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SINO-KOREAN VOCABULARY LEARNING STRATEGIES AMONG INDONESIAN KOREAN LANGUAGE LEARNERS

Alfiani Rahmi Chandraswara, Usmi
Universitas Indonesia, Depok, Indonesia
E-mail: alfiani.rahmi11@ui.ac.id

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Abstract

This study investigates the vocabulary learning strategies employed by students at Universitas Indonesia in acquiring Sino-Korean vocabulary—an essential component of the Korean language derived from Chinese characters (*Hanja*). Given the prevalence of Sino-Korean words in university-level Korean language materials, understanding effective learning strategies is crucial. A quantitative research design was adopted, using questionnaires to gather data on students' learning approaches and experiences. The data were analyzed using SPSS version 29.0, with mean (M) and standard deviation (SD) computed for each strategy. The results indicate that students predominantly rely on memory-based strategies, such as recalling vocabulary encountered in texts or song lyrics. Among the five strategy categories, metacognitive strategies were the least frequently used overall. However, one metacognitive approach—learning vocabulary through exposure to media (e.g., movies, news, and music)—emerged as the most commonly applied individual strategy. These findings provide meaningful implications for educators and curriculum developers aiming to enhance vocabulary instruction in Korean language programs, particularly in supporting the acquisition of Sino-Korean vocabulary.

Keywords: *Korean as a Foreign Language; Korean language acquisition; Korean language education; Sino-Korean vocabulary; vocabulary learning strategies (VLS)*

1. Introduction

Vocabulary mastery is a fundamental component of foreign language acquisition. To achieve effective comprehension in reading, writing, speaking, and listening, learners need to possess vocabulary knowledge that covers at least 95–98% of the words used in spoken and written texts (Nation & Waring, 1997; Nation, 2006). Systematic vocabulary instruction plays a crucial role in this process, as vocabulary learning involves the integration of meaning, form, and contextual usage (Schmitt, 2000). In line with this, vocabulary learning strategies (VLS) serve as essential tools to facilitate vocabulary acquisition in a more structured and efficient manner (Schmitt, 1997; Oxford, 1990), allowing learners to independently regulate their learning and deepen both the breadth and depth of their vocabulary knowledge.

In Korean language learning, Sino-Korean vocabulary plays a pivotal role. This vocabulary is derived from *Hanja*, which originated from classical Chinese characters. Historically, *Hanja* served as the primary writing system in Korea until the 15th century. After King Sejong introduced *Hangul* as the Korean alphabet, *Hanja* continued to be used

alongside *Hangul*. Today, Sino-Korean words account for approximately 54% of the Korean vocabulary and frequently appear in formal domains such as law, academia, education, science, and technology (Song, 2005; Cho, 2015). Mastery of Sino-Korean vocabulary is therefore critical for Korean language learners, particularly at higher proficiency levels. However, acquiring Sino-Korean vocabulary presents unique challenges. Learners encounter difficulties due to homophonous syllables that share identical pronunciations but differ in meaning (Muscanto, 2018), as well as limited understanding of *Hanja* characters, which complicates the association between word form and meaning.

Various studies have explored instructional approaches to address these challenges from multiple perspectives. Jung and Cho (2006) proposed six principles for *Hanja* instruction to maintain learner motivation, while Byon (2012) emphasized the usefulness of vocabulary journals for tracking learning strategies. Muscanto (2018) found that students recalled more words containing familiar *Hanja* syllables. Panumma (2021) demonstrated that systematic instruction improved comprehension and retention for non-Chinese-speaking learners, while Seow (2021) introduced the Learning by Hint (LBH) method to teach Sino-Korean vocabulary without requiring mastery of Chinese characters. Building on the findings of Li et al. (2022), who highlighted the cultural bridging role of Sino-Korean vocabulary in second language education, this study narrows its focus to strategy use among non-Chinese-speaking learners in Indonesia.

