



## The Use of The Application “HSK Exam –汉语水平考试” In The HSK 4 Preparation Course of The Chinese Language Education Study Program 2022 Malang State University

### HSK Exam–汉语水平考试应用程序在2022年玛琅国立大学汉语教育专业HSK四级备考课程中的应用

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**Abstract:** This research on the use of the “HSK EXAM-汉语水平考试” application in the HSK 4 Preparation course aims to understand the usage activities of the “HSK EXAM-汉语水平考试” application within the HSK 4 Preparation Course and students’ response to this application in the HSK 4 Preparation Course of the Mandarin Language Education Program 2022. The descriptive qualitative approach is the type of the research used in this study, utilizing the data analysis framework developed by Miles dan Huberman. The study acknowledges that the application received positive feedback from students. Mandarin language learners find the application very useful as it provides various HSK question sets and vocabulary. The research findings indicate that the application has the potential to be effective supplementary tool for the HSK 4 Preparation Course and offers valuable insights for the future development of technology-based Mandarin language teaching methods.

**Keywords:** usage, HSK EXAM- 汉语水平考试, Teaching Media

**To cite this article:** Laresa, D. A., Ventivani, A., Kurniawan, D. (2025). The Use of The Application “HSK Exam –汉语水平考试” In the HSK 4 Preparation Course of The Chinese Language Education Study Program 2022 Malang State University. *Journal of Chinese Language and Culture Studies*, 4(2), 10.17977/um073v4i22025p61-73.

Submit: 15 October 2024

Revised: 18 September 2025

Accepted: 1 December 2025

**摘要:** 研究“HSK EXAM-汉语水平考试”应用程序在 HSK 4 准备课程中的使用，旨在了解该应用程序在 HSK 4 准备课程中的使用活动，以及2022年汉语教育专业学生对在 HSK 4 准备课程中使用“HSK EXAM-汉语水平考试”应用程序的反应。本研究采用描述性定性方法，应用 Miles 和 Huberman 的数据分析流程。研究结果显示，该应用程序获得了学生的积极响应。汉语学习者认为该应用程序非常有用，因为它提供了各种 HSK 练习题和词汇。研究发现表明，该应用程序有潜力成为 HSK 4 准备课程中使用的有效补充媒介，并为未来基于技术的汉语学习方法的发展提供了宝贵的见解。

**关键词:** 使用, HSK EXAM-汉语水平考试, 教学媒体



## 1. INTRODUCTION

As times and technology evolve, the language used for global communication also develops. This statement is supported by Darmanto et al. (2015), who argue that the rapid development of industry and economy in China over the past few decades has led many language learners to become interested in learning Mandarin as a language for business and culture. This aligns with the economic, cultural, and technological developments in China that have progressed very rapidly in recent years, thus also impacting the development of the Mandarin language. The advancement of times and technology not only affects the use of Mandarin in the economic and cultural sectors but also impacts the education sector. According to Ardiansyah et al. (2022), in line with technological, economic, and cultural developments, various sectors have experienced progress, including the education sector. This opinion is supported by Ventivani et al. (2021), who state that China's development in various fields corresponds with the increasing interest in Mandarin in Indonesia. Due to this increased interest, more non-formal, informal, and formal institutions are making Mandarin a foreign language subject taught in their curricula.

Every foreign language learner certainly needs a standardized language proficiency test for non-native speakers. This also applies to Mandarin learners; the Mandarin language standardization is intended for all learners, both from formal and informal institutions. This standard is necessary so that their Mandarin language skills can be used as needed. For Mandarin, the standard used is the Chinese Proficiency Test, also known as 汉语水平考试 [Hànyǔ shuǐpíng kǎoshì] (hereinafter abbreviated as HSK). In line with the opinion of Hari et al. (2019), which states that HSK is a standardized test of the People's Republic of China used to measure the ability and proficiency of non-native Mandarin speakers, this standardization can be used as a benchmark for their ability and competence in Mandarin. In Mandarin language learning at the university level, the Mandarin Language Education Study Program at the State University of Malang (hereinafter PSPBMUM) includes a course that aligns with the curriculum, namely HSK 4 Preparation. This course is used to support standardization in Mandarin language proficiency. Therefore, this HSK 4 preparation course is held to facilitate students in learning the material contained in HSK 4 with instructor guidance.

