



The use of Sabetha Cartoons Animated Videos as Learning Media to Train Chinese Vocabulary for Students of The Chinese Language Education Study Program State University of Malang

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Abstract

This study aims to describe students activity when using Sabetha Cartoons animated videos as learning media to train Chinese vocabulary of students of Mandarin Language Education Study Program, State University of Malang and describe student responses to the use of these animated videos. This research uses a descriptive qualitative approach. The data source of this research is 33 students of the Chinese Language Education Study Program, State University of Malang class of 2023 whom had never learn Chinese lesson before. Data collection techniques used observation sheet instruments and questionnaires. The results of this study indicate that the use of Sabetha Cartoons animated videos is going well. Based on the results of the study, students felt more happy and interested in participating in learning using this media, although there were some students who experienced problems when using the animated video, namely, the pronunciation was too fast and there were some new vocabulary that had never been learned before. Students stated that Sabetha Cartoons animated video media can help them to practice Chinese vocabulary that is good and correct so that they can understand the contents of the Sabetha Cartoons animated video.

Keywords: usage; video animation; vocabulary

Introduction

Along with the development of the digital era, the use of technology-based learning media is an effective approach to improve the quality of foreign language learning (Hardini et al, 2024). In learning a foreign language, learners often encounter problems in the form of difficulty memorizing vocabulary one by one. One of the innovations that can be applied to overcome these problems is using animated videos as learning media. Through the visualization of interesting and interactive videos, it is expected to make it easier for learners to remember vocabulary, improve their understanding and memory to be more effective in the foreign language learning process (Rindawati, et al., 2022). Foreign languages in the world of education are important to learn, because foreign languages are used to communicate with people from other countries. One of the foreign languages that are widely studied at this time is Mandarin.

Mandarin language has a lot of vocabulary and also has a character called 汉字 (hànzì). Some of the components that must be known when wanting to master Mandarin are intonation or tone, reading, and writing order (Rindawati, et al., 2022).

汉字 (hànzì) has many different characters and has many meanings. Therefore, learners must memorize and master Chinese vocabulary.

Studying a foreign language does not escape from learning language skills. Language skills are a person's ability to use language which includes listening, speaking, reading, and writing skills. One aspect that affects good and correct language skills is learning vocabulary (Magdalena, et al., 2021). To master a language starts from learning vocabulary including in Mandarin. The quality of one's language skills depends on the quantity and quality of vocabulary owned, the greater it is, the greater the possibility that we are skillful in language (Tarigan, 2011). The definition of vocabulary is the vocabulary of a language (Tarigan, 2011). Vocabulary in Chinese is called 词汇 (cíhuì). This is in line with the following opinion 认为, 词汇, 也叫语汇, 是指一种语言中所有的 (或在特定范围内的) 词语和固定短语的集合黄伯荣 (2002: 250) (*rènwéi, cíhuì, yě jiào yǔhuì, shì zhǐ yī zhǒng yǔyán zhōng suǒyǒu de (huò zài tèdìng fànwéi nèi de) cíyǔ hé gùdìng duǎnyǔ de jíhé*), which means vocabulary refers to a group (or within an indeterminate range) of words and phrases in Mandarin. From the above opinions, it can be concluded that mastering vocabulary is one of the important efforts in studying a language, including Mandarin. Mandarin has a very large vocabulary and has different characters and tones that can produce different meanings. Therefore, to be able to master Mandarin, foreign language learners must memorize or master vocabulary (Rindawati, et al., 2022).

The curriculum of the Mandarin Language Education Study Program at State University of Malang presents several types of courses for students including pedagogical courses, general courses, language skills courses. Language skills courses are courses that train four language skills which include writing, speaking, reading and listening, one of them is Chinese Comprehensive. Chinese Comprehensive consists of Chinese Comprehensive 1, Chinese Comprehensive 2 and Chinese Comprehensive 3. During observations in Chinese Comprehensive 1 and Chinese Comprehensive 2 courses, there were no students who experienced difficulties during the learning process because in both courses the vocabulary used was relatively easy, namely in the HSK 1 range or equivalent to 150 vocabulary and HSK 2 or equivalent to 300 words. As for the Chinese Comprehensive 3 course presented in semester 3, the lecturer teaches students the mastery of four Chinese language skills namely 听[tīng] (listening), 说[shuō] (speaking), 读[dú] (reading), and 写[xiě] (writing) at the scope of HSK 3 or equivalent to 600 vocabulary.

