was still very low. Furthermore, the influence of the family and community environment was also one of the factors that greatly affected students' learning.

Keywords: learning environment, vocabulary mastery, Chinese speaking skills.

Abstrak: Dampak Lingkungan Belajar dan Penguasaan Kosakata terhadap Keterampilan Berbahasa Mandarin. Tujuan: Penelitian ini bertujuan untuk mengetahui dampak dari penguasaan kosakata dan lingkungan belajar terhadap keterampilan berbicara bahasa mandarin. Metode: Penelitian ini menggunakan metode deskriptif kualitatif dan kuesioner skala likert sebagai instrumen pengumpulan data. Analisis data menggunakan model interaktif kualitatif yang terdiri dari tiga tahap, yaitu reduksi data, tampilan data serta penarikan dan verifikasi kesimpulan. Temuan: Keterampilan bahasa mandarin mahasiswa masih sangat rendah dengan nilai tertinggi HSK masih berada dilevel menengah 3 dengan persentase sebesar 25% dan level menengah 4 dengan persentase sebesar 43%. Untuk keterampilan kecakapan berbicara HSKK, keterampilan mahasiswa hanya berada di level dasar sebesar 44% dan 56%. Kesimpulan: Rendahnya keterampilan berbahasa mandarin mahasiswa dipengaruhi oleh faktor internal dan eksternal dimana kedisiplinan penggunaan bahasa mahasiswa masih sangat rendah. Selain itu pengaruh lingkungan keluarga serta masyarakat juga menjadi salah satu faktor yang sangat mempengaruhi pembelajaran bahasa mandarin mahasiswa.

Kata kunci: pengaruh lingkungan, penguasaan kosakata, keterampilan berbicara bahasa mandarin.

■ **INTRODUCTION**

Language is a means of communication between humans using body movements or words. With language, people can express feelings, desires and intentions so that others who hear can understand what is being said. This is in accordance with (Widyanigrum, 2018) who stated that with language, people will be able to express something they want to convey so that others understand the meaning spoken by the speakers. One of the needs of every human being is learning and everyone will definitely experience learning. All human skills, intelligence, knowledge and attitudes are formed and developed during learning (Darmanto et al., 2019). To get effective results while studying, it must be supported by a good language learning environment, especially for foreign language learners. Learning a foreign language has now become an integral part of the education curriculum in Indonesia. In recent years, foreign language learning in Indonesia has become increasingly popular. This can be seen from the increasing number of bilingual schools that have been established. The development of the world economy today requires that a person must master more than one language, especially a foreign language. It is also one of the factors for both formal and non-formal schools that offer foreign language learning services.

From the 19th century until the 20th century, English became the first foreign language learned in schools around the world because the United States of America controlled the world economy. However, along with the times and the rotation of the world economy, which has focused on China and the development of the Chinese economy, it indirectly affects foreign language education in this world. (Liu, 2002) said that Chinese has officially become the language of instruction at the United Nations. In addition, with the inauguration of Chinese as the second language of instruction at the United Nations, it

demands that every country in the world must also learn Chinese. The development and progress of China's economy and industry have resulted in an increase in the number of Chinese language enthusiasts and students (Wang et al., 2009). Likewise in Indonesia, the Chinese language has now become one of the foreign language subjects besides English in public and private schools.

The environment is very influential in the acquisition of a person's language. Based on the theory of behaviorism, (Purba, 2013) states that a person is born in the world like a piece of paper that is not clean and not crossed out, hence in the process of language acquisition, the role of the environment becomes very important. Therefore, it can be said that it is the environment that contributes the most to a person's language acquisition. (Ellis, 2015) said that the environment, in terms of language acquisition, can be broadly classified into two, namely (1) the formal environment and (2) the informal environment. Language learning in the school environment includes learning in the formal environment while learning outside of school is categorized as informal learning. A school is a place where students get experience in teaching and learning activities. Language learning is not only learned in the classroom but also outside the classroom, namely in the school environment. If there are many people in the school environment who communicate in foreign languages, it can be said that the foreign language learning environment at the school is very supportive. In addition to the school or formal environment, there is also an informal environment which is divided into two environments, namely the family environment and the community environment. The family environment is an environment that provides the first experience in language learning. The growth and development of one's language will be very prominent in the

family environment. In addition, the community environment is also very influential on language learning. The language habits of parents, relatives and neighbors have indirectly influenced a person's language learning. While the community environment is an environment where a person socializes with other people within their neighborhood. Language learning in the community is also one of the studies that are very concerned. This is because there are many languages that exist in the community. When we socialize in a community, a person may use more than one language and it is possible that one of the languages used is a foreign language.