In the digital era, media plays an important role in the language learning process, including Mandarin language learning. According to Putriningtias et al. (2021), media itself is a tool containing a collection of materials used in learning activities to make the process more interactive in order to achieve learning objectives. In learning activities, the media used are not only print media, but digital media are also needed as additional media used in learning activities. This statement aligns with the opinion of Muyassaroh et al. (2021) that the use of media has an important role in language learning, especially in languages declared as the second most popular international language today, namely Mandarin. Not only Muyassaroh et al. (2021), Akbar et al. (2023) also argue that educators must be able to use modern learning media. The use of learning media that suits students' needs can help them receive material more interactively. The use of appropriate and suitable learning media will have a positive impact on both learners and teachers. Thus, this has the potential to improve students' skills and understanding of learning materials.

Selecting the appropriate learning media can improve learning outcomes and assist the learning process. This aligns with the statement of Dina et al. (2023) that the use of media during the learning process is essential to support the success of learning achievements. This opinion is



supported by Sholikah & Hidayat (2022), who state that the use of appropriate and suitable learning media will help Mandarin language learners during the Mandarin language learning process. This is important considering the level of difficulty faced by Mandarin language learners, as they are required to master four language skills. By utilizing appropriate learning media that have materials suitable to the difficulty level of language learning, it is expected that learning outcomes will be achieved optimally. Mobile learning is one type of media that can be utilized in language learning.

Mobile learning is a mobile computing device that can be used in education. The use of m-learning involves learners in learning activities to create a more effective and interactive learning atmosphere. This is supported by Qasim (2024), who states that learning using mobile learning media is a new learning media in the world of education. The use of this media provides a new things for learners because its usage process involves them in the learning process by providing access to textbooks, practice questions, and other additional materials. In this study, the researcher uses mobile learning media in the form of the 'HSK Exam- 汉语水平考试' application for Mandarin language learning in the HSK 4 Preparation course. The 'HSK Exam-汉语水平考试' application version 3.0.1 is a mobile learning media that can be accessed through Android smartphones and iOS. This application was developed by NextKhIT company and released on November 5, 2018, with more than 10,000 users on PlayStore. This application provides Vocabulary and Practice features with difficulty levels that have been adjusted to the Mandarin language proficiency test standards (HSK). Several features in this application are designed to help Mandarin language learners practice and master the four Mandarin language skills. This aligns with the statement of Wulandari et al. (2021) that there are four skills that must be learned in Mandarin language learning: speaking, listening, reading, and writing.

The results of a pre-research questionnaire conducted on PSPBMUM 2022 students in classes A and B show that the students' abilities are still not sufficient to take the HSK 4 exam, especially in writing and listening skills. Out of 76 students, it was recorded that only one student had passed the HSK 4 exam. This is due to the lack of practice in these two Mandarin language skills. To address this issue, the lecturers have already used several media, such as video media, YouTube, printed books, audiovisual materials, Pleco, and Hello Chinese. However, among the media that have been used, these media do not focus enough on HSK practice questions that cover writing, listening, and reading skills. As a result, students still experience some difficulties in these skills. The researcher uses the 'HSK EXAM – 汉语水平考试' application as one of the alternative additional learning media used to help students prepare for the HSK 4 exam and achieve more optimal results. This goal is in line with the objective of the HSK 4 preparation course, which is for students to be able to work on HSK 4 practice/simulation tests and obtain a minimum score of 180. This aligns with (Universitas Negeri Malang, 2020), which states that the material presented in the HSK 4 preparation course is material that refers to HSK 4. The Course Learning Outcome (CPMK) for HSK 4 preparation mentions that students are expected to be able to work on HSK 4 practice or simulation tests with a minimum score of 180.

Previous research on the use of the HSK Online application was conducted by Putri & Ilana (2020) titled "The Effectiveness of Mobile Learning HSK Online Application to Support Chinese Vocabulary Enrichment During the Pandemic". The research results showed that the use of the HSK online application was considered very effective for students in learning Chinese vocabulary.



