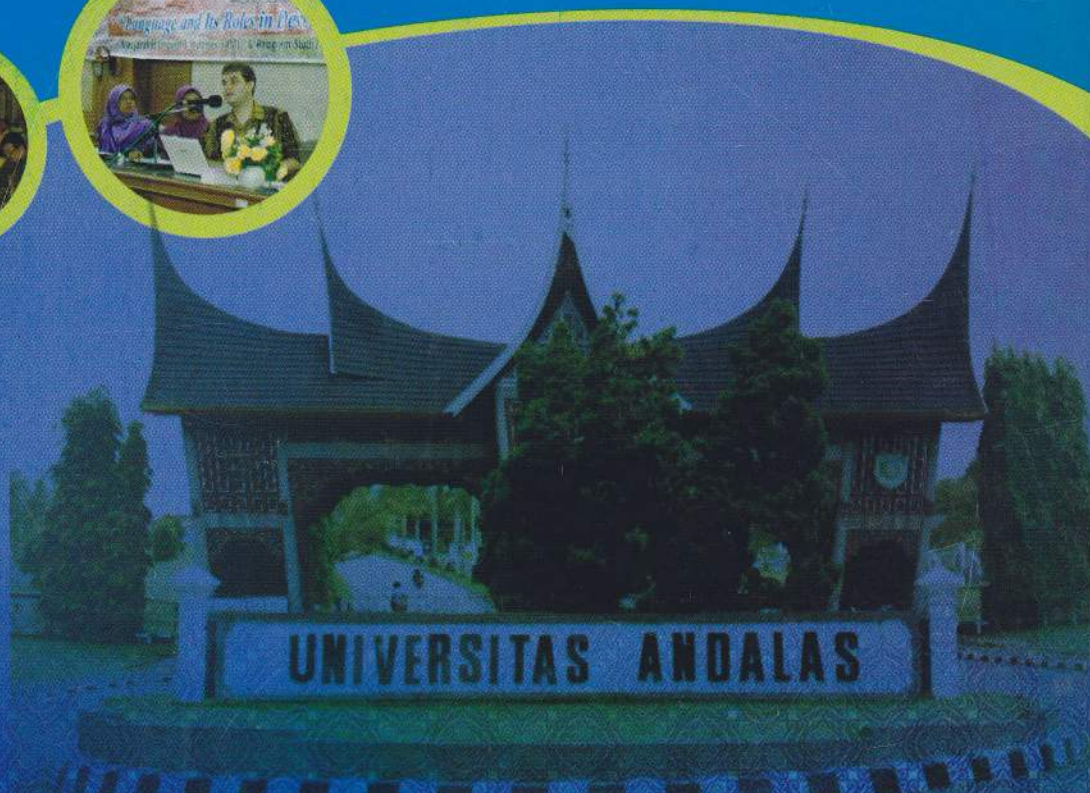


ISBN 978-602-17140-3-4

PROCEEDING
2nd INTERNATIONAL SEMINAR ON LINGUISTICS
(ISOL-II)

ANDALAS UNIVERSITY
PADANG, WEST SUMATERA, INDONESIA
AUGUST 12-13, 2015

LANGUAGE AND CIVILIZATION



PASCASARJANA
LINGUISTIK



Masyarakat
Linguistik
Indonesia

PROCEEDING

THE 2nd INTERNATIONAL SEMINAR ON LINGUISTICS

PROGRAM STUDI LINGUISTIK PASCASARJANA
FAKULTAS ILMU BUDAYA UNIVERSITAS ANDALAS
DAN
MASYARAKAT LINGUISTIK INDONESIA
UNIVERSITAS ANDALAS

LANGUAGE AND CIVILIZATION

EDITOR

JENNIFER ZIRBES
DIANA FROST
RINA MARNITA
HANDOKO

DESAIN SAMPUL

HANDOKO

DITERBITKAN OLEH

Fakultas Ilmu Budaya Universitas Andalas Kampus Unand Limau Manis,
Padang – Sumatera Barat. Telp. (0751) 71227

ISBN

978-602-17140-3-4

FOREWORD

On behalf of Postgraduate Program on Linguistics, Faculty of Humanities and the Linguistics Society of Indonesia (MLI) Unand Chapter, we are greatly honoured and pleased to welcome all the keynote speakers and participants of the 2nd International Seminar on Linguistics (ISOL-2), 2015.

