Vocabulary Mastering of Hanyu Shuiping Kaoshi Level 3 Students of Chinese Language and Culture Study Program Hasanuddin University

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ABSTRACT

This research examines and contains a description of the mastery of Mandarin vocabulary at the level of Hanyu Shuiping Kaoshi 3 students of the Mandarin Language and Chinese Culture study program at Hasanuddin University using a psycholinguistic approach by taking a sample of 20 students from a total population of 40. The description regarding mastery of vocabulary is divided into two, namely mastery of receptive vocabulary and mastery of productive vocabulary by carrying out two types of tests, the first test is a written test which consists of six parts which all require abilities which include: knowledge, understanding and use of one character, a combination character characters that form words and vocabulary contained in a sentence based on a certain context or idea, then second test is an interview test to describe the factors that influence mastery of this vocabulary which divided into two, namely the internal factor which included the curiosity, certain positive activity, self-learning methods, and intrinsic and extrinsic motivation, therefore the external factor which included social environment and the availability of learning media. This research come to the conclusion of the vocabulary as essentially unmeasurable and was shown as the form of knowledge which going through mental processes, from a continuum stage of being able to receiving, absorbing and comprehend vocabulary towards a continuum stage of being able to use and producing vocabulary as known as the receptive knowledge to productive knowledge.

1. Introduction

Linguistics is the science of language, the science that studies, examines and studies language, including languages in general, as well as specific languages, such as regional languages, Indonesian or foreign languages (Rahman & Weda, 2019; Djumambetova, 2023; Weda et al., 2021; Chaer, 2007). So in this case, linguistics, which is also called general linguistics, takes language as its object of study. Mastery of vocabulary is generally considered to be a reflection of intelligence or level of education which can have a big influence on the ability to read, write, speak, listen and is a basic support for language skills, especially in learning foreign languages (Mahdavi Zafarghandi & Amini, 2019; Dalimunthe & Haryadi, 2022; Hasnia et al., 2022; Sun & Verspoor, 2022).

In this regard, this research will examine a condition or situation of a group studying Mandarin as a foreign language in Indonesia, Mandarin is a foreign language studied by students in Indonesia, Hasanuddin University with description of Mandarin language proficiency that includes mastery of vocabulary and is influenced by several factors, so the focus in this research is how vocabulary-knowledge and vocabulary-understanding and things that influence it using an interdisciplinary psycholinguistics approach, namely language learning and production.

1.1 Vocabulary Mastery

Mastery means "knowledge" and "skill" in carrying out an activity, so that a person can be said to have mastered when he has good knowledge within himself, then can apply that knowledge in the form of activities or activities, as well as a person's ability to understand and use language, someone the input of knowledge along with the thought process can influence how he speaks (Thamrin, 2021; Vashti et al., 2022; Tammasse et al., 2019; Hwat, 2010).

Language skills cannot be separated from vocabulary mastery, because a person's mental process or thought process with the input of knowledge plays a role in a person's language process, where the core of a language process

is vocabulary (Ren et al., 2016; Weda et al., 2021; Schmitt et al., 2001; Hanafiah et al., 2022). Vocabulary refers to the richness of words or vocabulary of a particular language. Mastery of vocabulary can influence a person's language skills because understanding vocabulary is an important part of the process of learning a language or developing a person's abilities in a language that has been mastered (Nation & Beglar, 2007; Gureckis & Markant, 2012). There are several explanations mentioned as characteristics of a vocabulary in general, namely: 1) Vocabulary is all the words found in the language, 2) Words mastered by someone or words used by a group of people in the same environment, 3) Words used in science, and 4) In linguistics, although not all morphemes in a particular language constitute vocabulary, the majority of morphemes are considered vocabulary.

1.2 Chinese Vocabulary

Vocabulary in Mandarin is referred to 词汇 (cíhuì), while Chinese characters or Chinese characters are referred to 汉字 (Hànzì). Likewise, with languages which are in principle symbolized by sounds, the sounds of Mandarin are not the same as the sounds of Indonesian. Mandarin forms consist of consonants, vowels, tones and intonation (Kai, 2006; Carson & Jiang, 2021). Based on meaning and grammar, vocabulary in Mandarin is divided into two parts, namely concrete words 实词(shící) and the abstract word 虚词(xūcí). Concrete words are words that have a concrete meaning, which can stand alone as part of a sentence, while abstract words do not have a concrete meaning and cannot stand alone as part of a sentence. Vocabulary in Mandarin can be grouped based on word class, such as: a) nouns; b) verb; c) adjective; d) pronoun; e) adverb; f) preposition; g) number words; h) number auxiliary words; i) connection words; j) auxiliary words; k) interjections and sound imitation words.