Foreign language learning must be balanced with appropriate learning techniques. In the Chinese language, there are at least four basic competencies that should be learned. They are listening, writing, reading and speaking skills. The first thing a person learns when learning a foreign language is vocabulary. It is because vocabulary is the basis of all foreign language competencies. The process of learning and mastering vocabulary begins at a young age by learning the mother tongue. In addition, the progress of mastering vocabulary includes the ability to recognize and understand the meaning. The meaning of the vocabulary can be chosen and determined according to the situation and conditions (Nurgiyantoro, 2013). If a person has mastered sufficient foreign language vocabulary, he will automatically be able to communicate with other people in the foreign language he is learning. (Astuti, 2017) said that vocabulary is the number of words in a language based on the experience of native speakers. Experiences, objects, events and thoughts have names in the form of words. Mastery of vocabulary is very meaningful for everyone because it is the basis as well as a means of communicating and thinking.

Today there are more and more universities in Indonesia that offer Chinese courses. Some focus on Chinese language and literature, while others focus on Chinese education and teaching. People who learn Chinese come from various ethnic groups throughout Indonesia. Some already have basic Chinese, while some have never studied Chinese in advance. Even though they have a different base in Chinese, in practice, they both have the same learning environment, namely a local environment that speaks the local language or the language of the area. The level of mastery of the Chinese language vocabulary of students determines their ability to speak Chinese. But the students' speaking ability is still very low. Their vocabulary mastery is also still very minimal. This problem occurs because the campus environment where students study has not created the habit of communicating in Chinese. Based on the theory that has been mentioned above, the problem of speaking ability is also due to the environment outside the campus, both in the family and community environment. The two problems above are caused by the habits of the students themselves who in their daily life often use their mother tongue or Indonesian which they consider more flexible to use in communication.

Based on the description above, research related to the influence of the environment and vocabulary mastery on the ability to speak Chinese needed to be done. The purpose of this research was to help language learners to pay more attention to the environment and the use of their language so that language learning can be practiced and function properly so that they could get effective results in their learning.

■ **METHODS**
The subjects of this research were students of the Chinese Language Education Department, Universitas Tanjungpura, Indonesia, from the year 2018 to 2021, with 130 students in total. The research employed a questionnaire as a data collection method. According to (Ismail &

AlBahri, 2019) Questionnaire is a data collection instrument used to collect large amounts of data. (Arikunto, 2010) A questionnaire contains questions that are useful for seeking information from the research subject. In this research, out of the total number of research subjects who succeeded in providing answers to the questionnaire distributed via Google Form were 111 students. The questionnaire used a six-point Likert scale; always, very often, often, rarely, very rarely, and never and open-ended questions about students' daily language habits both on-campus and off-campus. The research design employed by the researcher was a qualitative descriptive design. According to (Sugiono, 2016) Descriptive method describes and analyzes research results but does not make broad conclusions. Meanwhile, the questionnaires were analyzed descriptively. (Moleong, 2011) explains that qualitative research aims to understand the phenomena experienced by the research subjects holistically using descriptions in the form of words and language in a natural context and by utilizing various natural methods. (Sukmadinata, 2016) Descriptive qualitative research is a research method aimed at describing existing phenomena that describes a condition as it is. The data obtained were then presented in tabular form to determine the influence of the student's language environment on the student's speaking skills. Data analysis used a qualitative interactive model consisting of three stages; data reduction, data display and conclusion drawing and verification. (Sobandi, 2016) The data reduction stage is the collection of all required information from the questionnaire results which are then grouped. The data display stage is the stage of exposing the data needed in the study. The last stage is the stage of drawing and verifying conclusions, where the interpretation of research data is then drawn based on the phenomena that have been obtained.

■ RESULT AND DISCUSSIONS

This study involved 111 students of the Chinese Language Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University. The students involved were from batch 2018 to 2021.