Through learning using mobile learning media, students can easily access the application anywhere and anytime independently, without teacher supervision. In addition, other research has been conducted by Chrstian & Denissa (2022) on "Analysis of Hangman Game Implementation for HSK TEST Participant using Flutter". From the research on the development of the Hangman game application, findings were produced about the use of m-learning media, namely the Hangman game for Chinese language learners. A survey of 23 respondents showed that the use of m-learning was very helpful in expanding their vocabulary, and was very helpful for Chinese test participants in preparing for the HSK test.

This research aims to examine the importance of using mobile learning as an effective type of learning media for students in practicing various Chinese language skills. Additionally, this research aims to describe in depth the students' activities when using the "HSK EXAM-汉语水平考试" application in the HSK 4 Preparation course, and to describe students' responses after using the "HSK EXAM-汉语水平考试" application. It is expected that by utilizing this media in the learning process, it will provide significant benefits in assisting students during the learning process and improving their Chinese language abilities.

## 2. METHOD

This research is a qualitative study. According to Moleong (2022), qualitative research is a type of research that aims to understand phenomena from research subjects related to perceptions, behaviors, and actions observed with a comprehensive perspective, which is then specifically described. In this study, the researcher uses a descriptive data analysis depth level with a qualitative approach. The researcher wants to describe the activities of using the "HSK EXAM-汉语水平考试" application and student responses to the use of the "HSK EXAM-汉语水平考试" application by producing descriptive data to understand events/phenomena experienced directly by the research subjects. The researcher selects research subjects with the following criteria: students who are currently taking the HSK 4 Preparation course and students who have completed and passed Reading II, Writing II, Speaking II, Listening II, and Grammar II courses. The research is conducted online using the Zoom application in the even semester of the 2023/2024 academic year. The data source in this study is 76 PSPBMUM 2022 students and teaching and learning activities using the "HSK EXAM-汉语水平考试" application. The research data is obtained from observational data of students during the use of the "HSK EXAM-汉语水平考试" application and interview data regarding student responses after using the "HSK EXAM-汉语水平考试" application conducted on PSPBMUM 2022 students.

Research instruments are tools used in the research process to collect research data obtained from data sources and must meet validity and reliability criteria (Yakin, 2023). In this study, the researcher uses instruments in the form of observation sheets and interview guidelines. The observation sheet is used to obtain information about the activities of PSPBMUM 2022 students during the use of the "HSK EXAM-汉语水平考试" application. The interview guidelines in this study are used to explore the responses of PSPBMUM 2022 students after using the "HSK EXAM-汉语水平考试" application. There are 15 interview respondents, selected based on their HSK 4 test results using the "HSK EXAM-汉语水平考试" application. The selection is considered based



on the variation of respondents' scores, ranging from highest (correct score 31-40), moderate (correct score 21-30), to low (correct score 11-20). The stages of data analysis in this study are obtained through data collection during and after the data collection process. There are three data analysis flows according to Miles & Huberman (in Saleh, 2016), namely data reduction, data presentation, and conclusion drawing.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Activities Using the HSK EXAM-汉语水平考试 application in the HSK 4 Preparation course of the Chinese Language Education Study Program 2022 Malang state University

Research on the use of the "HSK EXAM-汉语水平考试" application in the HSK 4 Preparation Course for the 2022 Chinese Language Education Study Program at Malang State University was conducted on Thursday, May 23, 2024. The research subjects were 37 PSPBMUM 2022 students out of 76 students enrolled in the HSK 4 Preparation Course. The number of participants was reduced because some students had other activities and some others stated they were unwilling to participate. The research was conducted online through the Zoom application, starting at 15:00 WIB until 16:20 WIB, with a duration of 1 hour and 20 minutes. During the research process, there were three peer researchers who were also PSPBMUM 2020 students. They were tasked with observing the teaching and learning process using the "HSK EXAM-汉语水平考试" application. In this study, students were instructed to complete 40 questions consisting of 10 writing questions, 10 listening questions, and 20 reading questions. The duration given to complete the questions was 40-45 minutes. There were three flow of activities in this research: the initial research activities, the core research activities, and the final research activities.

At the beginning of the research activity, the researcher greeted the participants using Chinese language, saying "大家，下午好!" (dàjiā, xiàwǔ hǎo) 'Good Afternoon Everyone!', followed by expressing gratitude to the students. The researcher briefly introduced themselves, then explained the learning objectives to the students. The observation results will be presented in table 1.