ISOL is a binear international seminar held by the Linguistics Graduate Program of Faculty of Humanity, Andalas University in collaboration with the Linguistic Society of Indonesia (MLI), Unand Chapter. ISOL aims to provide a discussion platform for linguists and language observers across Indonesia. Its main objective is to enhance the exchange of research and new approaches in language studies. The seminar is open to interested people from outside of Indonesia.

The theme of the 2nd ISOL is Language and Civilization. Civilization is the process by which a society or place reaches an advanced stage of social development and organization. It is also defined as the society, culture, and way of life of a particular area. Over time, the word civilization has come to imply something beyond organization. It refers to a particular shared way of thinking about the world as well as a reflection on that world in art, literature, drama and a host of other cultural happenings. Language is itself a social construct – a component of social reality. Thus, like all social constructs and conventions, it can be changed.

A civilization is any complex state society which is characterized by urban development, social stratification, symbolic communication forms and a perceived separation from and domination over the natural environment. To advance civilization is to construct a new social reality which emerges through language. In other words, social reality is the operational expression of words and the meanings of them that society has agreed upon. Language is itself a social construct – a component of social reality. Thus, like all social constructs and conventions, it can be changed. This seminar aims at facilitating diverse dialogues among scientists, linguists and scholars from different backgrounds about language as a social construct as well a tool to understand social reality.

We would like to express our deep gratitude to the seminar key note speakers Prof. Dr. James T. Collins from The Institute of Ethnic Studies, The National University Malaysia (UKM), Dr. Suryadi, from the Southeast Asean Studies, Leiden University, the Netherland, and Tim McKinnon, from Delaware University, USA, and Dr. Khatrina Soekamto, Chief of Linguistics Society of Indonesia and Prof. Nadra. MS, the Director of Postgraduate Program of Linguistics, Faculty of Humanities, Andalas University..

We are very grateful to the Mayor of Padang, Ir. H. Mahyeldi, S.P, for his great support to the seminar and for welcoming all the seminar participants at his place in an opening ceremony. Our gratitude also goes to the Rector of Andalas University, the Dean of Faculty of Humanities and our sponsors AIFIS Jakarta, PT. Semen Indarung Padang, PT.Bank BNI and Bank Mandiri.

Thank you,
Chairperson

Dr. Rina Marnita AS, MA

PROMOTING MANDARIN CHINESE LEARNING FOR PRIMARY SCHOOL STUDENTS THROUGH ONLINE COMICS AND COLLABORATIVE LEARNING

Nuning Catur Sri Wilujeng
Yogyakarta State University
nuning@uny.ac.id

ABSTRACT

Mandarin Chinese is popular and becoming the first foreign language to learn. There are more and more schools offering Mandarin Chinese as a subject. Online learning is inevitable in language learning as a consequence of technology development in the world. Online comics are an example of online apps in language learning that suits young learners. Collaborative activity tends to be the most promising model in language learning. The aims of this research were to develop Mandarin Chinese learning through online comics for elementary school students and to investigate students experience in applying online and collaborative learning. Three classes participated the research control group who created comics without internet resources; an individual online group who created online comics individually; and a collaborative learning group who created online comics collaboratively. The design of the study was based on the quasi experiment. The mixed method was applied to analyze data. The result of the study shows that online comics and collaborative learning activities develop students in Mandarin Chinese through the creation of comics. Based on the questionnaire and interview, students stated that comics were useful for them in learning Mandarin Chinese.

Keywords: online comics, Mandarin Chinese, collaborative learning, technology enhanced language learning (TELL)

I. INTRODUCTION

As the most widely spoken language in the world, Mandarin Chinese is an increasingly popular language to learn and it has the largest number of people who speak it as their first language. Lofholm (2012) states that Mandarin Chinese is becoming the first choice of a growing number of second language learners. Furthermore, she adds that teaching Mandarin Chinese is ranging from primary level schools to university and private language enterprises. Since then, some programs in learning Mandarin Chinese are popping up abundantly such as immersion, online learning, Chinese language clubs, etc. Moreover, some schools added Mandarin Chinese into K-12 and start offering Mandarin Chinese Kindergarten.