Table 1: Chinese Vocabulary

Word Class	汉字	Pinyin
Nouns	办公室	bàngōngshì
Verbs	帮忙	bāngmáng

1.3 Hanyu Shuiping Kaoshi

Hanyu Shuiping Kaoshi abbreviated as HSK is a standardized test of the People's Republic of China in language skills (simplified Mandarin) official from the Chinese Government for non-native speakers, including foreign students, immigrants from abroad, (Jiang et al., 2013).

Table 2: Hanyu Shuiping Kaoshi

HSK Levels	Number of vocabulary		Description
	Total	New	
1	150	150	Designed for learners who can understand and use some characters and simple sentences to communicate, and prepares them for further learning Mandarin
2	300	150	Designed for learners who can use simple and direct Mandarin and application in daily life
3	600	300	Designed for learners who can use Mandarin to meet the needs of daily life, studying, and working, and can complete most dialogues they encounter

1.4 Vocabulary mastery factor

Vocabulary mastery factors are basically factors that also influence a person's language skills, so that several general factors that can influence vocabulary mastery are internal factors which include: 1) age; 2) motivation; 3) Health conditions and external factors which include; 1) family; 2) school; 3) community environment.

2. Methodology

This type of research is descriptive qualitative using a psycholinguistic approach which aims to describe a condition "as is" regarding certain variables, symptoms or circumstances by collecting information in it through efforts to describe, record, analyze and interpret certain conditions by focusing on what what is known when the subject in this research speaks and how to obtain and use that knowledge, where this knowledge is the object of this research, namely mastery of Mandarin vocabulary with the operational definition of the Hanyu Shuiping Kaoshi variable 3. The data collection method in this research is by conducting tests written test, namely a Mandarin vocabulary mastery test to analyze the form of vocabulary mastery which includes skills, knowledge and abilities in Mandarin in the form of Chinese text which contains collections of vocabulary included in Hanyu Shuiping Kaoshi 3, as well as an interview test to obtain qualitative data regarding factors. internal and external influences on vocabulary mastery included in Hanyu Shuiping Kaoshi 3 based on a psycholinguistic approach in the concept of learning and vocabulary production

This research has a purpose of managing research and development that is beneficial to the society and scienc, especially in the field of linguistic, therefore problem-solving using an interdisciplinary approach.

3. Result and Discussions

According to Zhang and Zhang (2022), vocabulary knowledge is complicated and multifaceted. In attempting to clarify the complicated nature of word knowledge, researchers have proposed research on vocabulary knowledge in several theoretical concepts, these concepts are usually divided into two critical approaches, namely development approach and dimensional approach (Zhang & Graham, 2020; Cheng & Matthews, 2018). The development approach or also called the cumulative approach presents vocabulary knowledge as a cumulative development process, while the dimensional approach or also called the component approach divides "knowledge" into several dimensions, so that there are several efforts to develop a dimensional approach, generalizing the approach with three main dimensions that cover breadth (Zhao & Ji, 2018; Yip et al., 2021). The intensity and proficiency that ultimately create vocabulary knowledge is described using a theoretical framework by classifying lexical knowledge, such as vocabulary form, vocabulary meaning and vocabulary use, where each of these dimensions is divided into receptive and productive knowledge or mastery.

The results of research using a dimensional or component approach through the development of a psycholinguistics approach explain that the mastery of Mandarin vocabulary at the level of Hanyu Shuiping Kaoshi 3 students of the Mandarin Language and Chinese Culture Study Program at Hasanuddin University is known and grouped into two forms of mastery, namely receptive mastery and productive mastery.

3.1 First part test

In the first part of the conversational text which contains a collection of vocabulary at Hanyu Shuiping Kaoshi level 3, the results show that most of the samples interpret words or characters of 想 (1) as "want to" which is similar

to"always", and other alternatives like"think", Then 房子 word (2) is interpreted in two alternatives such as"House" and"building", but most samples provide absolute meaning"house", thereupon the sentence 当一名服务员(1) in the second idea in the paragraph text which is interpreted throughout the sample with an idea that the subject is carrying out an activity or will experience an activity in a sentence such as"working as a waiter" and"will be a serving" consisting of word of 当 which mean"when", 一名 which mean"a person" therefore 服务员 as job of"waiter".