Table 1. Observation result of initials activities

No.	Aspect observed	Yes	no	Description
initials activities				
1.	Conducived class situation	√		O1= The classroom situation during Zoom was conducive and there was a delay, the research should have started at 15.00 was postponed to 15.10, due to waiting for some students who had not yet arrived.
2.	Students answer the opening greeting from the researcher	√		-



		O2	
		O3	
3.	Students pay attention when researchers start the class	√	-
		O1	
		O2	
		O3	
4.	Students pay attention to the learning objectives delivered by the researcher	√	-
		O1	
		O2	
		O3	
5.	Students pay attention to the explanation of the review of HSK material using the “HSK EXAM- 汉语水平考试” application delivered by the researcher.	√	-
		O1	
		O2	
		O3	

Descriptions:

- O1: The first Observer
- O2: The Second Observer
- O3: The third Observer

Based on the observation results of the initial activities, it was found that the classroom situation during the use of the "HSK EXAM-汉语水平考试" application was conducive. The first observer added a note that the classroom atmosphere during the research activity was conducive, however, there was a delay in the research implementation. Initially scheduled to start at 15:00, it was forced to be postponed to 15:10 due to waiting for some students to arrive. Furthermore, all observers stated that the students responded to the researcher's greeting using Chinese language "下午好!" (Xiàwǔ hǎo!) 'Good Afternoon'. During the initial research activities, students were seen paying attention to the explanation of the learning objectives from the researcher. At the beginning of the research, the researcher provided apperception to students by asking about the HSK level that would be practiced in the research using the "HSK EXAM-汉语水平考试" application. Providing apperception before the learning process has great benefits for students' learning readiness. This helps students more easily absorb the material to be taught (Al-Muwattho, 2018). All three observers stated that the initial research activities took place in a conducive and orderly manner. Next, the researcher provided an explanation about the material review through the vocabulary feature using the "HSK EXAM-汉语水平考试" application.

In the next activity, which is the core research activity, the researcher asked students to pay attention to the researcher's directions regarding the use of the "HSK EXAM-汉语水平考试" application. Then, the researcher asked students to download the application on their respective smartphones. Next, the researcher provided an explanation regarding the application interface and instructions for using the application to students for both Android and iOS users by displaying PowerPoint slides, followed by a question and answer discussion about things that students wanted to ask.



In the next activity, the researcher provided an explanation regarding the material to be tested in the "HSK EXAM-汉语水平考试" application. Then, the researcher instructed the students to complete the HSK 4 simulation according to the predetermined question code. There were 40 questions that had to be answered by the students, consisting of 10 writing questions, 10 listening questions, and 20 reading questions. The researcher then set a time of 40-45 minutes for students to complete the HSK 4 simulation questions. If students encountered difficulties related to the material during the process, they were allowed to ask questions to the researcher through the Zoom chat column. The results of the core observation activities are presented in the table below:

Table 2. Observation result of core activities

No.	Aspect observed	Yes	No.	Description
<b>Kegiatan Inti</b>				
1.	Students pay attention to the researcher's directions regarding the use of the "HSK EXAM - 汉语水平考试" application.	√ O1 O2 O3		O1= No students asked questions about the procedure for using the application, because students already understood the directions from the researcher.
2.	Students pay attention to the researcher's explanation of the material to be worked on in the "HSK EXAM - 汉语水平考试" application.	√ O1 O2 O3		-
3.	Students take the HSK 4 test using the "HSK EXAM - 汉语水平考试" application seriously.	√ O1 O2 O3		-
4.	Students asked the researcher about the difficulty of the material on the "HSK EXAM - 汉语水平考试" app.	√ O1 O2 O3		-
5.	The condition and atmosphere of the class when students use the "HSK EXAM - 汉语水平考试" application is conducive and under control.	√ O1 O2 O3		-
6.	Students were able to operate the "HSK EXAM - 汉语水平考试" application.	√ O1 O2 O3		O3= students are able to use the application.
7.	Students were enthusiastic when using the "HSK EXAM - 汉语水平考试" application.	√ O1 O2 O3		-



Descriptions:

- O1: The first Observer
- O2: The Second Observer
- O3: The third Observer

Based on the observation results in the core activities described in table 2, the three observers noted that students paid attention to the researcher's directions regarding the use of the “HSK EXAM-汉语水平考试” application, observer one added a note in the remarks column that no students asked questions about the procedures for using the application, this indicates that students have a good understanding of the researcher's directions. This is also evidenced by the results of interviews conducted by researchers with students. Students stated that they understood the procedures for using the application, because the researcher provided concrete examples that facilitated their understanding of the use of the application. In statement number two, students were seen paying attention to the researcher's explanation of the material to be worked on in the “HSK EXAM - 汉语水平考试” application.

