



ANALYSIS OF HANYU JIAOCHENG TEXTBOOK USED BY THE EIGHTH-GRADE STUDENTS AT KALAM KUDUS JUNIOR HIGH SCHOOL BANDUNG

Kezia Forienka Carrin Natasha¹, Selvia²

^{1,2} Universitas Kristen Maranatha, Bandung, Indonesia
selvia21@gmail.com

ABSTRACT

Mandarin is the second international language that is widely studied at several schools. Mandarin is unique such as its tone, the Han character, and how it is pronounced. In learning a language, the appropriate textbooks are needed based on the learner's level. Several schools put Mandarin as intra-curricular and extra-curricular activities, one of which is Kalam Kudus Junior High School in Bandung. It is aimed to target students to have four basic language skills, reading, listening, writing, and speaking with balanced competence. It is required for students to be able to recognize Han characters indeed. This paper focuses on the analysis of the use of the Hanyu Jiaocheng textbook at grade 8 of Kalam Kudus Junior High School in Bandung. This paper uses qualitative research methods with data collection techniques in the form of interviews, questionnaires, and direct observation. Based on the research conducted by the author, it was found that the Hanyu Jiaocheng textbooks used in Kalam Kudus Junior High School Bandung were still not relevant to the objective determined by the school because the textbooks did not contain listening exercises. In addition, teachers and students were difficult to use the textbooks because the textbooks use the English language version as the descriptions. The authors expect that this paper can provide input or suggestions for the school principal to review the Chinese textbooks used to improve the learning process of Mandarin in the future.

Keywords: use of, textbook, mandarin language

ANALISIS PENGGUNAAN BUKU AJAR HANYU JIAOCHENG PADA SISWA KELAS VIII SMP KALAM KUDUS BANDUNG

ABSTRAK

Bahasa Mandarin merupakan bahasa internasional kedua yang banyak dipelajari di sekolah-sekolah. Bahasa Mandarin memiliki keunikan yaitu nada, karakter Han, dan cara pelafalannya. Dalam mempelajari suatu bahasa diperlukan buku ajar yang sesuai dengan level pemelajar. Banyak sekolah yang memasukkan Bahasa Mandarin sebagai intrakurikuler maupun ekstrakurikuler, salah satunya adalah SMP Kalam Kudus Bandung. Dengan tujuan pembelajaran yaitu menargetkan siswa-siswinya memiliki 4 kemampuan dasar berbahasa yaitu membaca, mendengar, menulis, berbicara dengan kompetensi yang seimbang. Tentunya juga mengharapkan siswa-siswinya mampu mengenal karakter Han. Tulisan ini berfokus pada analisis penggunaan Buku Hanyu Jiaocheng pada kelas 8 SMP Kalam Kudus, Bandung. Tulisan ini menggunakan metode penelitian kualitatif dengan teknik pengumpulan data berupa wawancara, kuisioner, dan observasi langsung. Dari penelitian yang penulis lakukan ditemukan bahwa buku ajar Hanyu Jiaocheng yang dipakai di SMP Kalam Kudus masih belum relevan dengan tujuan yang ditetapkan oleh sekolah karena buku ajar yang dipakai tidak memuat latihan mendengar. Selain itu, pengajar dan pelajar merasa kesulitan karena buku ajar yang dipakai menggunakan Bahasa Inggris sebagai penjelasannya. Penulis berharap dari tulisan ini dapat memberikan masukan kepada sekolah untuk meninjau ulang buku ajar Bahasa Mandarin yang dipakai guna meningkatkan proses belajar Bahasa Mandarin di masa yang akan datang.

Kata Kunci: penggunaan, buku ajar, bahasa mandarin

Submitted	Accepted	Published
20 June 2020	13 January 2023	31 Januari 2023

Citation	:	Natasha, K.F.C., & Selvia. (2022). Analysis Hanyu Jiaocheng Textbook Used By The Eighth-Grade Students At Kalam Kudus Junior High School Bandung. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(1), 162-169. DOI: http://dx.doi.org/10.33578/pjr.v7i1.8883 .
-----------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INTRODUCTION

Based on Regulation of Government of the Republic of Indonesia Number 57 of 2014, foreign languages are languages other than Indonesian and regional languages. One of the various kinds of foreign languages is Mandarin.