In Indonesia, students in the Korean Language and Culture Study Program at Universitas Indonesia face similar challenges. Hasby (2017) observed that non-language courses such as history and literature require students to have a basic understanding of *Hanja*. Both students and alumni reported that *Hanja* proficiency significantly supports academic performance and professional activities requiring intermediate to advanced Korean skills. In response, the program introduced the *Pengayaan Sino-Korea* (Sino-Korean Enrichment) course in the 2020–2021 academic year. This course was designed to enhance students' mastery of Sino-Korean vocabulary. It is divided into two parts: *Pengayaan Sino-Korea A*, offered in the first semester, and *Pengayaan Sino-Korea B*, offered in the second semester. This course aims to equip students with sufficient Sino-Korean vocabulary to support their learning in non-language courses. However, to date, no specific instructional methods have been implemented to assist students in effectively acquiring Sino-Korean vocabulary.

Despite extensive research on Sino-Korean vocabulary instruction, limited studies have examined the specific strategies used by Indonesian learners in structured academic contexts. Therefore, this study aims to investigate the vocabulary learning strategies employed by students in the *Pengayaan Sino-Korea* course at Universitas Indonesia, with the goal of informing future pedagogical practices in Korean language education.

2. Literature Review

Vocabulary learning is central to foreign language acquisition, especially when learners must navigate complex lexical systems such as Korean, where over 50% of the vocabulary is Sino-Korean in origin. Both vocabulary breadth (the number of words known) and depth (the extent of word knowledge) are crucial for successful language performance (Nation, 2006). To facilitate vocabulary acquisition, researchers have emphasized the importance of vocabulary learning strategies (VLS), which help learners systematically acquire, store, and retrieve lexical items (Schmitt, 2000; Oxford, 1990).

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In Indonesia, several studies have explored VLS use in foreign language learning, particularly in English as a Foreign Language (EFL) context. Asyiah (2017) reported that strategies such as repetition, contextual guessing, and association significantly enhanced learners' vocabulary retention. Holidazia and Rodliyah (2020) highlighted the role of metacognitive strategies, such as planning and monitoring, in improving vocabulary learning outcomes. In addition, Sitaresmi, Thamrin, and Nirmalasari (2024), who examined VLS application in Mandarin language learning, emphasized that the combination of multiple strategies leads to better vocabulary retention and more effective acquisition. Although these studies provide valuable insights into VLS use in foreign language learning, most have focused on EFL or Mandarin contexts, with limited research specifically addressing vocabulary strategy use in the acquisition of Sino-Korean vocabulary.

To analyze learners' vocabulary learning behaviors in this study, Schmitt's (1997) taxonomy of vocabulary learning strategies is adopted. This taxonomy classifies VLS into five main categories: determination strategies, which involve inferring word meanings through context, dictionaries, or word analysis; social strategies, which involve interacting with peers or teachers to clarify word meanings; memory strategies, which focus on associating new vocabulary with prior knowledge through personal associations, imagery, or mnemonic devices; cognitive strategies, which include directly manipulating learning materials through notetaking, categorizing, flashcards, and sentence writing; and metacognitive strategies, which involve planning, monitoring, and evaluating one's vocabulary learning process. While Oxford's (1990) framework provides a broad categorization of general language learning strategies, Schmitt's (1997) taxonomy offers a vocabulary-specific classification that is better suited to this study's focus on Sino-Korean vocabulary learning.

Several studies have applied diverse instructional approaches and strategy frameworks to address the complexities of Sino-Korean vocabulary acquisition. Jung and Cho (2006), building upon Tasan Chong Yagyong's *Ahakpyeon*, proposed six instructional principles for *Hanja* education, emphasizing cognitive load reduction and learner motivation. Byon (2012) highlighted the role of metacognitive awareness through vocabulary journaling, which helped learners track their strategies and improve long-term retention. Muscanto (2018) demonstrated that familiarity with *Hanja* syllables significantly enhanced learners' recall of Sino-Korean words, underlining the importance of orthographic knowledge.

