

The Implementation of HSK 汉语水平考试 Teaching Materials To Train Students' Hsk 4 Vocabulary

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Abstract

This study aims to describe the process of implementing HSK 4 Preparation teaching materials 汉语水平考试 [Hànyǔ Shuǐpíng Jǎoshì sì jí], and students' responses to the implementation of HSK 4 Preparation teaching materials [Hànyǔ Shuǐpíng Jǎoshì sì jí]. This study uses a qualitative descriptive research method. The results of this study are that the process of implementing HSK 4 Preparation teaching materials ran smoothly, the classroom situation was very conducive and students were enthusiastic and eager to learn using HSK 4 Preparation digital teaching materials. Based on questionnaires and interviews, the implementation of HSK 4 Preparation digital teaching materials had a positive impact on students. Most students think that HSK 4 Preparation digital teaching materials make it easier for students to master HSK 4 vocabulary, increase motivation to learn HSK 4 vocabulary, the teaching materials are easy to access, and can be used for independent learning.

Keywords: *teaching materials, digital, HSK, Mandarin*

Introduction

The Mandarin Language Education Study Program at Universitas Negeri Malang was established in 2011 upon the request of the Ministry of Education and Culture of the Republic of Indonesia. This request was based on the increasing demand for Mandarin teachers in Indonesia. This increase is due to the growing job market requiring Mandarin proficiency in the Indonesian industrial sector. According to Diana (2022), the increasing need for Mandarin language skills is driven by the rapid growth of Chinese industry and investment in Indonesia. This is supported by Rinaldi (2024), who states that the rapid advancement of science and technology in China has made Mandarin the second international language after English.

Mandarin language skills for non-native speakers can be measured through a standardized language test called HSK. HSK (汉语水平考试 [Hànyǔ shuǐpíng kǎoshì]) is a standardized Mandarin proficiency test developed by the People's Republic of China for foreign speakers. Sumei (2012) explains that HSK is an internationally standardized test focusing on a participant's ability to communicate in Mandarin in everyday life, academic settings, and the workplace. Thamrin (2022) states that the HSK test is used to assess the

Mandarin language skills of learners, especially foreigners. Junaeny (2024) adds that the HSK test is aimed at foreign learners of Mandarin. Efendi (2023) explains that the HSK test is divided into six levels: HSK 1 through HSK 6.

Students of the Mandarin Language Education Study Program at Universitas Negeri Malang are expected to take and pass HSK Level 4 upon graduation. HSK 4 is considered a benchmark indicating that learners can communicate on various topics in Mandarin and interact with native Chinese speakers. According to Rajali (2023), the HSK test is widely recognized as a Mandarin proficiency test. Passing HSK 4 is a minimum requirement for careers in Mandarin-related fields, such as translation and teaching, making it crucial for students of the program. Because of its importance, the HSK 4 Preparation course is included in the curriculum. Many learners find HSK 4 challenging, which aligns with Putri et al. (2018), who report that students often struggle with the course. Azizah et al. (2023) mention that HSK 4 is difficult because all questions are in Chinese characters (hanzi) without pinyin. Furthermore, Biduri (2013) highlights that a key challenge in learning Mandarin is the script, which uses characters instead of an alphabet.

In the program at Universitas Negeri Malang, after completing the HSK 4 Preparation course, students take an internal HSK 4 test at the end of the semester. This test is not an official certified HSK test, but rather a tool to assess students' progress after taking the course. As the instructor for the course, the researcher felt it necessary to innovate by implementing a teaching medium that could increase student enthusiasm and improve the pass rate for the internal HSK 4 test. According to Putri (2024), teaching media play an important role for both teachers and learners. Adji (2017) emphasizes that Mandarin learning can benefit from developing instructional materials that identify and explore students' learning needs. The medium used in this study is a digital HSK 4 Preparation teaching material that can be accessed independently, anytime and anywhere.

In addition, Alqahtani (2015) asserts that vocabulary mastery is crucial in second language acquisition and must be supported by engaging, technology-assisted strategies. Stockwell (2010) notes that mobile-based vocabulary learning applications can significantly contribute to vocabulary retention and learner motivation. Furthermore, Chapelle (2003) emphasizes that the integration of computer-assisted language learning (CALL) tools should be informed by pedagogical theory to ensure meaningful language acquisition. Therefore, the implementation of digital HSK 4 teaching materials in this study is aligned with broader efforts to modernize language instruction through context-appropriate technology.

Method

This study uses a qualitative descriptive research method. According to Moleong (2021), qualitative research is used to study and deeply understand phenomena experienced by research subjects. The aim of this research is to analyze the implementation of digital HSK 4 Preparation teaching materials in the HSK 4 Preparation course, describe students' responses to the digital materials. The researcher used observation sheets, questionnaires, and interview guides. Observation sheets were used to collect data on learning activities using digital media. Questionnaires were used to gather data on students' responses. Interviews were conducted to explore individual student responses more deeply, especially those that differed from the general trend.