One of the functions of Mandarin is as a means of communication with other nations to help accelerate the development of the Indonesian state and nation (Kartono and Retmono in Sutami, 2012)

According to Iskandarwassid and Suhendar (2008:5), learning means the stage of change in student behavior due to the interactions of individuals and their environment through what has been experienced and practiced. In other words, learning process uses a new frame of mind that makes students more active and learning more meaningful. Education system in Indonesia is very diverse according to the needs and types of institutions, ranging from formal, informal and non-formal education. Regarding foreign language learning in schools in Indonesia, many schools include Mandarin in the school curriculum as an intracurricular or extracurricular activity that a lot of Mandarin has been studied, even starting at the kindergarten level.

In learning, teaching materials are needed because they are an important source of materials for teachers in carrying out the learning process. According to Pannen (1995), teaching materials are materials or subject matters that are arranged regularly according to the system, and are used by teachers and students in the learning process. Forms of teaching materials or learning materials include: forms of printed teaching materials, for example: handouts, student worksheet books, modules, brochures, and leaflets (Mulyasa, 2006:96). Types of teaching materials can be either printed or non-printed. Printed teaching materials one of them is brochures and leaflets. According to Ferry Ardianto (2013), a brochure is a written printed material which is only a folded sheet of paper. On the other hand, according to Majid (2009:178), leaflets are teaching materials containing material that are able to track students in order to master certain subjects. Leaflets as teaching materials must be compiled regularly and use a language that is easy to understand in order to attract interest in reading and increase student's learning motivation.

This is supported by the Center for Book keeping (2003) which states that one source of knowledge for students at school is textbooks because textbooks are a tool that really helps the smooth process of teaching and learning activities. One of the comprehensive Chinese language textbooks for junior high school students is the Hanyu Jiaocheng Book, in which

competencies are presented in an integrated manner including reading, vocabulary, explanation, pronunciation, grammar, and exercises. Hanyu Jiaocheng Book is suitable for teaching and learning activities starting from junior high school level. In the book, 杨寄洲 (Yang JiZhou), the chief editor wrote, that "《汉语教程》自1999年出版以来, 被国内外很多教学单位选作教材", which translates that the Hanyu Jiaocheng Book was published in 1999 and was used by many schools/agencies both at home and abroad. The National Education Standards Agency (BSNP) issued a guideline for writing textbooks, which contains basic competency standards for Mandarin that must be present in every chapter of Chinese textbooks and must include four basic language skills, namely: listening, speaking, reading and writing. Each level of learning is required to cover predetermined materials (BSNP 2006:359). The aim of learning Mandarin in Indonesia is for students to have four basic skills, namely listening, speaking, reading and writing. (BSNP, 2006:360)

Kalam Kudus Junior High School, Bandung uses the 2013 curriculum which is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 64 of 2013 concerning Content Standards for Elementary and Secondary Education. Kalam Kudus Junior High School has determined Hanyu Jiaocheng Book Volume 1 (revised edition) to be one of the main textbooks for learning Mandarin in Grade 7 to 9 junior high school. The Hanyu Jiaocheng Book contains 15 chapters and is targeted to be completed in the three year study at Kalam Kudus Junior High School, Bandung. The Mandarin learning goal at Kalam Kudus Junior High School, Bandung is for its students to be able to have four language skills, namely listening, speaking, reading, and writing Chinese/Han characters in a balanced portion. However, The Mandarin learning goal at Kalam Kudus Junior High School, Bandung is for its students to be uses the Hanyu Jiaocheng Book which does not include listening exercises. The writers goal of conducting this research is to find out whether the textbooks used at Kalam Kudus

Junior High School, Bandung meet the school's learning objectives.

LITERATURE REVIEW

Mandarin

Mandarin is one of the foreign languages in Indonesia. According to Alwi and Sugono (2011:xi), the position of Mandarin as a foreign language in Indonesia was determined in the 1999 Language Politics seminar, which stated that Mandarin is a foreign language, not a regional language. According to Parera (1993:16), a foreign language in language learning is a language that is learned by a learner in addition to the learner's own language. A person is said to have mastered a foreign language if that person understands what other people say. Next, according to Prior and Glaser (2006) English has played an important role for the past few decades and now is the time for us to learn Mandarin because Mandarin will play an important and useful role.