Chinese Proficiency

Apart from the environment that supports students' learning outcomes, (Riyandiarto, 2018) states that there are also internal factors which are quite influential on student learning outcomes, namely learning intensity. (Purmadi, 2016) The intensity of learning can be defined as an increase in a process carried out by a person to obtain changes in behavior with maximum effort. (Riyanto & Aziza, 2020) The intensity of learning is one of the efforts carried out by a person for a certain period to increase his ability. Based on the explanation above, it can be concluded that the learning outcomes of students in the Chinese Language Education Study Program cannot be separated from the intensity and the effort of learning Chinese to achieve the desired abilities or competencies of the students themselves.

Based on the findings of the research, it was found that the length of learning Chinese from four batches of students varied greatly. New students who entered the faculty were usually from various regions in the province of West Kalimantan. Learning Chinese in each region was also different. Some schools offered Chinese language lessons from early childhood while some started in elementary schools and even secondary schools. So students who entered the Chinese Language Education study program had different basic skills in Chinese. There were even new students who had never studied Chinese at all and started learning it in college.

From the diagram above, it can be seen that of the 111 students, there are 21% who have studied for 1-2 years. Meanwhile, students who
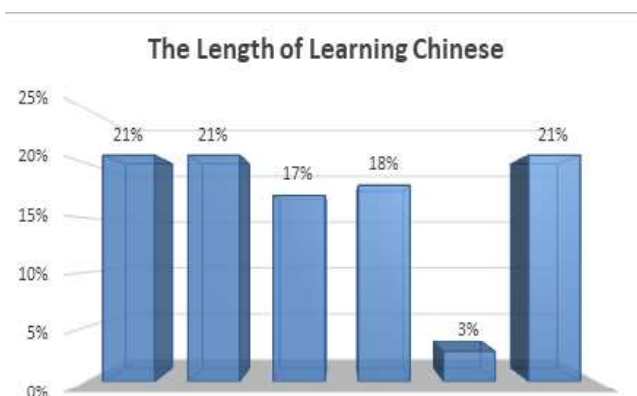
Figure 1. The Length of Learning Chinese of Students of Chinese Language Education Study Program, Tanjungpura University

have studied for 3 and 4 years are 17% and 18% respectively. In addition, only 3% of students have studied for 5 years. The remaining 21% have more than 5 years of experience learning Chinese. The length of learning Chinese does not affect the ability to speak the language. It is in line with (Pimporn Wattanakamolkul & LUO, 2021), who states that there is no significant difference in the attitude toward learning Chinese between different classes or the length of time learning Chinese.

In measuring a person's language proficiency, there is an assessment standard that one can take. For instance, English language proficiency is measured through TOEFL or TOIEC tests. Based on the website (chinesetest.cn, 2022) Hanyu Shuiping Kaoshi/ Chinese Language Proficiency Test is an international standard test given for students who study Chinese as a non-first language. The test is carried out to determine the learner's Chinese language ability in everyday life, even in a work environment. The HSK test is divided six levels.

Table 1. The HSK test level and international standard of Chinese proficiency

HSK	Total Vocabulary	International Standard of Chinese Proficiency
HSK（level 6）	More than 5000	Level 5
HSK（level 5）	2500	
HSK（level 4）	1200	Level 4
HSK（level 3）	600	Level 3
HSK（level 2）	300	Level 2
HSK（level 1）	150	Level 1

Description of skills according to level:

Level 1: participants can understand and use a few simple words and sentences to prepare for further learning.

Level 2: participants can use everyday words and general topics to carry out simple communication.

Level 3: participants can use Chinese to complete communication tasks related to daily life, study and work.

Level 4: participants can use more complete words and broad topics to communicate. They can also precisely convey their intentions and thoughts.

Level 5:   participants can use a few words and sentences that are more specific or carry out discussions, assessments and express opinions. They can easily deal with and solve some communication problems.

Level 6:   participants can freely use Chinese to communicate with outsiders, and the Chinese skills are close to native speakers.