3.2 Second part of the test

In the second part of this written test, there are vocabularies included in the Hanyu Shuiping Kaoshi level 3 vocabulary target which will be grouped by the sample based on word class. The grouping of words in the word class is described in the form of a pie chart percentage.

Diagram 1: Nouns

KB (Noun)	KG (Pronoun)	KK (Verb)	KS (Adjective)	KKet (Adverb)	KP (Conjunction)

3.3 Nouns

Nouns in the second part of the test can also be classified as verbs, adjectives and pronouns, all samples group these nouns which can be an illustration of the receptive mastery they have, here are the percentages.

The form of Hanzi characters in Mandarin is absolute and each has a meaning, so that each character does not change form, but can experience changes in meaning based on tone, so that a character or word can be grouped into several word classes, such as 会 which means "can" or "capable" with a percentage of 50% as a noun. 决定 which means"decision" which is a noun and can also mean"decide" which is a verb, thus the percentage by most samples that the word is grouped as a noun with a percentage of 30%.

3.4 Verbs

The verbs in the second part of the test can also be classified as nouns, adverbs and adjectives. All samples group these nouns which can be an illustration of their receptive mastery. The following is the percentage of word grouped into verbs, such as 看见 and 开始.
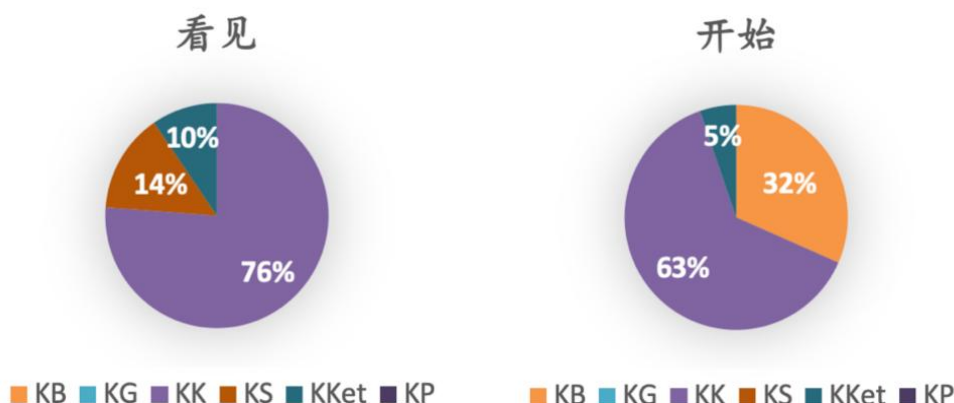

Diagram 2: Verbs

看见 which means "to meet" is grouped in the verb class with a percentage of 76%, 开始 which can mean "start" or "begin" is grouped as a verb class with a percentage of 63% and wordsCanwhich means "can" is grouped as a verb class with a percentage of 68%.

3.5 Third part of the test

In the third part of this written test, there are 40 vocabularies included in the target vocabulary of Hanyu Shuiping Kaoshi level 3 which will be translated by the sample. The results of this vocabulary translation test provide an illustration of receptive mastery through knowledge and understanding of the meaning.

Table 3: Third part of the test

No	Hanzi/Pinyin	Arti (A)	Arti (B)	Arti (C)	Arti (D)
1.	会/ huì	Will	Can	Capable	Could
2.	能/ néng	Maybe	Can	Capable	Could
3.	可以/ kěyǐ	Can	Could		

3.6 Fourth part of the test

In the fourth part of this written test, there is vocabulary included in the target vocabulary of Hanyu Shuiping Kaoshi level 3 which will be defined by the sample. The results of the test defining this vocabulary provide an illustration of receptive mastery through knowledge and understanding of meaning and significance. Receptive mastery can be identified through the ability to define an idea, so this test contains vocabulary in Mandarin with definitions given based on understanding and use of the vocabulary in everyday life, especially in Mandarin.