Results

This section describes the implementation of digital teaching materials to train HSK 4 vocabulary, and students' responses to their use.

Implementation of Digital Teaching Materials to Train HSK 4 Vocabulary

The implementation of digital teaching materials for HSK 4 Preparation was carried out on Thursday, May 15, 2024 at GKB A20, State University of Malang. Learning using digital teaching materials for HSK 4 Preparation in the HSK 4 Preparation course took place from 13.10-14.50 WIB. Before carrying out learning activities, the researcher had prepared a Learning Implementation Plan (RPP) with three stages of activities, namely opening activities, core activities, and closing activities.

During the implementation process, there were two observers who observed the process of implementing digital teaching materials for HSK 4. During the opening activity, the classroom atmosphere was calm and controlled, all 39 students were present in class. The researcher opened the teaching and learning activities with a greeting in Mandarin, and took attendance.

Table 1. Observation Results – Opening Activity

No	Observed Aspect	Answer		Note
		Yes	No	
1	Class was calm and under control when learning began	√01 √02		
2	All students were present	√01 √02		
3	Students responded enthusiastically to greetings	√01 √02		
4	Students paid attention and responded during attendance	√01 √02		

Note:

O1: (Observer 1), O2 (Observer 2)

The activity after the opening activity is the core activity. In the core activity, the researcher explains about the digital teaching materials for HSK 4 Preparation, students access the digital teaching materials for HSK 4 Preparation, and the researcher explains what vocabulary will be learned along with its use in Mandarin sentences. According to Prastowo (2013) teaching materials are all information materials that are arranged systematically, and display the complete competencies that will be mastered by learners.

Tabel 2. Observation Results – Core Activity

No	Observed Aspect	Answer		Note
		Yes	No	
1	Students listened to the explanation	√01 √02		

2	Students accessed the materials	√01 √02	
3	Students studied vocabulary using the materials	√01 √02	
4	Students engaged in Q&A with the instructor	√01 √02	
5	Students completed exercises in the materials	√01 √02	
6	Students discussed answers with the instructor	√01 √02	
7	Class was orderly and conducive	√01 √02	√01: Students were enthusiastic

Note:

O1: (*Observer 1*), O2 (*Observer 2*)

In the closing activity, the researcher provided reinforcement for the learning material that had been delivered. After that, students expressed their opinions on the learning that had been carried out, the majority of students felt very happy after implementing the HSK 4 Preparation digital teaching materials to practice HSK 4 vocabulary mastery. This is in line with the opinion of Adip (2022) who explained that one of the benefits of teaching materials is to make teaching and learning activities more interesting and enjoyable. In addition, Sitohang (2014) is anything that can help teachers and students in the learning process, both written and unwritten, and can create a pleasant learning atmosphere.

Table 3. Observation Results – Core Activity

No	Observed Aspect	Answer		Note
		Yes	No	
1	Researcher reinforced the day's material	√01 √02		
2	Students shared their impressions	√01 √02		
3	Students responded to the instructor's closing greeting	√01 √02		

Note:

O1: (*Observer 1*), O2 (*Observer 2*)

Students' Responses to the HSK 4 Digital Materials

After conducting learning by implementing the HSK 4 Preparation digital teaching materials, the researcher distributed a questionnaire to find out students' responses to the HSK 4 Preparation digital teaching materials. The questionnaire contained several

questions related to the HSK 4 Preparation digital teaching materials, with the options "yes" and "no", as well as a comment column that allows students to write comments or suggestions regarding the HSK 4 Preparation digital teaching materials.

Table 4. Questionnaire Results – Student Responses

No	Statement	Yes	No	Note
1	The materials helped me memorize vocabulary	39		Comments Answer Choices Yes The vocabulary in the HSK 4 Preparation digital teaching materials is equipped with pinyin, meaning in Indonesian
2	The material helped me understand word usage in sentences	39		Comments Answer Choices Yes HSK 4 vocabulary with examples of its use in easy-to-understand sentences
3	The material helped me master HSK 4 vocabulary	39		
4	The material increased my motivation to learn vocabulary	38	1	Comments Answer Choices Yes The material is easy to understand so I am motivated to study HSK 4 Comments Answer Choices No HSK 4 vocabulary is too much
5	The material provided an easier learning experience	38	1	Comments Answer Choices Yes Teaching materials are accompanied by meanings in Indonesian, making it easier to learn Comments Answer Choices No Too much vocabulary
6	The material easy to study independently	39		
7	I did not face difficulties using the materials	39		