It is undeniable that the intensity of learning Chinese affects students' language skills. (Miftachul Rahmi, 2018) says that high effort and good learning intensity will also result in good learning outcomes. With a long study duration, student learning outcomes will be proven. According to (Fadhila, A. Q., & Toyib, 2018) learning outcomes are obtained through a learning process which is basically to achieve certain goals. This is shown in diagram 2.
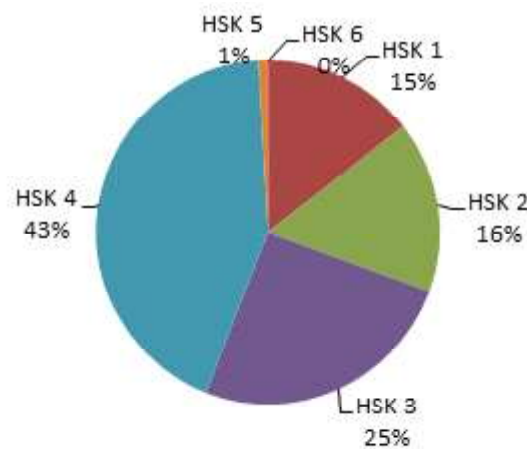
Figure 2. Students' chinese proficiency

From diagram 2, it can be seen that the student's skills are still classified as low intermediate. Although there are 21% of students whose study period is more than five years, their language skills are not so high. It can be seen that there are 43% of students with level 4 and only 1% who have Chinese language skills level 5. According to the table, the vocabulary mastered by level 4 is 1200 Chinese words. Furthermore, it states that level 4 are students who can use more complete words and broad topics to communicate and can precisely convey their intentions and thoughts.

Chinese Speaking Proficiency

A person's Chinese speaking proficiency is measured through a Chinese speaking proficiency test organized by the Center for Language Education and Cooperation China called HSKK. Based on the site (chinesetest.cn, 2022) Hanyu Shuiping Kouyu Kaoshi (HSKK) primarily aims to test the skills to express Chinese orally. The Chinese speaking skill test is divided into 3 levels. They are basic level HSKK, intermediate level HSKK and advanced/upper-level HSKK. The HSKK test is carried out by recording technique.

The target of the Chinese speaking test (HSKK)

1. The HSK speaking test (Beginner Level) is for learners who have learned Chinese 2-3 class hours per week with a learning duration of 1-2 semesters. These learners have mastered approximately 200 common words.

2. The HSK speaking test (intermediate level) is

for learners who have learned Chinese 2-3 class hours with a learning duration of 1-2 years. These learners have mastered approximately 900 common words.

3. The HSK speaking test (advanced/upper level) is for learners who have learned 2-3 class hours with a duration of 2 years and over. These learners have mastered approximately 3000 common words.

Table 2. Levels of HSKK, HSK and international Chinese proficiency standard

Chinese Speaking Skill（HSKK）	Chinese Language Proficiency（HSK）	International Standard of Chinese Proficiency
HSKK（Advanced/upper Level）	HSK（Level 6）	Level 5
	HSK（Level 5）	
HSKK（Intermediate Level）	HSK（Level 4）	Level 4
	HSK（Level 3）	Level 3
HSKK（Beginner Level）	HSK（Level 2）	Level 2
	HSK（Level 1）	Level 1

The Test Level

HSKK Beginner Level can understand and express general terms in Chinese and meet communication needs. HSKK Intermediate level can fluently use Chinese to communicate with native speakers, while advanced/upper level can fluently express ideas and opinions in Chinese.
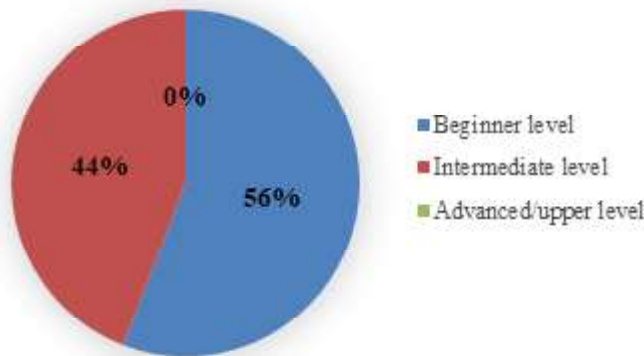
Figure 3. Students' chinese speaking skill

Based on the findings of the research, it was found that the students' speaking skills, on average, were at the beginner and intermediate levels. There are 44% of students whose speaking skill is at the beginner level. It means that the students only master approximately 200 vocabularies and can only use common words to interact with other people. Meanwhile, there are 56% of students whose speaking skill is at the intermediate level. It means that students have mastered approximately 900 Chinese vocabularies and can use more complete vocabulary with general terms.