According to the Indonesian history, since the 1900s Chinese-Indonesians in Indonesia started opening Chinese schools (Kwartanada, 2007). Wen (1997) adds that there were more than 620 Chinese schools in Indonesia between 1965 and 1966. Unfortunately, due to the political problems, most of those schools were forced to close in 1967-1968. In 1998 was the resurrection year for Mandarin Chinese teaching in Indonesia after being prohibited for 30 years. Government's policy allowed Chinese-Indonesians to acquire Chinese names and learn and speak Mandarin Chinese, therefore, since then many schools began to teach Mandarin Chinese as an extracurricular subject (Sutami, 2007).

Following the reform era in 1998, new policies toward the teaching Mandarin Chinese were implemented. A number of private multilingual schools were established in Indonesia. National school of Budi Utama is one of these multilingual schools where three languages (Indonesian, English, and Mandarin) are used daily as the languages of instruction. Established

in 2007, this is the only multi-language school in Yogyakarta, Indonesia (Wilujeng, 2014).

Budi Utama Multilingual School offers Mandarin Chinese from Kindergarten to Secondary school. Presently, grade 8 is the highest grade in that school. The students from grade 5 who participated in this research have high competence in both pronunciation and speaking. According to the interview with one of the local teachers, some of the students have already achieved level 3 on the Youth Chinese Test (YCT). The school supports the students to take this Chinese proficiency test which is an internationally standardized test launched by Hanban National Office for Teaching Chinese as a Foreign Language (NOTCFL) in Mainland China. YCT is directed at examining non-native primary and secondary school students' capability in applying Chinese language in their studies, personal lives, and work (Wilujeng, 2014). This would mean that the students already have acquired more than 300 words and characters in their vocabulary (Hanban, 2010). Somehow, the students still have some difficulties in dictation and writing Chinese characters, particularly because these students have been accustomed to writing in pinyin. These students may attempt to apply techniques used when they were brought up learning the Indonesian language, which is written using the Latin alphabet. Therefore, students find it difficult to write Chinese characters (Cook, 2003; Jiang, 2008). Since the school was provided with some of computers, the use of technology to enhance language learning, especially in writing Chinese characters can potentially improve their ability (Zhao, 2003).

Children are different from adults in the way they think and learn. These differences evolve over time. Clark (2000), states that comics have positive effects on students. Comics not only engage our attention and serve as entertainment but also present information in a non-threatening manner. Rule and Auge (2005) shows that students who learn using comics achieve higher test scores and can provide examples of why they enjoy learning in this manner.

Nowadays, young children are surrounded with technology at school, at home, in their community, and increasingly in foreign language education. According to New Media Consortium (NMC) Horizon Report (2012), the workplace is increasingly collaborative, which subsequently leads to changes in the way student projects are structured. Therefore, the education paradigms are shifting to include online learning and collaborative models. As a result there will be a new emphasis on more challenge-based and active learning in classrooms, especially in language learning subjects. This paper will talk about the development of Mandarin Chinese competence by operating online comic creation and students' experience with online comic creation and collaborating activity.

II. LITERATURE REVIEW

2.1. Mandarin Chinese Teaching in Indonesia

To most of Indonesian learners, Mandarin Chinese stands as a foreign language and plays no major role in the community and it is primarily learnt only in the classroom (Alwi & Sugono, 2003). Therefore, Mandarin Chinese teaching in Indonesia is for mastery and use of the language, particularly in acquiring science and technology to enable the Indonesians in competing in the free global era. In other words, we learn Mandarin Chinese in order to be able to communicate with other people in the world who use that language such as people from the People's Republic of China, Taiwan, Singapore, Malaysia and many more (Sutami, 2007).

Today the elementary and high schools in Indonesia adopt the Curriculum of 2006 or School-Based Curriculum (SBC) and the Curriculum of 2013. In both curricula Mandarin Chinese stands in Group B Table 1 (SBC, 2006: 17) and Table 2 (KPK, 2013:3). In Table 1 Mandarin Chinese belongs to the local content in foreign language other than English (Group B), while in Table 2 it is integrated into the Culture and Art Crafts (Group B). The integrative thematic learning is implemented in both the 2006 and 2013 curriculum.