Addressing non-Chinese-speaking learners, Panumma (2021) specifically investigated Thai students, who lack prior *Hanja* exposure, and found that systematic Sino-Korean instruction combined with vocabulary guessing strategies effectively improved their comprehension and retention. In a broader context, Seow (2021) examined multinational learners in an academic Korean reading course and introduced the Learning by Hint (LBH) method, which allowed students to infer the meanings of Sino-Korean words through explicit morpheme analysis without requiring formal *Hanja* study. Meanwhile, Li, Wei, and Li (2022) approached Sino-Korean vocabulary from a cultural identity perspective, emphasizing how integrating distinctive cultural Sino-Korean words relevant to the learners' native background enhances learners' motivation, familiarizes them with cross-cultural expressions, and ultimately supports both language acquisition and intercultural competence development.

Although previous research has broadened pedagogical approaches and addressed diverse learner populations, little attention has been given to how Indonesian learners specifically employ vocabulary learning strategies in acquiring Sino-Korean vocabulary within structured academic programs. To fill this gap, the present study investigates the vocabulary

learning strategies used by Indonesian university students enrolled in the *Pengayaan Sino-Korea* course at Universitas Indonesia, utilizing Schmitt's (1997) taxonomy as the analytical framework.

3. Research Method

This study employs quantitative research design. According to Creswell (2015), quantitative research is an approach used to test objective theories by examining the relationships among variables. These variables can be measured using research instruments, resulting in numerical data that are analyzed using statistical procedures. The primary research instrument used in this study is a questionnaire. The questionnaire was developed based on Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies. It includes five categories as outlined in Schmitt's taxonomy. A total of 42 items were designed, focusing on various vocabulary learning strategies. Respondents were asked to select one of five options based on a pre-defined Likert scale.

The subjects of this study were 49 students from the Korean Language and Culture Study Program, Faculty of Humanities, Universitas Indonesia, who were enrolled in the *Pengayaan Sino-Korea B* course. In order to take this course, students must have completed and passed *Pengayaan Sino-Korea A*, which indicates that all participants had prior experience in learning Sino-Korean vocabulary.

The questionnaire was distributed via Google Forms prior to the commencement of the *Pengayaan Sino-Korea B* course, allowing the researcher to collect data from students with a foundational understanding of Sino-Korean vocabulary. To ensure the accuracy and completeness of the data, the researcher supervised the questionnaire completion process directly, ensuring that the number of responses matched the total number of participants. Data collection took place at the Faculty of Humanities, Universitas Indonesia. The results were analyzed using descriptive statistics with the assistance of SPSS version 29.0. The findings are presented in tables displaying the mean (M), standard deviation (SD), and the frequency of strategy use among respondents.

4. Results and Discussion

The results of the questionnaire are presented in the following section. The discussion is divided into two main parts: the frequency of Sino-Korean vocabulary learning strategy usage based on category and the frequency of Sino-Korean vocabulary learning strategy usage in general. This structure allows for a comprehensive analysis of the students' strategies to learn Sino-Korean vocabulary.

4.1 Frequency of Sino-Korean Vocabulary Learning Strategy Use by Category

The following section presents the findings through tables. Tables followed by narrative descriptions, which provide further interpretation of the frequency and patterns of Sino-Korean vocabulary learning strategy use among the students.

Item	Vocabulary Learning Strategy	Mean	SD
1	Analyzing word classes	3.3878	1.11461
2	Analyzing affixes and word roots	2.9592	1.04002
3	Analyzing available pictures and gestures	3.1837	1.09304
4	Guessing word meanings from textual context	3.6735	0.96583
5	Using bilingual dictionaries (Korean-Indonesian or Indonesian-Korean) to find word meanings	3.6939	1.37241

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6	Using monolingual Korean dictionaries to find word meanings	2.1020	1.24574
7	Using word lists to learn new vocabulary	3.5102	1.08248
8	Using flashcards	3.0204	1.16350
9	Using the internet/Korean-language media	3.4286	1.02062
Determination strategies		3.2176	1.12203

Table 1. Determination Strategies

The table above indicates that determination strategies had a mean score of 3.2176 with a standard deviation of 0.49904, suggesting that these strategies were moderately utilized by students. The most frequently employed strategies within this category were using bilingual dictionaries (M = 3.6939, SD = 0.48824) and guessing word meanings from textual context (M = 3.6735, SD = 0.96583), indicating that students tend to rely on external references when encountering new vocabulary.