Pre-research has been carried out using questionnaire techniques to find out the level of knowledge of Chinese vocabulary of offering B students class of 2023 Chinese Language Education Study Program totaling 35 students in the Chinese Comprehensive 3 course. This class was chosen as the research subject because it was known that the students had never studied Chinese before. Based on the results of the pre-study, several problems were found during the learning process experienced by students of offering B class of 2023 Chinese Language Education Study Program, namely: 1) unable to write *hànzì* 汉字, 2) *hànzì* 汉字 is too difficult to remember, 3) many *hànzì* 汉字 are similar so they are often confused, and 4) difficulty in using vocabulary according to the situation requested. Based on the statements made by students, it can be concluded that students need to learn more to practice Chinese vocabulary.

In Chinese Comprehensive 1, 2 and 3 courses, the media that used were power point, books and playing word pair games. Based on the results of the questionnaire on Chinese Language Education Study Program students class of 2023, video is expected to help train and memorize vocabulary, because from this media students can practice through 4 Chinese language skills, namely *听*[*tīng*] (listening), *说*[*shuō*] (speaking), *读*[*dú*] (reading), and *写*[*xiě*]. In addition, 19 people said that video learning media is interesting and 15 people said video media is very interesting so that it can be used as an alternative learning besides power point, books and playing word pair games. This is in accordance with Zulaikha's research (2022) which uses animation-based learning media in extracurricular Chinese language class X at Almaarif Islamic High School and Mahmudah (2019) using Little Chinese Fox video media in class X IBB SMA Laboratorium Malang with the results that the use of video is interesting and fun and can be repeated according to student needs. Therefore, a study was conducted with the title The Use of Sabetha Cartoons Animated Video as a Learning Media to Train Students' Mandarin Vocabulary. Sabetha Cartoons were chosen because they are visually appealing, have a variety of content, HSK levels that are appropriate for students' abilities and are accompanied by *汉字* (*hànzì*) and based on the recommendation of the course lecturer. In addition, the duration is also not too long, which is 5 to 8 minutes. Animated videos were chosen because the development of animated videos is very interesting, showing unexpected stories, and can be enjoyed by all groups of children and adults (Rindawati, et al., 2022).

Research Methods

This research uses a qualitative approach with descriptive methods. Qualitative descriptive research is a study with the aim of describing or describing existing phenomena. Sugiyono (2018) argues that descriptive qualitative research methods are research methods based on philosophy used to study natural conditions using researchers as tools and data collection techniques and qualitative analysis to emphasize meaning. This method was chosen because it is explanatory in nature, namely highlighting the use of Sabetha Cartoons animated video as a learning medium to train Chinese vocabulary. In qualitative research, the presence of researchers has a very important role in the data collection process. According to Miles' in (Anggito & Setiawan, 2018), the presence of researchers in qualitative research is absolute because researchers act as instruments and data collectors. In addition (Anggito & Setiawan, 2018) also stated that the function of researchers in qualitative research is to determine the focus of research, determine information providers as data sources, collect data, analyze data, interpret data, and conclude findings in the field. The purpose of this study is to describe student activities during the use of Sabetha Cartoons animated videos to train Chinese vocabulary and describe student responses to the use of Sabetha Cartoons animated videos.

This research uses supporting instruments in collecting data. The researcher becomes the main instrument in the research itself in the data collection process or in other words, an auxiliary tool during data collection. This is in accordance with the opinion (Fenti, 2020) that research instruments are devices or tools when collecting data. The supporting instruments in this study are observation tables and questionnaire sheets. The observation table was used to capture student activities and student responses during the study. This research observation sheet contains statements about the process of using Sabetha Cartoons animated video media, the learning process, the interaction between the author and students, and the interaction

between students and other students. This observation sheet was filled by two observers.