Therefore, many schools/agencies include Mandarin as a compulsory or optional subject. Learning Mandarin includes four important aspects, namely reading, writing, listening, and speaking. Teaching Mandarin requires practical learning with methods appropriate for the learner. However, for the past 2 years, the education sector has been one of the sectors most affected by the Covid-19 pandemic, which has made the relationship between students and educators tied to information technology. The challenges faced by students related to the learning process need to be done with the right strategies so that they are in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning educational process standards.

Learning

Learning refers to two concepts, namely learning and teaching. According to Syaiful and Aswan (2014:5) learning is a change in individual reactions due to what is experienced and to practice. It means a change in behavior, both concerning knowledge, skills and attitudes. According to Ahmad Mudzalir (1997: 33),

learning is a full requirement to be good at everything, both in knowledge and skills, while teaching is an activity that manages the environment as well as possible and connects it to children, so that learning process occurs. Similarly, it is said that teaching is an effort to create conducive conditions during student's learning activities. These conditions are created in such a way to help the child's development, both physically and spiritually, physically and mentally (Sudirman Am, 2004:48).

In the learning process, of course, teaching materials are needed. According to Gagne, Briggs and Wager, the roles or position of teaching materials in language learning in general are:

1. To help individual learning.
2. To provide flexibility in presenting short-term and long-term learning.
3. The systematic design of teaching materials has a great influence on the development of individual human resources.
4. To facilitate the management of the learning process with systems approach.
5. To facilitate learning, because it is designed based on the knowledge of how humans learn.

Moreover, learning requires selection of good teaching materials. According to Li in Study on Teaching Chinese as a Foreign Language 对外汉语教材研究, published by The Commercial Press, Beijing (2011), good teaching materials must have and sufficiently cover right-on-target and scientific principles, while still keeping it interesting and containing materials that related to applications to student needs. Regarding Mandarin teaching according to Li (2012), good teaching materials must have school assignments with varied activities, keep up with current developments, and be in accordance with daily activities. The materials must also deepen the knowledge of and skills in Mandarin, have the right learning direction, have a learning quality that is appropriate for the student, use today's technology and parables from real life. Referring to the research conducted by Sutandi and Limuria (2019), good teaching materials will fulfill the principles of being right on target,

scientific and interesting, and also require applicative contents.

Teachers must think carefully about the important factors in developing teaching materials. According to Fitrawati and Oktavia, W. (2017), these important factors include the need for educational facilities and learner's need to learn foreign language, originality of the teaching materials, impact of the teaching materials, relevance between the curriculum and the teaching materials, opportunities for students to carry out real-life application of the foreign language that they learn, and to use multimedia for contexts and exercises.

Suhaeb writes in *Lingua Didactics Journal*, 3(2), pp. 145-151 (2010) that, in teaching foreign languages, originality of teaching materials is important to interpret local and global cultures. Original teaching materials with an integrative communicative approach can increase student's interest in the materials being studied. Original material can be in the form of notifications or customs of local and global scopes.

RESEARCH METHODS

This study uses a type of qualitative research. Qualitative research is a type of research in which the researcher acts as a "tool" for researching natural conditions (Sugiyono 2016:9). This research took place at the Kalam Kudus Junior High School, Bandung from March to April 2022 during Mandarin lessons. Data collection techniques used in this study were observations, interviews, and questionnaires. Data collection was carried out in the field directly through observation. Interview is a data collection technique to obtain information that is carried out by two people through question and answer so that a conclusion on the topic can be drawn (Sugiono 2015:72). Meanwhile, questionnaire is a data collection technique through distribution of questions for respondents to answer to answer (Sugiyono 2016:142). To find out the learning objectives targeted by the school, the researcher first conducted interviews with the Mandarin teacher at the school. The researcher analyzed the data by selecting, organizing the data that had been collected, then

reducing the data so that conclusions could be drawn.

RESULTS AND DISCUSSION

In learning, teaching materials needed should be right on target and also interesting. Teaching Mandarin requires teaching materials that are appropriate to the level of the learner. To collect data, writers conducted observations, interviews, and distributed questionnaires.

Kalam Kudus Junior High School, Bandung has set the Hanyu Jiaocheng Book Volume 1 (revised edition) starting from Grade 8 and it will be used during student's three-year study in junior high school. The division of the number of chapters is arranged as follow: 6 chapters in Grade 7, 6 chapters in Grade 8, and 3 chapters in Grade 9. During the use of the Hanyu Jiaocheng Book as teaching material, according to the Mandarin teacher, the obstacles that the teacher found while teaching the lessons werethat the description in the textbook is in English and there is no listening practice available.