Table 1. *School-Based Curriculum 2006 for Elementary School*

Components	Grade and Time Allocation			
	I	II	III	IV-VI

A. Subject				
Religion Education			3	
Citizenship Education			2	
Indonesian Language			5	
Mathematics			5	
Natural Science			4	
Social Science			3	
Fine Arts and Arts Skill			4	
Sport and Health Education			4	
B. Local Content				
Local Language			1	
Foreign Language Other than English			1	
English Language			2	
C. Self-Development				
Boy Scout			1	
Computer			1	
Total	26	27	28	36

Table 2. Curriculum 2013 for Elementary School

Subjects	Time Duration of Learning in a Week					
	I	II	III	IV	V	VI
Group A						
Religion and Moral Education	4	4	4	4	4	4
Pancasila and Citizenship Education	5	5	6	4	4	4
Indonesian Language	8	9	10	7	7	7
Mathematics	5	6	6	6	6	6
Natural Sciences	-	-	-	3	3	3
Social Sciences	-	-	-	3	3	3
Group B						
Culture and Arts Crafts	4	4	4	5	5	5
Sports Science	4	4	4	4	4	4
Total	30	32	34	36	36	36

2.2. Mandarin Chinese Teaching in Budi Utama Multilingual School

The curriculum applied during the experiment was the curriculum of 2013. As an education unit, schools are allowed to teach Mandarin Chinese for grade 5 students up to 5 periods/sessions in a week. Each period/session lasts for roughly 35 minutes. However, the school forms a learning unit, meaning it has the right to develop its own curriculum based on the needs of the students. It precisely means that the school may reduce or add the number of periods/sessions and/or the time duration of subjects belonging to Group B in Table 2.

Budi Utama Multilingual School develops its curriculum and gives 7 periods/sessions of Mandarin Chinese for 5th grade students. Each period/session consists of 40 minutes. There are 3 Mandarin Chinese teachers, two of them being native Mandarin Chinese speaking teachers and one of them being a local Mandarin Chinese teacher (Wilujeng, 2014). The component of material and/ or language skills is listed in Table 3.

Table 3. Mandarin Teaching Composition for 5 Grade Students

Language Skills/ Contents	Periods per Week	Teacher
Mandarin Speaking	3	Native
Chinese Culture	2	Native
Mandarin Reading and Writing	2	Local

Despite this, Budi Utama is flexibly allowed to modify the periods/sessions of teaching the

subject in Group B in Table 2; however, the language skills listed in Table 3 does not reflect the needs of the students. Students encounter more language differences in writing rather than other language skills (Sutami, 2007). Furthermore, since students in Budi Utama are used to using Hanyu Pinyin, the experiment consisted of both Chinese characters and Hanyu Pinyin. According to Saville-Troike (2006) learners' characteristic and circumstances cannot be neglected.

2.3. Online Comics

Pinkley (2010) explains about the development of children in different activity types according to the multiple intelligence theory. Furthermore, those children who are strong in verbal-linguistics and visual spatial intelligences excel when they read comic book stories, learn with picture cards, play with game boards, participate in cooperative groups, work with films, posters, graphic organizers, posters and collages. A research conducted by Aram (2006) shows that a picture book is designed so that illustrations are as important as text when telling a story. Reading picture books to young people is seen as beneficial for fostering language ability. In addition, Liu (2004) states that because comics are highly visual texts, they have been shown to be especially effective for increasing reading comprehension for second and/or additional language learners. Students have assessed comics positively, as they make the course more entertaining and make learning easier. They can reduce repetition and allow teachers to run classes without the need of textbooks. They also make remembering words easier, promote creative skills and motivate students to learn. Figure 1 presents an example of an online comic.