The questionnaire sheet is used as a data source to determine student responses when using Sabetha Cartoons animation videos. Questionnaire is a data collection technique that is done by giving questions or written statements to respondents to answer (Sugiyono, 2013). The questionnaire sheet used in this study is an open questionnaire sheet with yes and no answer options to make it easier for the author to analyze the data. The content of the statement in the questionnaire sheet is the student's response to the use of Sabetha Cartoons animated video, the suitability of the video content with the material and the learning process while using Sabetha Cartoons animated video. The data from this study were obtained from the results of questionnaires and observations. The data source used in this study is the learning process of Chinese Comprehensive 3 courses and 33 students of the Chinese Language Education Study Program class of 2023 Offering B. Chinese Language Education Study Program class of 2023 Offering B were chosen because they never had any Chinese lesson before.

After the data is collected, the next step is to analyze the data. Bogdan & Biklen (in Moleong, 2017) stated that data analysis is an effort made by working with data, collecting data, sorting data, searching and finding patterns, finding important and needed things, and determining what can be shared with others.

The first step of data analysis is data reduction. Data reduction is the process of summarizing and selecting the necessary information from the collected data. This is in accordance with the opinion of (Moleong, 2017), which is to sort and categorize data according to patterns. In this study, data reduction was carried out by summarizing all the results of the data that had been obtained during the research into a table. Next is the presentation of data and the final conclusion. Data presentation can be interpreted as simplifying complex data into a simpler form so that it is easier to understand. In this study, data presentation was carried out by presenting the data that had been obtained in the form of descriptive text. The final conclusion is the final step in making a report. Conclusions are an attempt to understand the meaning and regularity of explanatory patterns and then verified so that they can be accounted for. In this study, conclusions were drawn after all the data results were presented in a table and a brief explanation was given regarding the results listed in the table.

This research uses qualitative descriptive analysis so that the data obtained will be described, explained and paraphrased thoroughly in accordance with the actual circumstances that occur during the process of using Sabetha Cartoons animated videos during learning. In accordance with the research objectives, the data described are student activities during the use of Sabetha Cartoons animated videos to train Chinese vocabulary which includes listening to videos, pronouncing vocabulary and answering questions related to the video. In order for the results of observation data and questionnaire results to be accepted as true, it is necessary to check the validity of the data using triangulation techniques. In this study, the triangulation technique used was investigator triangulation. This technique uses research observers who are in charge of rechecking the results of the observation sheet data and questionnaires that have been analyzed. Bachri (2010) says that investigator triangulation uses several investigators with different assessments in one evaluation team. In this research, two of the author's colleagues who became observers, namely Anetta Nurhaliza and Hanna Widi, became triangulators in charge of correcting and checking the results of the data that had been obtained.

Results and Discussion

Sabetha Cartoons animation video is applied to Mandarin Language Education Study Program semester students, State University of Malang class of 2023 offering B, totaling 35 students. At this meeting of 33 students because there were 2 students who had a permit. The duration of learning in this study is 2x45 minutes. This research was conducted on Thursday, September 26, 2024. This application was carried out offline in building A20, room 616, State University of Malang. The research process was assisted by two peers as observers. The material used in this study is adjusted to the Semester Learning Plan (RPS) in the Chinese Comprehensive 3 course. The stages of this learning activity are in accordance with the Learning Implementation Plan (RPP) made. The process of using Sabetha Cartoons animated video has three stages, namely the beginning, middle, and closing activities.