However, using monolingual Korean dictionaries was the least frequently employed determination strategy (M = 2.1020, SD = 1.24574). This may be attributed to students' limited comprehension of definitions provided exclusively in Korean or their greater familiarity with bilingual approaches.

Item	Vocabulary Learning Strategy	Mean	SD
1	Asking instructors when encountering unknown vocabulary	3.4694	0.95964
2	Asking friends when encountering unknown vocabulary meanings	4.2449	0.82993
3	Interacting with native speakers	2.3878	1.30410
Social strategies		3.3669	1.03122

Table 2. Social Strategies

Based on the table above, social strategies had a mean score of 3.3669 with a standard deviation of 0.76767, indicating that interaction with others is frequently utilized in vocabulary learning. The most employed strategy was asking friends when encountering unfamiliar words (M = 4.2449, SD = 0.82993), suggesting that discussion-based learning and peer interaction greatly assist students in understanding vocabulary.

In contrast, interacting with native speakers (M = 2.3878, SD = 1.30410) was the least frequently used strategy. This may be due to limited access to native speakers or students' lack of confidence in communicating directly with native speakers.

Item	Vocabulary Learning Strategy	Mean	SD
1	Using pictures that represent the vocabulary	2.7347	0.97416
2	Visualizing the meaning of the word in the mind	3.7755	1.06586
3	Connecting the word to personal experiences	3.8776	1.03345
4	Associating the vocabulary with other known words	4.0204	0.77701
5	Associating the word with known *Hanja* syllables	3.3061	0.98328
6	Relating the word to its synonyms and antonyms	2.7959	1.07973
7	Grouping vocabulary by topic or theme while studying	3.2857	1.15470
8	Making sentences using the target vocabulary	3.2857	0.95743
9	Learning the reading and pronunciation of the vocabulary to memorize it	3.9592	0.93450

10	Pronouncing the learned words aloud	3.8571	0.93541
11	Visualizing the written form of the word	3.6122	1.20444
12	Remembering the word class of the learned vocabulary	3.6531	0.90257
13	Creating paraphrases of the word's meaning	2.5714	1.08012
14	Using physical gestures when learning a word	2.4082	1.35275
15	Finding similar words in Indonesian that resemble the Sino-Korean vocabulary	2.5714	1.27475
16	Recalling vocabulary from spoken utterances or song lyrics previously heard	4.2449	0.92490
Memory strategies		3.3729	1.03969

Table 3. Memory Strategies

The table shows that memory strategies had a mean score of 3.3729 with a standard deviation of 0.52089, indicating that these strategies were frequently employed in vocabulary learning. The most applied strategies were recalling vocabulary from song lyrics or spoken utterances previously heard (M = 4.2449, SD = 0.92490) and associating vocabulary with other known words (M = 4.0204, SD = 0.77701). These findings suggest that students are better able to remember vocabulary when it is connected to familiar experiences or contexts.

Conversely, using physical gestures to memorize vocabulary was the least frequently employed strategy (M = 2.4082, SD = 1.35275). This may be due to the limited use of such methods in foreign language vocabulary learning contexts among university students.

Item	Vocabulary Learning Strategy	Mean	SD
1	Repeating vocabulary aloud	3.9184	0.95387
2	Writing vocabulary repeatedly	3.8163	1.01393
3	Utilizing vocabulary sections in textbooks	3.3878	0.97503
4	Labeling physical objects with words	1.5102	0.81961
5	Creating vocabulary notebooks	3.7551	0.92490
6	Learning vocabulary through worksheets and examinations	4.0612	0.87579
7	Using mind maps or semantic maps	1.8367	0.82530
8	Using the first language (code-switching)	3.9592	1.05986
Cognitive strategies		3.2831	0.93098

Table 4. Cognitive Strategies

The cognitive strategies had a mean score of 3.2831 with a standard deviation of 0.48824, indicating that these strategies were frequently used but varied in their effectiveness. The most applied strategy was learning vocabulary through worksheets and examinations (M = 4.0612, SD = 0.87579), suggesting that students are more accustomed to memorizing vocabulary within academic contexts. In contrast, labeling physical objects with words was the least frequently employed strategy (M = 1.5102, SD = 0.81961). This may be due to the limitations of students' learning environments or the fact that this method is more commonly used in language learning for children rather than adult learners.