The questionnaire given to the teacher shows the teacher's assessment of the Hanyu Jiaocheng Book Volume 1 which is used for Mandarin lessons at Kalam Kudus Junior High School, Bandung. In the questionnaire covers four principles, that are characteristics of good teaching materials, i.e. meeting the principles of being right on target, scientific and interesting, and also the requirement of applicative material contents (Sutandi and Limuria, 2019). Based on this description, the results of the questionnaire on the teachers of Kalam Kudus Junior High School, Bandung can be described as follows:

Principle of Being Right on Target

The teacher states that the materials in the Hanyu Jiaocheng Book are in accordance with the predetermined objectives of learning Mandarin because the textbook contains reading, writing and speaking exercises. The teacher agrees that the materials in the Hanyu Jiaocheng Book are in accordance with the stage of students' cognitive developments. It is easy to understand, because the vocabulary materials and exercises in each chapter of Hanyu Jiaocheng Book are arranged in stages according to students'

developments and also train them to do the exercises individually. In addition, the teacher explains that the materials use real illustrations and the themes in the book are appropriate for the age of the students.

In today's digital era, of course, textbooks that can attract students' interests in learning are needed. Regarding Hanyu Jiaocheng Book, the teacher feels that the materials in the Hanyu Jiaocheng textbook do not keep up with the current developments. This is because the book is a revised edition of the 1999 so the materials in the book do not discuss developments in today's digital era such as mobile phones, laptops, etc. which are more likely to attract students to learn.

Scientific Principle

The teacher stated that, although the Hanyu Jiaocheng Book did not keep up with current developments, the vocabulary and grammar in the Hanyu Jiaocheng Book matched the students' abilities because they were simple. However, when the writers made direct observations from March 29 until April 26, the writers found that from the three Grade 8 classes, there were still very many students who could not read Han characters fluently and unable to use grammar properly. In addition, from the questionnaire results, almost 50% of the students felt that the vocabulary and grammar in the textbooks did not match their abilities. Moreover, when explaining the grammar patterns, the teacher only reread the grammar from the book and did not explain in detail or in Indonesian. Therefore, there were still many students who kept making mistakes because they still did not fully understand the grammar patterns.

The teacher also said that the descriptions in Hanyu Jiaocheng Book were arranged systematically and the flow of the book were arranged in an integrated manner with easy-to-understand descriptions. The order of each chapter is as follow: dialogue or reading, description of vocabulary, description of grammar, and it ends with various exercises.

Aside from the systematic content, the difficulty levels of the materials in each chapter of the Hanyu Jiaocheng textbook are arranged

from simple to complex, (from simple to complex), the amount of vocabulary and dialogue is growing in each chapter, the Han characters are increasingly complex. However, even though the material in each chapter is arranged sequentially, the teacher feels that it does not contain the four basic skills in learning Mandarin (listening, speaking, reading, and writing) because the textbook does not provide listening exercises. The writers observed that the teacher did not provide listening exercises of her own. This will impact the students at Kalam Kudus Junior High School, Bandung. They will find it difficult to listen to Mandarin audio one day. In addition to listening practice, the portion of speaking practice is less compared to reading and writing. While the writers were making their four-time observations, the teacher only kept asking junior high school students to read dialogues and readings from the book. There were only little speaking practices, such as short Q&As, constructing words. It can be concluded that learning Mandarin at Kalam Kudus Junior High School, Bandung has not met the targets set by the school.

Principle of Being Interesting

It is undeniable that materials that can attract students' interests in learning are the a book's content and interesting book designs. However, the teacher stated that the materials in Hanyu Jiaocheng Book is a little uninteresting. The presentation of the materials did not vary, consisting mostly of dialogues. The textbook also still used yellow quality paper, and the writing in the book was too small. The teacher also stated that the design of the materials were a little uninteresting that they did not improve students' learning interest. The book was not as colorful as other textbooks and was also full of writing which could lessen students' reading interest. In the book, the images are colorless and only a few, making it less interesting to look at. Moreover, the pictures in the book do not portray Chinese cultures.