During the process of working on the HSK 4 test, the three observers stated that students looked serious. Furthermore, the three observers stated that there were students who encountered difficulties related to the HSK material on the application. The observer stated that there was one student who asked about the use of the vocabulary 是否 'Shìfǒu' in the writing question. Furthermore, all three observers stated that students felt happy when using the “HSK EXAM - 汉语水平考试” application because, it was considered very effective and provided easy access, so students felt enthusiastic. This is evidenced by the observations of the three observers that during the process of working on the application some students actively asked the researcher, and were serious in doing the HSK 4 test and was also supported by the positive responses given by students when interviewed by researchers after using the application. This statement is supported by Perceka et al (2017) which states that learning using m-learning provides ease of use and is very effective in the learning process.

In the final activity, the researcher instructed students to submit their HSK 4 test results via a Google Form link that had been shared by the researcher in the Zoom chat column. After that, the researcher asked a number of students to express their responses and difficulties they encountered after using the "HSK EXAM-汉语水平考试" application. At the end of the research activity, the researcher gave a closing greeting to all students who had participated in this activity.

**Table 3. Observation results of final activities**

No.	Aspect observed	Yes	No	Description
<b>Kegiatan Akhir</b>				
1.	The researcher asked the students to collect the results of the HSK test simulation using the “HSK EXAM - 汉语水平考试” application.	√ O1 O2 O3		
2.	The researcher asked the students to give their feedback	√ O1		O1= Students gave positive feedback



	after using the “HSK EXAM - 汉语水平考试” application.	O2 O3	about using the application.
3.	Students conveyed any difficulties they encountered during the process of using the “HSK EXAM - 汉语水平考试” application to the researcher.	√ O1 O2 O3	O1= One student asked about the absence of correct scores when working on problems and another student asked about the history of the problems that had been done.
4.	Students responded to the researcher's closing greetings.	√ O1 O2 O3	O3= Students answered greetings from researchers and there were several students who had left Zoom first.

Descriptions:

O1: The first Observer

O2: The Second Observer

O3: The third Observer

Based on the observation results in table 3, all three observers noted that students were willing to show their HSK 4 test results using the "HSK EXAM – 汉语水平考试" Application to the researcher. There were 40 questions that students had to complete. Of these 40 questions, 10 were writing questions in the form of sentence construction. In addition, there were 10 listening questions in the form of true/false questions. Meanwhile, the other 20 questions were reading questions in the form of multiple-choice questions. Based on the students' work results, it was found that on average, students achieved good results, with most students getting correct scores above 25 out of the total 40 questions completed. On the listening questions, students on average experienced difficulties with question number 1, related to the use of the adverb 并 (Bìng) 'actually'. In the writing section, students on average encountered difficulties with questions number 14 and 17, which were related to the material on using the conjunction 既然 (jìrán) 'since'. Meanwhile, in the reading section, students on average made mistakes on questions number 24 and 25, which were related to the material on using the adverb 刚 (gāng) 'just' and the measure word 课 (kè) 'measure word for plants'. Students experienced difficulties in answering these questions because they had trouble determining the appropriate vocabulary according to the context of the questions, and they made errors in sentence construction. Furthermore, all three observers stated that students provided feedback after using the "HSK EXAM – 汉语水平考试" application. The first observer added a note in the remarks column that students expressed positive responses after using the application, stating that the content of the material and the collection of questions contained in this application were very helpful for students in learning. This opinion is



supported by Junita (2023), who states that learning using mobile media provides flexibility for learners to access materials, practice questions, and other information related to learning without time and location limitations. In the statement column number three, the first observer noted that there was 1 student who experienced issues with the application system during the process of using the application, which caused the user's correct answers to be recorded as incorrect answer points. When this issue was discovered, the researcher asked the student in question to redo the test and provided additional time for completion to that student. Finally, all observers stated that the students responded to the researcher's farewell greeting as a sign of the end of the research.