Figure 1: Example of an Online Comic

2.4. Collaborative Learning

According to Barkely et al (2005), collaborative learning is based on the view that knowledge is a social construct. Therefore, the contribution of observing the collaborative learning can be divided into two aspects: academic and social (Liao, 2014). There are 4 aspects in collaborative learning, namely 1) the learners is the primary focus of instruction, 2) interaction and "doing" are the primary importance, 3) working in groups is an important mode of learning, and 4) structured approaches to developing solutions to real-world problems should be incorporated into learning. While Tielman (2012) mentions there are 5 main collaborative learning characteristics. They are 1) positive interdependence, 2) individual accountability, 3) promoting interaction, 4) interpersonal and small-group skills, and 5) group processing.

In the academic domain, studies have found that collaborative learning benefits students in academic achievement, as well as positive attitudes toward the subject matter, commitment to learning, critical thinking, and problem solving skills (Liao, 2006; Wong & Abbruzzese, 2011; Huynh, Jacho-Chaves, & Self, 2010; McDuff, 2012; Xie, 2011). In the social domain, studies have found that collaborative learning sharpens and strengthens students' overall communication skills, such as team working, emotional, and conflict resolution skills (Jarvenoja & Jarvela, 2009; Prichard; Stratford, & Bizo, 2006; Yates, 2006).

III. METHODS

3.1. Design

The research design was based on the quasi-experiment design. Qualitative and quantitative approaches have been used to collect and analyze data.

3.2. Participants

There were three(3) classes of grade 5 students from Budi Utama Multilingual School who participated into the experiment. Those students were divided into 1) control group who created comics individually without internet resources, 2) individual comic groups who created online comics individually, and 3) collaborative learning groups who created online comics collaboratively.

3.3. Instruments

3.3.1. Comic Lesson Plan

The lesson plan is arranged based on the school curriculum for grade 5 students and Mandarin writing activity for lesson 1.

3.3.2. Toondoo Online Comics

Toondoo (www.toondoo.com) is a free comic website which was used as a media source in the learning of Mandarin during the course of this research.

3.3.3. Questionnaire about Students' Attitude towards Applying Comics in Learning Mandarin.

The questionnaire was based on Lund (2001) Measuring Usability with the USE. There were three dimensions: usefulness, satisfaction, and easiness.

3.3.4. Interview List

There were five (5) questions about the application of online comics and collaborative learning.

3.3.5. PC Computers

There were eighteen (18) sets of computers which connected to the internet. On the keyboard, the Simplified Chinese Language feature has been added to the language choice.

3.4. Procedure

All the classes took place between July 8th and September 6th, 2013. Each group received two (2) periods/sessions of learning once a week. Figure 2 shows the procedure in collecting data.

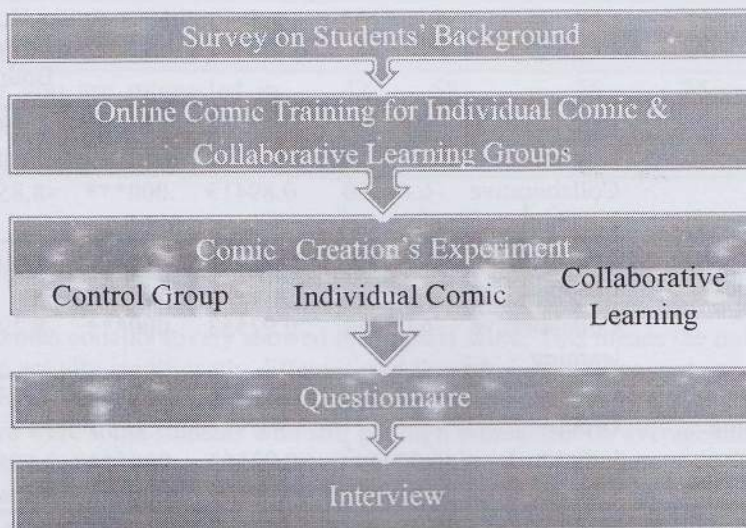


Figure 2: Procedure of Mixed Model

3.5.Data Collection

There were two types of data, quantitative and qualitative. Quantitative data was collected from the comic score creation of two teaching units and qualitative data was collected from questionnaires and interviews.

3.6.Data Analysis

The quantitative data was analyzed with one-way ANOVA. The qualitative data was analyzed using the descriptive statistics analysis.