Especially for students studying Mandarin, when you discuss Mandarin, of course you have to be bound by Chinese culture elements. Chinese cultural elements are very important because they can help students learn

Mandarin. The teacher did not view that Hanyu Jiaocheng textbook contained enough contents of Chinese cultures that could help students learn Mandarin as the book was yet to cover Chinese culture elements. Only seven out of fifteen chapters in the book mention cities in China, Chinese names, and also the names of universities in China. Volume 1 of Hanyu Jiaocheng Book does not cover Chinese culture elements, such as customs, clothings, buildings, or works of art.

Applicative Principle

A good textbook must be in accordance with everyday life and has the right learning direction. The teacher viewed that the content of Hanyu Jiaocheng Book used as Kalam Kudus Junior High School, Bandung is in accordance with the needs of students in Indonesia. It is close to their daily lives and can be put into practice. Referring to International Curriculum for Mandarin Language Education (KIPBM) under Hanban/Confucius Institute Headquarters, which functions to meet the needs of many countries for uniform Chinese language education, there are several levels in the Chinese Language curriculum:

1. As a student, you must be able to understand materials relating to everyday life and be able to repeat, memorize, and rewrite the words you have learned.
2. Students must be able to master materials about everyday life, to master simple sentence structures, make sentences, and communicate simply.
3. Students are able to master more complex sentence structures, make more complex sentences, compose paragraphs, and understand Chinese cultures.
4. Students must understand materials about life in society and be able to write simple articles.
5. Students understand materials from several topics, make precise sentences, master writing techniques, write more in-depth articles, master more fluent communication skills, and also have a deeper understanding of Chinese cultures.

Hanyu Jiaocheng Book meets KIPBM's second level objectives. However, the writers observed that students at Kalam Kudus Junior

High School, Bandung, Bandung still struggled even at the first level. Aside from the students' struggles, the writers found that whenever a student read incorrectly, the teacher would immediately correct them. The writers also observed that the teacher lacked in expressions that the Grade 8 students quickly became bored and lost interest.

The teacher agrees with Li (2011) who argues that Hanyu Jiaocheng Book works on communication skills so that learning can be conducted communicatively. However, when the writers observed, communication exercises were only carried out when the writers observed, and also when there was practical assignments to make videos. Apart from that, there were no additional communication exercises. The teacher also explained that the book has various exercises filling in the gaps, completing the words or sentences, choosing the correct answer, answering questions, changing sentences, and writing writing steps.

Grade 8 students were among the batch affected by Covid-19 and therefore they were not required to own printed Chinese textbooks. Because it was not required, the teacher looked for ways to make it easier for the students to understand the materials, for example: making Power Point presentations of the materials. In the absence of textbooks, the students complained that they struggled to keep up with the lessons. Some got left behind during exercise discussion. There were also some students who did not fully understand the lessons being taught by the teacher.

From the interviews with the Mandarin teacher, the writers obtained data in the form of Mandarin subject grades of the Grade 8 students at Kalam Kudus Junior High School, Bandung. From the interviews, the writers also obtained the learning objectives targeted by school, i.e. students' abilities to know Chinese characters, to read, listen, write, and speak with balanced competence. Until now, the school has not targeted HSK test for its students.

CONCLUSIONS AND RECOMMENDATION

Observations made by the writers during March-April 2022 showed that the textbooks were no longer relevant for Grade 8 students at Kalam Kudus Junior High School, Bandung because they did not meet the learning objectives that the school was targeting.

Based on the writers' analysis, the teaching materials chosen by Kalam Kudus Junior High School, Bandung still need to be reviewed as the school targets the four skills of Mandarin, namely writing, reading, speaking, and listening. However, there is no listening practice in Hanyu Jiaocheng Book, so that the objectives targeted by the school are not met. Therefore, the writers recommend that the teacher provides listening practice materials from Hanyu Jiaocheng Listening Book or provide listening practice separately.

In addition to materials not in accordance with the school's targets, interesting teaching materials are still lacking. Based on the writers' analysis, the textbook used at Kalam Kudus Junior High School, Bandung have not been able to attract students' interests in learning Mandarin because the design of the textbook is colorless, full of writing. Chinese culture elements in textbook only mention Chinese cities, Chinese names, and the names of universities in China. They hardly introduce the cultures in China. The writers recommend for the school to provide teaching materials accompanied by videos or games that can attract students' attention during learning process. Teacher can also add photos or videos about Chinese cultures, such as holidays, festivals, buildings, clothing, and so on.