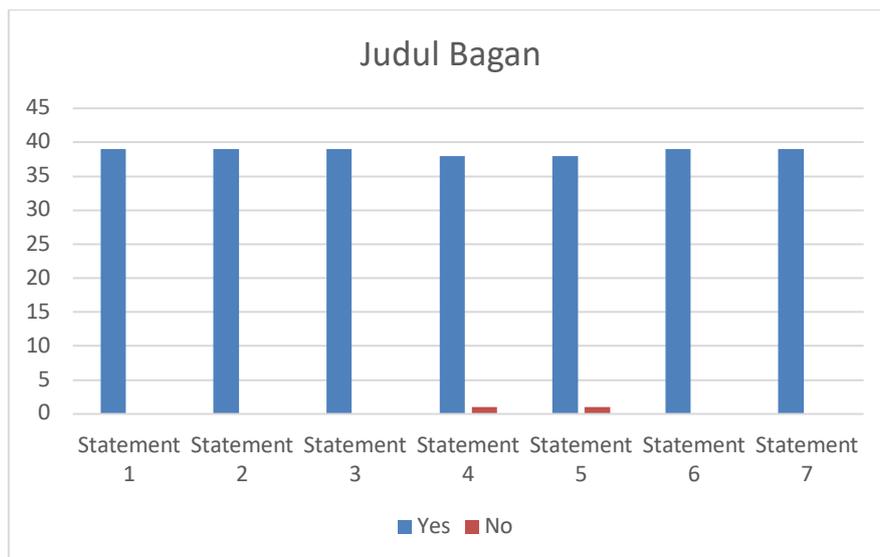


Fig. 1 Student's Responses: Diagram

Based on the results of a questionnaire from 39 students, all students were of the opinion that the HSK 4 Preparation digital teaching materials made it easier for students to memorize HSK 4 vocabulary. This is in line with the opinion of Magdalena (2020) who explained that teaching materials are used to make it easier for teachers to carry out learning, and to help and facilitate students in learning.

In statement no. 2, all students were of the opinion that the HSK 4 Preparation digital teaching materials made it easier for students to understand examples of the use of HSK 4 vocabulary in Mandarin sentences. This is in line with the opinion of Lestari (2013) who stated that teaching materials aim to make learning more interesting and achieve comprehensive mastery of competencies.

In statement no. 3, all 39 students considered that the digital teaching materials for HSK 4 Preparation can train HSK 4 vocabulary mastery. In statement no. 4, 38 students argued that the digital teaching materials for HSK 4 Preparation can increase students' motivation to learn HSK 4 vocabulary, while 1 student argued that digital teaching materials do not increase motivation to learn HSK 4 vocabulary. Based on the comments written, students answered "no" because students felt that the HSK 4 vocabulary was too much. HSK 4 vocabulary mastery has been determined by Hanban, which is 1200 vocabularies. This was clarified by Putri (2016) who explained that the number of HSK 4 vocabularies is 1200 vocabularies. In statement no. 5, 38 students argued that the digital teaching materials for HSK 4 Preparation provide an easier learning experience, while 1 student argued that the digital teaching materials for HSK 4 Preparation do not provide an easier learning experience, students answered "no" because students felt that the HSK 4 vocabulary was too much. The number of vocabulary in HSK level 4 has been determined by the Institute in China, Hanban. According to Elyana (2023), the number of vocabulary in HSK level 4 that must be mastered is 1200 words.

In statement no. 6, all students are of the opinion that the HSK Preparation digital teaching materials are easy to study independently. This is in line with the opinion of Magdalena (2023) who stated that the function of teaching materials is to stimulate learners' initiative to study independently.

In statement no. 7, all 39 students are of the opinion that students do not experience obstacles when using the HSK Preparation 4 digital teaching materials.

In addition to data from the results of the student response questionnaire, the researcher also conducted interviews with fifteen students to explore more in-depth

responses. Based on the interview data, all 15 students are of the opinion that the HSK Preparation 4 digital teaching materials can make it easier for students to learn HSK 4 vocabulary and provide an easier learning experience because the HSK Preparation 4 digital teaching materials are equipped with meanings in Indonesian and example sentences in Mandarin. This is in line with the opinion of Aisyah (2020) who stated that one of the benefits of teaching materials is to make it easier for learners to learn the competencies that must be mastered. Students also added that most of the HSK 4 textbooks circulating in Indonesia only contain meanings in English, and are not equipped with examples of vocabulary usage in Mandarin sentences. In addition, students are more motivated to learn HSK 4 vocabulary because they consider learning using digital HSK 4 Preparation teaching materials easier.

Conclusion

This The application of digital teaching materials for HSK 4 Preparation in learning the HSK 4 preparation course is carried out through three stages, namely opening, core, and closing activities. The learning process by applying digital teaching materials for HSK 4 Preparation runs conducive according to the RPP that has been prepared, and students are enthusiastic in participating in teaching and learning activities from beginning to end. During the process of applying the HSK 4 Preparation teaching materials, the classroom situation is very conducive and students are enthusiastic and eager to learn using digital teaching materials for HSK 4 Preparation. Based on questionnaires and interviews, the application of digital teaching materials for HSK 4 Preparation has a positive impact on students. Most students think that digital teaching materials for HSK 4 Preparation make it easier for students to master HSK 4 vocabulary, increase motivation to learn HSK 4 vocabulary, teaching materials are easy to access, and can be used for independent learning.

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