### **3.2 Responses of students of Chinese Language Education Study Program 2022 Malang state Univeristy to the Use of HSK EXAM application - 汉语水平考试 in HSK Preparation Course 4**

The interview activity was conducted after PSPBMUM 2022 students used the "HSK EXAM – 汉语水平考试" application. The interview was conducted via Zoom application on Thursday, May 23, 2024. The researcher asked eight questions to students regarding the use of the "HSK EXAM – 汉语水平考试" application in the HSK 4 Preparation Course. According to the interview results table (see Appendix 7. Interview Results).

All students stated that the researcher's explanation of how to use the "HSK EXAM – 汉语水平考试" application was very clear and easy to understand. This is because the researcher provided instructions and concrete examples of how to use the application for both Android and iOS smartphone users, allowing students to quickly understand how to use it. Information was obtained that all students stated they did not experience any difficulties during the process of taking the HSK 4 test using the application. Regarding whether this application can support students' preparation before taking the HSK 4 test, all students assessed that this application was very helpful thanks to the collection of questions that have been adjusted to the HSK difficulty level. This is in line with the opinion of Sholikah & Hidayat (2022) that the use of appropriate learning media will help Chinese language learners in Chinese language learning activities, which can be seen from the level of difficulty, considering that Chinese language learners are required to master four language skills.

The majority of students indicated that this application has interesting features, and it also provides various types of questions covering all HSK levels. One student pointed out that the advantage of this application is that during its use, it can be accessed for free without the need for account registration, and the application also only requires 33 MB of storage space. The advantage of using mobile learning in education is that this media is very efficient to use, interactive, and provides easy access for its users (Kristanto, 2016). However, some students highlighted drawbacks of this application, such as the high number of ads that appear.

All students stated that they could easily access the collection of HSK 4 questions through the application, allowing them to practice their Chinese language skills according to their Chinese language level, which is HSK 4. All students agreed that they would highly recommend this application to other Chinese language learners who are preparing for the HSK 4 test, considering



the benefits gained for PSPBMUM students and other Chinese language learners who will face the HSK exam. This aligns with the research findings of Miftahussa'aidah (2021), which state that application-based learning provides significant benefits by encouraging students to be more independent, active, and increasing students' motivation to achieve learning outcomes.

Lastly, all students stated that the "HSK EXAM- 汉语水平考试" application is very interesting, comprehensive, and serves as a very useful additional learning medium for Chinese language learners. The use of good learning media during the teaching and learning process can create more effective interactions between teachers and students (Titin, 2023). It is expected that by utilizing appropriate and effective learning media, learners' interest in learning activities will increase and a more enjoyable learning atmosphere will be created.

## 4 CONCLUSION

The use of the "HSK EXAM-汉语水平考试" application was carried out as planned, starting from the initial activities which included greetings by the researcher and conveying the research objectives to the students. Then, the core activities included directions for using the "HSK EXAM – 汉语水平考试" application and the process of working on the HSK 4 test simulation using the application. This was followed by the final activities which included collecting students' work results and providing responses related to the use of the application from students. Throughout the research process, students were seen paying serious attention to all of the researcher's explanations and directions. All students were also seen following the researcher's directions to take the HSK 4 test using the predetermined question code.

Student responses after using the "HSK EXAM-汉语水平考试" application showed that students felt greatly assisted by the application. Students assessed that the use of this application could help improve their understanding of the material contained in HSK 4 and help students to practice some skills that were considered still lacking. This is evidenced by the results of the test simulation, with the average student getting a score above 25 out of a total of 40 questions worked on. This positive response confirms that the use of the "HSK EXAM – 汉语水平考试" application as a learning medium can support the learning process. Students assessed that this application is very useful for students who are taking the HSK 4 Preparation course or other Chinese language learners who are preparing themselves before facing the test, because this application provides a collection of relevant HSK questions and Vocabulary. Overall, the use of this application has a positive impact on the learning process and complements deficiencies in Chinese language skills through consistent and continuous practice

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