IV. RESULT AND DISCUSSION

4.1. Comic Creation

Comics created by each group were scored based on a writing rubric (Jacobs et al, 1987). The final comics score stood as the dependent variable in a one-way analysis of variance. Table 4 presents a summary of the one-way ANOVA on students' scores of comics' creation.

Table 4 shows that the groupings for creating comics was divided into 3 groups; the control group without internet support, the individual online group, and the collaborative online learning group and how they significantly differ in their creation of comics. This analysis is followed by a post hoc analysis which is shown in table 5. This result depicts that the collaborative online learning group's comics' creation was more outstanding than the other two groups.

Table 4. One-way Analysis of Variance of Comic Creation

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	428.826	2	214.413	33.523	.000***
Within Groups	275.027	43	6.396		
Total	703.853	45			

Note * $p < .05$ ** $p < .01$ *** $p < .001$

Table 5. Post Hoc Analysis

(I) Students Group	(J) Students Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Lower Bound	Upper Bound
Tukey HSD	Control Group	Individual Comics	-0.64286	0.92553	0.768	-2.8895	1.6038
		Collaborative learning	-6.68750*	0.89415	.000***	-8.858	-4.517
	Individual Comics	Control Group	0.64286	0.92553	0.768	-1.6038	2.8895
		Collaborative learning	-6.04464*	0.92553	.000***	-8.2913	-3.798
	Collaborative learning	Control Group	6.68750*	0.89415	.000***	4.517	8.858
		Individual Comics	6.04464*	0.92553	.000***	3.798	8.2913

Note * $p < .05$ ** $p < .01$ *** $p < .001$

4.2. Students' Experience about Comics Learning

Students' experience about comics learning is presented in Table 5. The table shows that the students from the collaborative online comics learning group presented the highest appreciation on 3 dimensions of online comics. These students are the most satisfied towards online comics' activity and feel that the online comics are useful for them in learning Mandarin Chinese.

Table 6. Usability of Comic Learning

Questionnaire Dimensions	Control (N=16)		Individual Comics (N=14)		Collaborative Learning (N=16)	
	M	SD	M	SD	M	SD
The whole questionnaire	3.122	0.678	3.259	0.652	3.396	0.626
Usefulness	2.990	0.692	3.208	0.649	3.426	0.606
Easiness						
Ease of Using	3.185	0.693	3.223	0.692	3.262	0.692
Ease of Learning						
Satisfaction	3.188	0.658	3.381	0.597	3.574	0.535

4.3. Interview

Table 7 listed the interview report.

Table 7. Interview Reports

Questions	Individual Comics Group (N=14)		Collaborative Learning Group (N=16)	
	Yes	No	Yes	No
Q1. Can you create comics using Toondoo?	100	0	100	0
Q2. Do you like create comics using Toondoo?	100	0	100	0
Q3. Do you practice Toondoo at home?	71	29	75	25
Q4. Do you like the activity?	50	50	54	44
Q5. If you are interested in Toondoo, will you tell your friends about it? How?	42	58	75	25

DISCUSSION

This research was aimed at investigating the development of Mandarin Chinese by creating comics. The result shows that students from the collaborative learning group who created online comics collaboratively showed the highest score. This means the online resource and collaborative activity significantly differentiated them from the other students who worked individually and without internet resources. This finding implies that working individually is not bad at all, as there were some students who still got high scores. But on average those scores did not exceed the scores from those who worked collaboratively. The internet resources through online comics' activity certainly made the students better developed in Mandarin Chinese. According to the NMC Horizon Report 2014 especially in the K-12 edition, it is strongly suggested to bring authentic learning into classrooms by utilizing the benefits of technology.

Consequently, teachers and educators are supposed to create authentic learning, and in the end prepare students for further education, career and citizenship. It should be underlined that the NMC report of 2012 suggested that in the future, workplaces would be everywhere and anytime; therefore, students really need active learning. Furthermore, Saxena (2013) in *Edtech Review* added that technologies often help educators to develop real-world settings 'scenarios', this means bringing learning closer to the real world. Online learning is one of the tools educators can use to support projects, simulation and reflection.