需要＿＿＿＿＿*a process of determining what you want to achieve or determinate/*

This fourth part of the test gave results that 11 out of 20 samples defined 需要 as"a requirement, necessary duty or obligation" and 9 out of 20 samples defined this vocabulary as "a process of determining what you want to achieve or determine"

3.7 Productive Mastery

Productive mastery is the knowledge to produce a word for the purpose of writing or speaking. Productive knowledge is basically the belief that vocabulary is first known receptively and only after going through a planned or unplanned learning process, planned learning makes someone change their receptive knowledge into use. productive, two types of tests are carried out, namely the fifth and sixth part tests. This fifth part of the test is a written sentence text which is carried out in the following way, namely; a) provide alternative vocabulary or vocabulary synonyms used based on the purpose and context of the idea of a sentence; b) complete a sentence with several choices of appropriate vocabulary synonym knowledge.

3.8 Fifth part of the test

In the fifth part of this written test, there are a number of sentences consisting of vocabulary included in the target level of Hanyu Shuiping Kaoshi 3 with alternative test results or vocabulary synonyms which provide an illustration of productive mastery through diversity of knowledge and understanding of the vocabulary until finally being able to use the vocabulary. Each sentence will have selected vocabulary which will be given alternative words or synonyms, the selected vocabulary will be colored red.

半个西瓜 bàn gè xīguā	

The sentence in this fifth test is"半个西瓜" (Pinyin: bàn gè xīguā) which means"half a watermelon"with selected vocabulary 半 which mean"half", of all the samples that provided alternative words or synonyms of words, there were two main vocabulary choices, namely words 半 and 参半 which have similar meanings or synonyms, these two words can be used with similar purposes and contexts of ideas and can be understood with similar meanings

3.9 Sixth part of the test

In the sixth part of this written test, there are sentences consisting of vocabulary which is included in the target level of Hanyu Shuiping Kaoshi 3 with the test results completing the sentences with several choices of vocabulary which provides an illustration of productive mastery through a diversity of knowledge and understanding of the vocabulary until finally being able to use the vocabulary, in this test, there is a sentence that will have a main idea that needs to be understood.

我最近有___学习中文 /   a/   b/

The sentence in the sixth test is: "I recently had___ Study Chinese" which was completed by the entire sample by providing several choices of vocabulary. Of all the vocabulary provided by the sample, there were main vocabulary words used to complete the sentence, namely:

a) 需要 which mean"request" or"want", with the result that the sentence is precisely meaningful "…want to learn Mandarin"b) 开心 which mean"happy" or"pleased", with the result that the sentence is precisely meaningful "…happily learning Mandarin"

3.10 Vocabulary Mastery Factor

Based on the results of interview tests conducted with research instruments in this study, there are several factors that influence vocabulary mastery, these factors consist of two parts, namely internal factors which include curiosity, certain positive activities, independent learning methods and extrinsic intrinsic motivation, then external factors which include the social environment and the availability of learning media.

4. Conclusion

This study aimed to inspect the efficacy of the currently-offered preparation time in the This research provides an overview of a variable which basically cannot be measured in size, this variable is a condition or situation regarding an ongoing phenomenon and is influenced by several factors, so that the entire description of the condition is described along with the causes and consequences. This research provides an overview of Hanyu Shuiping Kaoshi level 3 (Chinese: Chinese) vocabulary mastery.HSK3class) with a psycholinguistic approach in the process of language learning and production with the conclusion that; Firstly, mastery of vocabulary is a mental condition of a person who absorbs, stores and uses knowledge which in the end can be acquired through a cycle and is caused by several factors in his or her survival and is a constituent whose size basically cannot be measured.

Second, vocabulary mastery is divided into two forms, namely receptive vocabulary mastery and productive vocabulary mastery. Receptive mastery is described by written test results where all samples prove that; a) able to provide meaning and interpretation of words; b) able to provide alternative vocabulary or vocabulary synonyms; c) able to provide meaning and interpretation of sentences; d) able to group vocabulary into a word class. Productive vocabulary mastery is described by the results of a written test where all samples prove that; a) be able to provide alternative vocabulary or synonyms for the vocabulary used based on the purpose and context of the idea of the sentence; b) able to provide several alternative vocabulary choices that can either be alternative vocabulary or vocabulary synonyms in a sentence based on the purpose and context of the idea of the sentence

Third; mastery of receptive vocabulary tends to be greater than mastery of productive vocabulary, but based on mental processes when someone speaks, mastery of productive vocabulary can depend on the quantity of mastery of receptive vocabulary and mastery of productive vocabulary will depend on the quality of mastery of receptive vocabulary.

Fourth; Vocabulary mastery can be influenced by several factors, namely a) internal factors which include curiosity, certain positive activities, independent learning methods and intrinsic and extrinsic motivation; b) external factors which include the social environment and the availability of learning media.

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