Chinese Speaking Discipline/habits

According to (WenningNg‡e [, 2017) Strict language discipline is the use of grammatical structures, rhetorical ways and everyday language

continuously so that it becomes a habit and influences a person's mindset to continue using the language. Based on the results of data analysis, the language skills of the students of the Chinese language education study program were not so high. It is due to the students' discipline or habit of learning Chinese. They mostly used the language during lectures. However, when they are outside the class, they rarely use Chinese but other languages such as Indonesian, English or other regional languages.
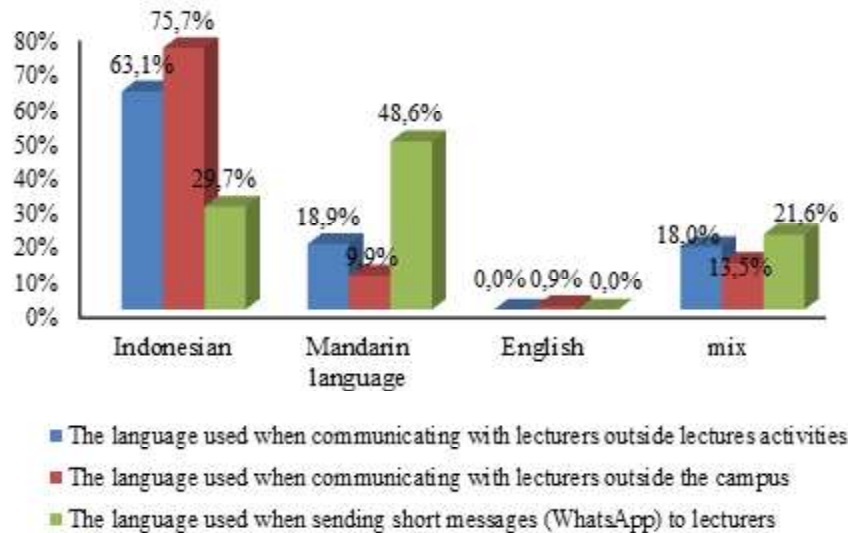
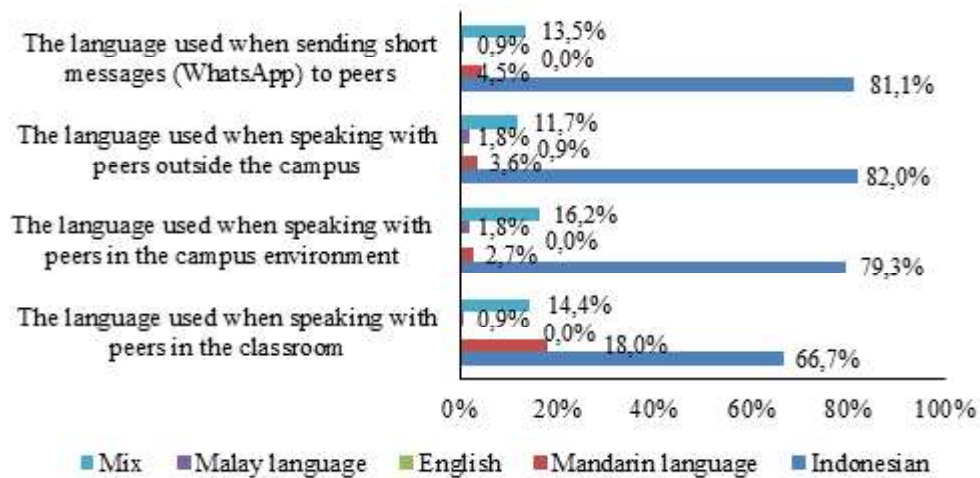**Figure 4.** The interaction in chinese between students and lecturers

Based on the data in the diagram, the students are likely to use Chinese when interacting with lecturers. It can be seen that there are 48.6% of students use Chinese when sending short messages via Whatsapp to lecturers. In addition, there are 29.7% of students use Indonesian to send short messages via Whatsapp to lecturers, while 21.6% of students use languages other than Chinese and Indonesian.