Student Activities during the use of Sabetha Cartoons Animated Videos in the Chinese Comprehensive 3 Course

In the beginning of the activity, the author and two observers entered the classroom to prepare for learning and wait for the presence of students. The lesson began by saying the opening greetings “Assalamualaikum wr.wb” and “大家好!” (*dàjiā hǎo!*), the students answered the opening greetings “Waalaikumsalam wr.wb” then continued with “老师好” (*lǎoshī hǎo*). Then, they introduced themselves briefly and explained the purpose of coming to teach at that time. After taking attendance, an apperception activity was carried out in the form of an explanation of the use of animated videos to train Chinese vocabulary. Apperception is done so that the learning process runs optimally (Nurmasyitha et al, 2021). According to the observation results, both observers stated that students listened to the apperception regarding the use of Sabetha Cartoons animated video media well.

Table 1. Observation Result Data (Beginning Activity)

No	Observed Aspects	Yes	No	Notes
1.	Student greets writer's	✓ O1 O2		O1: Students greeted the author nicely. O2: There were some students who did not pay attention and played with their cellphones.
2.	Students listen to the writer's purpose	✓ O1 O2		O1: Students listen well to the writer's purpose. O2: Students enthusiastically listen to the explanation of the media used.
3.	Students answered 到 when the writer took presence	✓ O1 O2		O1: Students responded well to the attendance. O2: Some students were late.
4.	Students listen to the writer's apperception about the use of animated video media to train Chinese vocabulary.	✓ O1 O2		

Description:

O1: Observer 1

O2: Observer 2

In the middle activity, the Sabetha Cartoons animation video was shown. According to O1, some students who sat in the back row were not paying attention because they were playing with their cellphones, but the rest of the students paid attention well and looked interested. According to O2, students paid attention well. After showing the video, students were asked about the vocabulary in the Sabetha Cartoons animation video. According to both observers, students mentioned the vocabulary in the Sabetha Cartoons animated video.

In the next activity, students listened to the explanation of the vocabulary in the Sabetha Cartoons animated video and students were asked to pronounce it. According to O1, students recited the vocabulary related to the Sabetha Cartoons animated video together enthusiastically but there were 2 students who ate during the learning activity. According to O2, there were some students who ate because they were hungry during the second recitation of vocabulary together and when answering vocabulary questions. After that, students were invited to ask questions about the vocabulary that had been learned. Out of 33 students, there was only 1 student who asked about the vocabulary so it can be concluded that students understood the explanation of the vocabulary that had been learned. This statement is in accordance with what is said by (Rindawati, et al., 2022) that animated videos can be used as an alternative to learning.

After that, students listened to the content of the Sabetha Cartoons animation video and described the content of the video. According to O1, students listened well even though there were some who played cellphones. According to O2, students listened well. The next activity was given 5 questions related to the Sabetha Cartoons animated video. According to O1 and O2, students can answer the questions given well.

Table 2. Observation Result Data (Middle Activity)

No	Observed Aspects	Description		Notes
		Yes	No	
Kegiatan Inti				
1.	Students pay attention to the Sabetha Cartoons animation video that was shown.	✓ O1 O2		O1: Students pay attention to the video well and enthusiastically. O2: There were some students who did not pay attention and played with their cellphones, the others paid attention to the video well and looked enthusiastic.
2.	Students mention the vocabulary in the Sabetha Cartoons animation video.	✓ O1 O2		O1: Students mention the vocabulary in the video enthusiastically. O2: Students mention some of the vocabulary in the video.
3.	Students pay attention to the explanation of the vocabulary in the Sabetha Cartoons animation video.	✓ O1 O2		
4.	Students recite the vocabulary related to the Sabetha Cartoons animation video together.	✓ O1 O2		O1: Students recite the vocabulary related to Sabetha Cartoons animation video enthusiastically. O2: During the second recitation, some students were eating.