Item	Vocabulary Learning Strategy	Mean	SD
1	Watching Korean films, news, or listening to Korean	4.6735	0.55482

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	songs		
2	Reading Korean books or magazines	2.5306	1.17442
3	Testing oneself on vocabulary	3.1429	1.04083
4	Attempting to understand entire sentences without looking up new word meanings	3.0000	0.93541
5	Studying vocabulary continuously	3.2653	0.90773
6	Setting goals and planning vocabulary learning	2.4490	1.00127
Metacognitive strategy		3.1765	0.93574

Table 5. Metacognitive Strategy

The metacognitive strategies had a mean score of 3.1765 with a standard deviation of 0.53888, indicating that these strategies were moderately used by students. The most frequently employed strategy was watching Korean films, news, or listening to Korean songs (M = 4.6735, SD = 0.55482), suggesting that students are largely exposed to new vocabulary through the media they consume, making this one of the most effective strategies in vocabulary learning.

However, setting goals and planning for vocabulary learning was the least frequently used strategy (M = 2.4490, SD = 1.00127), which may indicate that students rarely engage in systematic planning for their vocabulary acquisition.

4.2 Frequency of Sino-Korean Vocabulary Learning Strategies Usage

The table below shows the frequency of use of vocabulary learning strategies when learning Sino-Korean.

Rank	VLS Categories	Mean	SD
1	Memory	3.3729	0.52089
2	Social	3.3669	0.76767
3	Cognitive	3.2831	0.48824
4	Determination	3.2176	0.49904
5	Metacognitive	3.1765	0.53888
Mean		3.2834	0.56294

Table 6. Frequency of Sino-Korean Vocabulary Learning Strategies

Based on the table above, memory strategies ranked the highest (M = 3.3729; SD = 0.52089). The following closely were social strategies (M = 3.3669; SD = 0.76767), cognitive strategies (M = 3.2831; SD = 0.48824), determination strategies (mean = 3.2176; SD = 0.49904), and metacognitive strategies (M = 3.1765; SD = 0.53888).

These findings indicate that memory and social strategies are the most frequently used by students in learning Sino-Korean vocabulary. Meanwhile, metacognitive strategies ranked the lowest, suggesting that the ability to consciously regulate one's learning process is not yet a dominant tendency in vocabulary learning. The relatively low standard deviations across all categories indicate consistent strategy use among students.

Based on the results of the study, the overall mean score for the use of Korean vocabulary learning strategies among students in the Korean Language and Culture Study Program at Universitas Indonesia was 3.2834. Therefore, strategies with mean scores above this value can be classified as high-frequency strategies, while those with mean scores below this value can be categorized as low-frequency strategies.

5. Conclusion

This study investigated the vocabulary learning strategies employed by students of the Korean Language and Culture program at the Faculty of Humanities, Universitas Indonesia, who are enrolled in the *Pengayaan Sino-Korea* course. Utilizing Schmitt's (1997) taxonomy as the analytical framework, the findings revealed that memory strategies were the most frequently used approach among students. In contrast, while metacognitive strategies had the lowest category mean overall, one specific cognitive sub-strategy—labeling physical objects—was identified as the least used individual strategy item.

These findings suggest students tend to rely heavily on memorization and have yet to fully explore the diversity of available vocabulary learning strategies for acquiring Sino-Korean vocabulary. To address this, more systematic pedagogical interventions are recommended, including strategy awareness training, integration of *Hanja*-based visual aids, and incorporation of media-based vocabulary exposure into curriculum design. Lecturers are encouraged to provide structured guidance in selecting and applying learning strategies to help students adopt a broader range of effective approaches for long-term vocabulary development.

The study's quantitative design limits its ability to capture learners' subjective experiences; therefore, future research should adopt qualitative methods such as interviews or observations. Expanding the participant base to include other institutions could also provide comparative insights. Ultimately, these findings offer valuable guidance for the development of more effective and sustainable Sino-Korean vocabulary instruction in Indonesian higher education contexts.

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