In improving Chinese language skills, students should always use the language they are currently learning with the hope that they can consistently use Chinese both on and outside the campus. However, what was expected had not been realized properly. It is evident by the number of students who chose to use the Indonesian language when they were outside the campus or outside of lecture activities. Based on the findings, there are 75.7% of students use Indonesian when talking to lecturers outside the campus and 63.1%

of students choose to use Indonesian when talking to lecturers outside of lecture activities. This is because they felt more flexible and fluent in communicating using the Indonesian language. Furthermore, this indirectly proves that the ability and mastery of students' vocabulary were still relatively small, so when they wanted to pronounce or speak Chinese, they felt hampered.

Based on the findings, it can be seen that the influence of speaking partners greatly affected the speaking skills and students' language skills. (Mutmainnah, 2008) states that several factors influence a person's choice of language. These factors are (1) language partners, mastery of language skills, socioeconomic status, age, gender, position, education, ethnic background, kinship relations, familiarity, power relations, and attitudes towards language; (2) the communication situation, the type of vocabulary, the place, the level of formality of the situation, and the presence

Figure 5. The interaction in chinese between students

of bilinguals or monolinguals; (3) the content of the conversation, related to the topic; and (4) the interaction function, related to the purpose of increasing status, creating social distance, isolating someone, and asking or pleading. As mentioned in the factors that influence the choice of one's language use, the students preferred to use the Indonesian language to communicate with their friends. It can be seen from the data collected that during communication both on and outside the campus environment, they even send short messages via WhatsApp to each other using Indonesian. The data shows that 67% of students in the class still prefer using Indonesian, and only 18% of students use Chinese in the class. In addition, 79% and 82% of students use Indonesian, respectively, when students are outside the class and the campus. Meanwhile, 3% and 4% of students use Chinese with their peers when outside the learning class and the campus. When students use Chinese to communicate with their friends, it can help them to develop and improve their Chinese language skills. Nevertheless, students of the Chinese Language Education Study Program at Tanjungpura University should be aware that if they want to improve their language skills, they must independently and actively use Chinese in any situation and condition. However, it turns out that not only did the students use the Indonesian language when having direct communication with their peers, but they also used the language when sending short messages via WhatsApp. Based on data, 81% of students use Indonesian when sending electronic texts while only 5% use Chinese. Based on the results, students of the Chinese Language Education Study Program at the University of Tanjungpura were more comfortable using Indonesian as their daily language of instruction even though they learned Chinese on the campus. In line with (Saddhono, 2012), the international students who study Indonesian generally have a strong desire to learn Indonesian. However, sometimes they get confused because there are often differences between what they learned in class and what is in everyday conversation.

One of the factors that influence the ability to speak Chinese for students of the Chinese Language Education Study Program is the habits of students speaking Chinese in the campus environment. From the data, it can be seen that an average of 50% of students rarely use Chinese when talking to lecturers either in the classroom
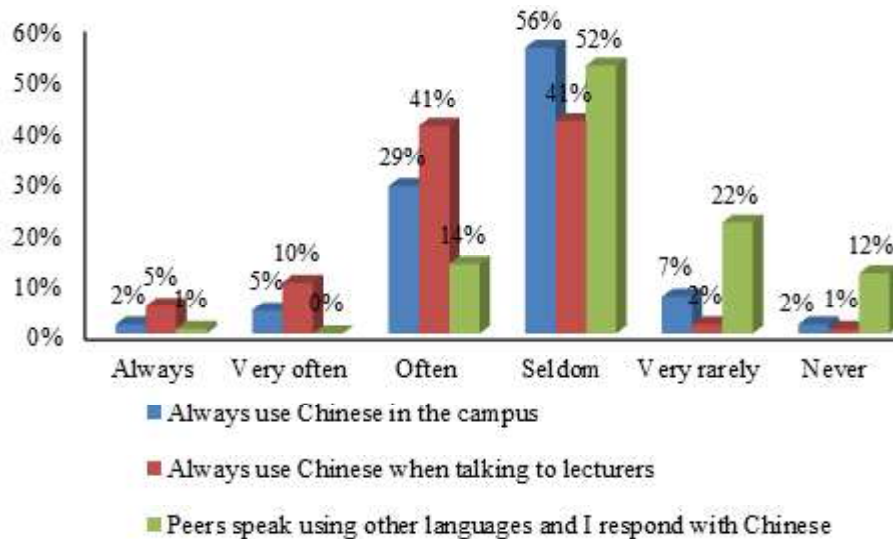
Figure 6. The habit of speaking Chinese in the campus environment

or outside the campus. While the number of students who always speak Chinese both on campus and outside campus is an average of 2.6%. In addition, the students' speaking skills whose level is low based on the results of the HSKK test are one of the results of students' indiscipline in teaching and learning activities. They had also never used Chinese in communicating when they were outside the learning activities. They had also never used Chinese in communicating when they were outside the learning activities. It is in line with research conducted by (Julia, J., Kurniawan, B., & Zhu, 2016) that student learning outcomes are not influenced by age but by educational and environmental factors such as teaching and learning and the family and community environment.