5.	Students can pronounce vocabulary related to Sabetha Cartoons animation video	✓ O1 O2	O1: There are 2 students who eat during class. O2: There are students who eat during class.
6.	Students listen to the content of the Sabetha Cartoons animation video.	✓ O1 O2	O1: Students listened well. O2: Students listened well although some were playing with their cell phones.
7.	Students are able to explain the contents of the Sabetha Cartoons animation video.	✓ O1 O2	
8.	Students can answer 5 questions regarding the Sabetha Cartoons animation video.	✓ O1 O2	O1: Students can answer the questions

Latihan soal

1. 主角在那个故事里是谁?
2. 为什么萨贝莎和她的朋友们不能摘苹果推车?
3. 淘气的萨贝莎的朋友叫谁?
4. 萨贝莎的父母做什么饭?
5. 他们带回家多少个苹果?

Table 3. Data on Questions Correction Results

No.	Correct Answer	Correct Answer	Incorrect Answer	Unfinished Answer	Incomplete Strokes	Incorrect Strokes	Not Answered
1.	萨贝莎	32	1			2	
2.	因为他们的推车里有很多苹果 / 因为她被托尼打扰了	21	12		1	4	
3.	托尼	32	1			19	
4.	苹果派, 苹果汤, 烤苹果, 苹果, 苹果酱, 苹果肉饼, 苹	29	4				

	果烤肉 串					
5.	他们没有带苹果	30	3		1	1

The table above is the result of the correction of questions given to students. In the first question, 32 students answered correctly, 1 student answered incorrectly and 2 students wrote not based on the strokes. In the second question, 21 students answered correctly, 12 students answered incorrectly because many students were not careful when writing the answer, 1 student wrote an incomplete stroke and 4 students wrote not based on the stroke. In the third question, 32 students answered correctly, 1 student answered incorrectly and 19 students wrote not based on the strokes because they were in a hurry. In the fourth question, 29 students answered correctly, 4 students answered incorrectly. Furthermore, in the fifth question, 30 students answered correctly, 3 students answered incorrectly, 1 student wrote not based on the strokes and 1 student did not answer because they were in a hurry. From the description of the correction of the questions above, it can be concluded that many students were not careful and rushed when answering the questions so that many students wrote *hànzì* not based on the strokes and incomplete strokes.

In the closing activity, students conducted a review related to the material that had been obtained. According to O1 and O2, all students did a good review. The next activity students were asked to fill out the questionnaire and end the learning activities.

Table 4. Observation Result Data (Closing Activity)

No	Observed aspects	Description		Notes
		Yes	No	
Closing Activity				
1.	Students review the lessons that they have learned today.	✓ O1 O2		O1: Students review properly
2.	Students received and filled out the questionnaire to give their responses on the use of Sabetha Cartoons animated videos.	✓ O1 O2		
3.	Students answer greetings and say “谢谢老师, 再见!”	✓ O1 O2		

Data on Student Responses to the use of Sabetha Cartoons Animated Videos

Based on the questionnaire data, it can be seen that students' responses to the use of Sabetha Cartoons animated videos. Data on student responses to the use of this animated video can be seen in table 5 below.

Table 5. Data from Student Response Questionnaire

NO	Statement	Alternative Answer		Description	
		Yes	No	Yes	No
1	I am happy and interested in learning by using Sabetha Cartoons animated video.	33		Very fun and interesting and very helpful for me as a person who prefers to learn vocabulary through watching rather than reading.	
2	The use of Sabetha Cartoons animated video media makes me more active in learning Mandarin.	33		video duration also not too long	
3	The use of Sabetha Cartoons animated videos trained my Chinese vocabulary during the lesson.	33		increases vocabulary knowledge	
4	The use of Sabetha Cartoons animated video makes me know the pronunciation of Chinese vocabulary well and correctly.	31	2		pronunciation is too fast
5	I understand the content of the story contained in the Sabetha Cartoons animation video.	33			
6	The language used in Sabetha Cartoons' animated videos is suitable for HSK 3 level.	33			
7	I have found some difficulties in using Sabetha Cartoons animated videos to practice Chinese vocabulary. (If yes, please mention the problems).	27	6		pronunciation is too fast and there are some unknown vocabularies
8	Sabetha Cartoons animated videos can be easily accessed on its own.	33		all very clear	

On the questionnaire sheet there are 8 statements about the use of Sabetha Cartoons animated videos. Each statement comes with two answer options, namely yes and no. Students can choose one of the two options, the answer chosen is based on personal opinion about the use of this video media. Students can choose one of the two options, the answer chosen is based on personal opinion about the use of this video media.