Since it is noted that students have smart phones, tablets, and computers at home, all the school needs is to merge this resource into a Bring Your Own Device (BYOD) activity. After training in classroom activity, it is suggested that students continue the activity at home and do make their own circle of online collaborative activities.

Indonesia has a high number of online app users and is actually fourth after the USA, India, and Brazil (Statistica, 2014). Indonesian educators should see this as an opportunity that can benefit learners through online learning, especially in language learning such as Mandarin Chinese as the device provides the tools.

Collaborative activities definitely develop students' performances when learning Mandarin Chinese. This can be seen from how the student understands the instruction, job division, sharing the findings, discussion, and reflection. Collaborative learning does give much advantage not only academically, but also socially. This finding is underlined in some previous researches done by Liao, 2006; Wong & Abbruzzese, 2011; Huynh, Jacho-Chaves, & Self, 2010; McDuff, 2012; Xie, 2011, Liao (2014)

The experience through comic learning satisfies students, more so the online method with internet support. This implies that learning Mandarin Chinese through comics offers students the opportunity to express their ideas freely, starting from the ability to choose the shape, color, ornament, and language. Students also admit that comic learning is also useful for them in developing Mandarin Chinese. This finding strengthens Sutami (2007) that learning Mandarin Chinese for Indonesian learners have specific challenges as we still use the Pinyin. When the language support switched into Chinese characters, this really helps the students to write in Chinese. While the students are online, they may check their spelling through google translate or other translation apps to support their activity. This also parallels France (2010) that online comics attract high school students to learn foreign languages. Somehow, France also mentioned that online comics have some limited collection so that users cannot freely choose the best characters, the best pose, or mood to depict their ideas. These kinds of problems were also encountered during this study, however, collaborative learning seem to have been the solution.

Based on the results from the interview that showed that students from the collaborative learning group will inform their friends and siblings about 'toondoo' online comics show great advantages in promoting online comics or other apps across neighborhoods. This is certainly a promising opportunity for educators to spread online learning.

V. CONCLUSIONS AND FUTURE RESEARCH

The Mandarin Chinese of the grade 5 students developed sharply and successfully for the collaborative learning group, individual comics group, and the control group. The comic learning satisfies the students and they feel the application is useful for them in learning Mandarin Chinese. Collaborative learning shows great advantages for the students as is shown by their achievement in online comic activity.

There should be a new formula or study about how to help the students who still cannot be involved in collaborative activity. Indeed individual learning also benefited the students, but collaborative learning benefited them more.

Online learning should be promoted more as there are more and more students familiar with gadgets, smartphones, computers, etc. Budi Utama Multilingual School as the pioneer in Mandarin Chinese teaching may stand for the pilot project with other similar schools in developing Mandarin Chinese teaching in Indonesia.