vocabulary mastery and language skills is the habit of students' language at home. The students came from various ethnicities and had less Chinese-speaking environment at home. Furthermore, most students did not have a Chinese language environment because their parents and closest people could not speak Chinese. In addition, there is also an external factor that is very influential because the students interact the most with the external environment. The student learning environment or campus is one of the most widely studied Chinese language environments. However, it is the discipline and language habits of students that determine all students' language skills and abilities. Based on the findings, students were very minimal in using or speaking Chinese in the campus environment, both with lecturers and students.

■ **CONCLUSIONS**

The level of vocabulary mastery and Chinese language skills of students in the Chinese language education study program at Tanjungpura University is still relatively low due to several factors, namely internal and external factors. The internal factor that causes the low level of

■ **REFERENCES**

Arikunto, S. (2010). Suatu Pendekatan Praktik [A Practical Approach]. 14th Edition. *Jakarta*.

Astuti, N. T. (2017). Pengaruh Gaya Belajar Terhadap Penguasaan Kosakata Bahasa Inggris [The Influence Of Learning Style

On Mastery Of English Vocabulary]. *DEIKSIS*. Https://Doi.Org/10.30998/ Deiksis.V9i03.1095

Darmanto, D., Hari, Y., Hermawan, B., & Setyawati, E. (2019). Aplikasi Sistem Manajemen Konten Bahasa Mandarin Untuk Mendukung Ujian Hanyu Shuiping Kaoshi [Chinese Content Management System Application To Support Hanyu Shuiping Kaoshi Exam]. *Jurnal Teknologi Informasi Dan Ilmu Komputer*. Https:// Doi.Org/10.25126/Jtiik.201961757

Ellis, R. (2015). Understanding Second Language Acquisition-Second Edition. In *Oxford*.

Fadhila, A. Q., & Toyib, M. (2018). *Komparasi Hasil Belajar Matematika Ditinjau Dari Intensitas Belajar Dan Tingkat Ekonomi Orang Tua Pada Siswa Kelas X SMK Muhammadiyah 01 Boyolali [Comparison Of Mathematics Learning Outcomes In Terms Of Learning Intensity And Parents' Economic Level In Class X Students Of SMK Muhammadiyah 01 Boyolali]*.

Ismail, I., & Albahri, F. P. (2019). Perancangan E-Kuisioner Menggunakan Codeigniter Dan React-Js Sebagai Tools Pendukung Penelitian [The Design Of The E-Questionnaire Uses Codeigniter And React-Js As Research Supporting Tools]. *J-SAKTI (Jurnal Sains Komputer Dan Informatika)*. Https://Doi.Org/10.30645/ J-Sakti.V3i2.152

Julia, J., Kurniawan, B., & Zhu, S. (2016). Pengaruh Usia Terhadap Pelajar Kursus Bahasa Tionghoa Shhs Di Surabaya Dalam Belajar Bahasa Tionghoa [The Influence Of Age On Students Of Chinese Language Course In Surabaya In Learning Chinese]. *Century: Journal Of Chinese Language, Literature And Culture*, 4(2), 19–33.

Liu, Z. (2002). Foreign Direct Investment And Technology Spillover: Evidence From China. *Journal Of Comparative Economics*. Https://Doi.Org/10.1006/ Jcec.2002.1789

Miftachul Rahmi, J. K. (2018). Upaya Peningkatan Intensitas Belajar Matematika Melalui Pemberian Tugas Tersetruktur Untuk Mencapai Ketuntasan Belajar Siswa Kelas Viii B Smp Negeri 2 Negara [Efforts To Increase Mathematics Learning Intensity Through Provision Of Structured Assignments To Achieve Complete Learning For Students Of Class Viii B Smp Negeri 2 Negara]. *Sosioedukasi: Jurnal Ilmiah Ilmu Pendidikan Dan Sosial*, 7(2), 126–136.