In the first statement, all students were happy and interested in learning using Sabetha Cartoons animated video media. This is in line with the statement (Arsyad, 2002) which reveals that the use of learning media can make students more interested in learning. In the second statement, all students felt more active during Mandarin language learning by using Sabetha Cartoons animated video media.

In the third statement, all students felt that the animated video could help train their mastery of Chinese vocabulary. This is in line with the statement (Novelia & Hazizah, 2020) that the use of animated videos in the learning process is able to

improve various intelligence in children, one of which is language intelligence, so that the use of animated video media can increase vocabulary mastery. The fourth statement, 31 students felt that the animated video could make students know the pronunciation of Chinese vocabulary well and correctly while 2 students stated that the animated video could not help them know the pronunciation of Chinese vocabulary well and correctly because the pronunciation or pronunciation was too fast.

In the fifth statement, all students understand the content of the story contained in the animated video. Students can explain the information contained in the Sabetha Cartoons animated video such as characters, plot and messages implied in the video. This is in accordance with the opinion (Nurdiana et al, 2021) which states that animated videos can be used to help students deepen their understanding of the material that is taught. The sixth statement, all students stated that the language used was in accordance with the HSK 3 level, where the vocabulary and sentence structure used could be understood easily.

In the seventh statement, 27 students did not experience any difficulties in using the animated video to practice Chinese vocabulary, while 6 students found difficulties, namely, the pronunciation was too fast and there were some vocabulary that were still unknown. In the eighth statement, all students stated that this animated video can be accessed easily. This is in line with the opinion (Arsyad, 2011) that the use of learning media can minimize the limitations of the senses, space, and time in learning, however, this does not rule out the possibility of obstacles in the learning process.

Conclusion

Based on the results of data analysis and discussion, the use of Sabetha Cartoons animated videos in Chinese Comprehensive 3 courses went well and also followed the stages in accordance with the Learning Implementation Plan (RPP) which consisted of listening to videos, pronouncing vocabulary, and answering questions related to Sabetha Cartoons animated videos. Students mentioned that the use of animated video media helps to practice Chinese vocabulary, especially HSK 3 level. In addition, it can help students to know the pronunciation of Chinese vocabulary that is good and correct so that they can understand the contents of the Sabetha Cartoons animated video. This is in line with the statement (Novelia & Hazizah, 2020) that the use of animated videos in the learning process is able to improve various intelligence in children, one of which is language intelligence, so that the use of animated video media can increase vocabulary mastery.

The use of Sabetha Cartoons media received a positive response from students even though there were some challenges such as students not being able to write *hànzì* according to good and correct strokes. This is in line with the opinion (Arsyad, 2011) that the use of learning media can minimize the limitations of the senses, space, and time in learning, however, this does not rule out the possibility of obstacles in the learning process. In addition, students revealed that the use of Sabetha Cartoons animated videos made students happier and more interested in learning because students could take part in learning by using interesting audio-visual media, namely animated videos and gain new vocabulary knowledge. Sabetha Cartoons animated videos are more suitable for independent listening learning by students because they can be accessed freely and played repeatedly.

Furthermore, it is recommended for lecturers to use Sabetha Cartoons animated video media as an alternative to interesting and fun learning media in other subjects such as reading and speaking. However, Sabetha Cartoons animated videos are not recommended in listening courses because the pronunciation is too fast and

there are some vocabulary that may not be mastered by students which can make it difficult for them to understand the content of the material. In addition, it is not recommended in writing courses because the video does not contain practice questions that can support students to be able to write good and correct Hànzì. Based on the experience when the media is used, it should be noted by future researchers to use Sabetha Cartoons animated videos in other lessons besides writing and listening and adapted to the ability and level of Mandarin language mastered by students.

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