REFERENCES

- Alwi, H & Sugono, D. (2003). Indonesian Language Congress. Jakarta: Pusat Bahasa
- Aram, D. (2006). Early literacy interventions. The relative roles of storybook reading, alphabetic activities and their combination. *Reading and writing*, 19, 489-515.
- Barkely, E., Cross, K., & Howell Major, C. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco : Jossey-Bass
- Clark, C. (2000). Innovative strategy: Concept cartoon, instructional and learning strategies, 12, 34-45.
- Cook, V. (2003). Introduction: The changing LI in the L2 user's mind. In V. Cook (Ed.), *Effects of the second language on the first* (pp. 1-18). Clevedon: Multilingual Matters.
- France, L. (2010). Conception of lesson notes as cartoon for foreign language learning. Retrieved January 24, 2014, from <http://cdn.intechopen.com/pdfs-wm/8924.pdf>
- Hanban.(2010). Introduction and guidelines for new youth Chinese test. Retrieved May 12, 2013, from <http://www.chineseeducationalservices.org>
- Hanban.(2013). Confucius Institute Beijing. Retrieved on May 13, 2013 from http://english.hanban.org/node_8001.htm
- Horizon. (2012). The NMC Horizon Report: 2012 Higher Education Edition. Texas: The New Media Consortium.
- Horizon. (2014). The NMC Horizon Report: 2014 K-12 Edition. Texas: The New Media Consortium.
- Huynh, K. P., Jacho-Chávez, D. T., and Self, J. K. (2010). The efficacy of collaborative learning recitation sessions on student outcomes." *American Economic Review*, 100(2), 287-91.
- Jacobs, H. L., Zinkgraf, S.A., Wormouth, D.R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition: A practical approach*. Rowley, MA: Newbury House.
- Jarvenoja, H. and Jarvela, S. (2009). Emotion control in collaborative learning situation: Do students regulate emotions evoked by social challenges. *British Journal of Educational Psychology*, 79(3), 463-481.
- Jiang, X. (2008). *Research on words of teaching Chinese as a second language and learning to read*. Beijing, CN: Beijing Language and Culture University Press.
- Karsidi. (2007). *School-Based Curriculum*. Solo: TigaSerangkai Pustaka Mandiri
- Kwartanada, D. (2007). The road to re-Sinification: Education for the Chinese during the Japanese occupation. P, Post (Eds), *Encyclopedia of Indonesia in the Pacific War*, Amsterdam: KIT
- Liao, H-A. (2014). Examining the role of collaborative learning in a public speaking course. *College teaching*, 62, 47-54.
- Liao, H-Ch. (2006). *Effects of cooperative learning on motivation, learning strategy utilization, and grammar achievement of English language learners in Taiwan*. (Dissertations, University of New Orleans). Retrieved July 20, 2014, from <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=1362&context=td>.
- Liu, J. (2004). Effects of comic strips on L2 learners' reading comprehension. *TESOL Quarterly*, 38, 225-243.
- Lofholm, N. (2012). Mandarin Chinese becoming first choice as second language. Retrieved on January 31st, 2015 from www.denverpost.com
- Pinkley, D. (2010). Children learning English as foreign language: Teaching to learners' multiple intelligences teacher development. 8-9 (81). Retrieved on November 14, 2014 from <http://www.pearson.rs/pub/hu/uploaddoc/teachers-resources/multiple-intelligences.pdf>
- Prichard, J.S., Stratford, R. J., & Bizo, L.A. (2006). The effect of team-skills training on collaborative learning in a controlled environment. *Learning and Instruction*, 16, 256-265.
- Ranker, J. (2007). Using comic books as read-alouds: Insights on reading instruction from an English as a second language classroom. *The Reading Teacher*, 61(4), 296-305.

- Rule, A.C. & Auge, J. (2005). Using humorous comics to teach mineral and rock concepts in sixth grade science class. *Journal of Geoscience Education*, 53 (5), 548-558
- Saville-troike, M. (2006). *Introducing second language acquisition*. Cambridge, UK: Cambridge University Press.
- Saxena, S. (2013). How technology can support authentic learning. Retrieved on January 2, 2015 from <http://edtechreview.in>
- Statista. (2014). Number of social network users in Indonesia. Retrieved on December 24, 2014 from <http://statisca.com>
- Sutami, H. (2007). Kekhasanpengajaranbahasa Mandarin di Indonesia. *Journal of Wacana*, 9 (2), 222-246
- Tielman, K., Brok, P., Bolhuis, S., & Vallejo, B. (2012). Collaborative learning in multicultural classrooms: a case study of Dutch senior secondary vocational education. *Journal of Vocational Education and Training* 64 (1),103 – 118.
- Wen, G Y. (1997). Chinese Education in Indonesia. Retrieved May 13, 2013, from <http://history.cdblp.cn/author/>
- Wilujeng, N.(2014). Online comic in Mandarin Chinese's vocabulary teaching: A case study of Budi Utama Multilingual School in Yogyakarta, Indonesia (Master Thesis). Taiwan: National Taiwan Normal University
- Wong, C.K. and Abbruzzese, L.D. (2011). Collaborative learning strategies using online communities. *Journal of Physical Therapy Education*, 25 (3). 81-86.
- Xie. (2011). Older adults, e-health literacy, and collaborative learning: An experimental study. *Journal of American Society for Information Science and Technology*, 62(5), 933-946.
- Zhao,Y. (2003). Recent development in technology and language learning: a literature review and meta-analysis. *CALICO Journal*, 21 (1), 7-27.



ISOL