Relevance with the current developments is also lacking. The textbook used is Hanyu Jiaocheng Book Volume 1 (Revised Edition) which was published in 1999. Therefore, the content is not relevant with current developments, neither are the themes in the book. Supporting teaching materials such as audio, images, videos can support the learning process. However, it was very unfortunate that during the writers' observations at Kalam Kudus Junior High School, Bandung, the teachers did not provide any of these supporting materials. The writers recommend for the school to be able to create

their own teaching materials that are appropriate for the students' ages, use current technology, and use parables from real life. The writers hope that with this research, the learning of Mandarin at Kalam Kudus Junior High School, Bandung can be further improved by adding listening exercises that can be taken from Hanyu Jiaocheng Listening Book or teacher's self-made.

Acknowledgments go to Maranatha Christian University which has contributed to this research and to the institutions which have sponsored/funded this research.

REFERENCES

- Abdul, M. (2009). *Perencanaan Pembelajaran*. Bandung: PT Remaja Rosda.
- Ahmad, M. (1997). *Psikologi Pendidikan*. Bandung: Pustaka Setia.
- Alwi, H., & Dendy, S. (2011). *Politik Bahasa Risalah Seminar Politik Bahasa*. Jakarta: Badan Pengembangan dan Pembinaan Bahasa Kemendikbud.
- A. M. Sardiman. (2004). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- BSNP. (2006). Permendiknas RI No. 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Jakarta.
- Djamarah, S. B., & Zain, A. (2014). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Ferry, A., Arwin, A., & Rini, R. T. M. (2013). Pengaruh brosur melalui model pembelajaran stad terhadap aktivitas dan penguasaan materi. *Jurnal Bioterdidik Wahana Ekspresi Ilmiah*, 1(3).
- Fitrawati & Oktavia, W. (2017). Do Students Need Multimedia Based Grammar 3 Teaching Material? *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 11(1), 111-122.
- Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of Instructional Design*. Orlando: Harcourt Brace Jovanovich College publishers.
- Iskandarwassid. & Dadang, S. (2008). *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.

- Jizhou. (2012). *Hanyu Jiaocheng Buku Mandarin Komprehensif*. Jakarta: PT. Legacy Utama Kreasindo.
- Kartono, G. (1984). "Kedudukan dan Fungsi Bahasa Asing di Indonesia" dalam *Politik Bahasa Nasional 2*. Jakarta: Balai Pustaka.
- Li, Q. (2011). *Study on Teaching Chinese as a Foreign Language 对外汉语教材研究*. Beijing: The Commercial Press.
- Li, Q. (2012). *General Introduction to Teaching Chinese as a Foreign Language 对外汉语教材通论*. Beijing: The Commercial Press.
- Mulyasa, E. (2006). *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosdakarya.
- Pannen. (1995). *Mengajar di Perguruan Tinggi, buku empat, bagian "Pengembangan Bahan Ajar"*. Jakarta: PAU-PPAI, Universitas Terbuka.
- Parera, J. D. (1993). *Leksikon Istilah Pembelajaran Bahasa*. Jakarta : PT.Gramedia Pustaka Utama.
- Prior, V., & Glaser, D. (2006). *Understanding attachment and attachment disorders: Theory, evidence and practice*. Jessica Kingsley Publishers.
- Pusat Perbukuan Depdiknas. (2003). Standar Penilaian Buku Pelajaran Sains. [Online]. <http://www.dikdaski.go.id>.
- Retmono. (1984). "Pengajaran Bahasa Asing dalam Rangka Politik Bahasa Nasional" dalam *Politik Bahasa Nasional 2*. Jakarta: Balai Pustaka.
- Sugiyono. (2015). *Metode Penelitian Kombinasi, Mix Methods*. Bandung: Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- Suhaeb, L. A. S. (2010). Memaknai budaya lokal dan global dalam pengajaran bahasa asing. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 3(2). <https://doi.org/10.24036/ld.v3i2.7375>.
- Sutami, H. (2012). Fungsi dan Kedudukan Bahasa Mandarin di Indonesia. *Paradigma: Jurnal Kajian Budaya*, 2(2):216, 10.17510/paradigma.v2i2.28
- Sutandi, S., Limuria, R. (2019). Evaluasi Penggunaan Materi Ajar Bahasa Mandarin Tingkat SMA di Kota Bandung. *Jurnal Lingua Didaktika*, 13(2), 165-180.
- 于春迟. (2009). 国际汉语教学通用课程大纲. 北京：外语教学与研究出版社.