Moleong, L. J. (2011). *Metodologi Penelitian Kualitatif* (Cetakan XX) [*Qualitative Research Methodology (XX Edition)*]. PT. Remaja, Rosdakarya.

Mutmainnah, Y. (2008). *Pemilihan Bahasa Masyarakat Dwibahasa: Kajian Sosiolinguistik Masyarakat Jawa Di Kota Bontang Kalimantan Timur [Language Selection Of Bilingual Society: Sociolinguistic Study Of Javanese Society In Bontang City, East Kalimantan]*. Universitas Diponegoro.

Nurgiyantoro, B. (2013). Model Penilaian Otentik Dalam Pembelajaran Bahasa [The Authentic Assessment Model In Language Learning]. *Litera*. Https://Doi.Org/ 10.21831/Ltr.V10i2.1157

Purba, A. (2013). Peranan Lingkungan Bahasa Dalam Pemerolehan Bahasa Kedua [The Role of The Language Environment In The Acquisition Of A Second Language]. *Pena: Jurnal Pendidikan Bahasa Dan Sastra*, 2(2).

Purmadi, A. (2016). Hubungan Intensitas Belajar Terhadap Prestasi Belajar Fisika Siswa SMA [The Relations Of Learning Intensity

To High School Students' Physics Learning Achievement]. *Jurnal Teknologi Pendidikan*.

Qiuming, L., & Wattanakamolkul, P. (2021). A Survey on The Chinese Learning Attitudes of Chinese Majors in Thailand: A Case Study of Rajamangala University of Technology Rattanakosin. *Journal Of Chinese Language And Culture ўHuachiew Chalermprakiet University*, 8(1), 249–260.

Riyandiarto, B. B. (2018). Hubungan Intensitas Belajar Di Sekolah Terhadap Hasil Belajar Matematika Siswa Kelas VIII [The Relations Of Learning Intensity In Schools On Mathematics Learning Outcomes Of Class VIII Students]. *Jurnal Ilmiah Mathgram Matematika*.

Riyanto, D., & Aziza, M. (2020). Analisis Intensitas Belajar Terhadap Ketuntasan Belajar Matematika Peserta Didik Kelas VIII [The Analysis Of Learning Intensity On Mathematics Learning Mastery Of Class VIII Students]. *Jurnal Pendidikan Matematika Universitas Lampung*. Https://doi.Org/10.23960/Mtk/V8i2.Pp325-335

Saddhono, K. (2012). Kajian Sosiolingustik Pemakaian Bahasa Mahasiswa Asing Dalam Pembelajaran Bahasa Indonesia Untuk Penutur Asing (Bipa) Di Universitas Sebelas Maret [Sociolinguistic Study Of The Use Of Foreign Students' Languages In Learning Indonesian Language For Foreign Neaders (Bipa) At Universitas Sebelas Maret]. In *Kajian Linguistik Dan Sastra* (Vol. 24, Issue 2).

Sobandi, B. (2016). *Modul Diklat Kewidyaiswaraan Berjenjang Tingkat Menengah. Metode Penelitian II [Intermediate Tiered Entrepreneurship Training Module. Research Methods II]*.

State Administration Institute. Widyaiswara Development Center.

Sugiono, S. (2016). *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D [Quantitative, Qualitative, And R&D Research Methods]*. Alfabeta.

Sukmadinata, N. S. (2016). *Metode Penelitian Pendidikan [Educational Research Methods]*. Rosda Karya.

Wang, J., Spencer, K., & Xing, M. (2009). Metacognitive Beliefs And Strategies In Learning Chinese As A Foreign Language. *System*. https://doi.org/10.1016/J.System.2008.05.001

Wenning李文宁,L. (2017). *跨越藩篱: 光影世界中的 "诗意情境."* 清华大学出版社

Widyanigrum, H. K. (2018). Most Fm Radio Broadcasting Code, Ari Broadcast In Malang City [Campur Kode Siaran Radio Most Fm Penyiar Ari Di Kota Malang]. *Kembara: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*. https://doi.Org/10.22219/Kembara.Vol3.No1.49-54

Chinese Testinginternasional. (2022). http://www.Chinesetest.Cn/Gosign.Do?Id=1&Lid=0# Diakses Tanggal 20 Maret 2022