THE EFFECTIVENESS OF USED SNAKES AND LADDERS GAME LEARNING MEDIA FOR REVIEW CHINESE VOCABULARY AT GRADE 4 NATION STAR ACADEMY ELEMENTARY SCHOOL SURABAYA

by perpustakaan 1

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ABSTARCT

Chinese language is being learnt as a subject at the school. In Indonesia, there are many schools whom have already begun to get the students used to learning Chinese language one of them is Nation Star Academy Elementary School. There are some problems that students faced while learning Chinese language. The most common problem is memorize characters, make sentences, do not understand the contents of the reading, etc. If the teachers can choose and apply the right teaching method and attract students to learn Chinese language, so learning Chinese language will be easier.

In this research, describes how the level of effectiveness of using snakes and ladders game media learning for review chinese vocabulary at students grade 4 Nation Star Academy Elementary School Surabaya. By using this type of quantitative research experimental method, The form of the design uses a pre-test and post-test one group design and the results showed that learning using snakes and ladders game media in review Chinese vocabulary is considered more effective in improving the learning outcomes of students grade 4 at SD Nation Star Academy Surabaya.

Keywords : Effectiveness, Learning Media, Chinese Language, Vocabulary, Review

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ABSTRAK

Bahasa Mandarin dipelajari sebagai mata pelajaran di sekolah. Di Indonesia sudah banyak sekolah yang sudah mulai membiasakan siswanya belajar bahasa Mandarin, salah satunya SD Nation Star Academy. Ada beberapa masalah yang dihadapi siswa saat belajar bahasa Mandarin. Permasalahan yang paling sering terjadi adalah menghafal aksara, membuat kalimat, tidak memahami isi bacaan, dan lain-lain. Jika pengajar dapat memilih dan menerapkan metode pengajaran yang tepat serta menarik minat siswa untuk belajar bahasa Mandarin, maka pembelajaran bahasa Mandarin akan lebih mudah.

Dalam penelitian ini, memaparkan bagaimana tingkat keefektifan penggunaan media pembelajaran permainan ular tangga untuk meninjau kosakata bahasa Mandarin pada siswa kelas 4 SD Nation Star Academy Surabaya. Dengan menggunakan jenis metode penelitian kuantitatif eksperimen. Bentuk desain penelitian menggunakan *pre-test* dan *post-test one group design* dan hasilnya menunjukkan bahwa pembelajaran menggunakan media permainan ular tangga dalam ulasan kosakata bahasa Mandarin dinilai lebih efektif dalam meningkatkan kemampuan berbahasa Mandarin. Hasil belajar siswa kelas 4 SD Nation Star Academy Surabaya.

Kata Kunci : Efektivitas, Media Pembelajaran, Bahasa Mandarin, Kosakata, Review

INTRODUCTION

The implementation of Chinese language learning is regulated in the 2016 Minister of Education and Culture Regulation No. 22 concerning Process Standards for Primary and Secondary Education. Concludes that Chinese language teaching should be fun, inspiring, participatory, and encourage student creativity. The stages of planning, implementation, and evaluation of learning, (Permendikbud 2016).

According to (Mafrukhi et al. 2007) learning a language involves developing the four

abilities of speaking, writing, listening, and reading (reading competence). To learn a language effectively, one must possess and master all four language skills.

Mastering vocabulary is essential for learning Chinese. The main reason why students lose interest in learning Chinese is because they have difficulty writing, remembering, and understanding the meaning of Chinese terminology. Therefore, researchers are encouraged to use learning tools that are up-to-date, easy to understand, and quick to use so that students can learn Chinese successfully.

This justification led to the creation of the research "The Effectiveness of the Use of Snakes and Ladders Game Media in the Review of Chinese Language Vocabulary of Grade 4 Students of Nation Star Academy Surabaya". The use of snakes and ladders game as a review media is expected to improve students' understanding of Chinese vocabulary through simple and fun learning media.

Problem Formulation

How well do Nation Star Academy 4th graders learn Chinese using snakes and ladders game?

Research Objective

To determine the efficiency of using snakes and ladders game in learning Chinese Language vocabulary of 4th grade students of Nation Star Academy.

THEORETICAL FOUNDATION

Effectiveness, according to Stoner (Darsono and Siswandoko 2011:196) is a broad definition that includes various internal and external aspects related to the level of organizational success in achieving its goals.

Asserts that a lesson meets the criteria of success if it is able to meet the predetermined criteria and achieve a student learning completeness rate of 75% or more (Zainal 2009:41).

Effectiveness, according to the perspectives presented above, is related to the completion of all major tasks, achievement of goals, timeliness, and active involvement of all members, as well as a measure that shows how far the target or goal has been achieved.

Definition of Learning Media

Media means humans, materials, or events that create conditions in which students able to acquire knowledge, skills, or attitudes (Arsyad 2011). Learning media is a tool to stimulate studentsfor the learning process to occur (Sanjaya 2010).

It can be concluded that the media learning is a tool used in the learning process as an introducer or intermediary to convey material. Deep learning media. This research is a tool used to encourage students to be able to work together in groups. Good use of learning media able to create an active, effective and innovative learning process.

Definition of Snakes and Ladders Media

According to (Syahrial 2016) snakes and ladders media is the creation of a modified version of the game. The rules of the game have also been changed, and Chinese terminology（汉字） has been added to the snakes and ladders game box.

The concept of the modified snakes and ladders game is used in learning media known as "snakes and ladders media". In this study, the snakes and ladders media was modified to improve students cooperation ability and uphold the standard of sportsmanship.

How to Play Snakes and Ladders Media

The rules of this game are very similar to the classic snakes and ladders game. The number 1 is the first number, while the number 35 is the last number. According to the number of numbers on the dice rolled earlier, each child will take turns rolling the dice and executing pawns or other small objects that symbolize him or her. If the player cannot read the hanzi in the box, the pawn must be placed in its original location, sometimes immediately. If you find a

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ladder, you may climb it and must recite the hanzi on it. However, if you cannot stay at the bottom of the ladder and find the head of the snake, you must go down to the tail of the snake.

Review

Review as the process of writing or creating scientific work through clear analysis and description of a study, either regarding the advantages and disadvantages of the object of research, or simply by combining several studies that can strengthen the analysis of the study carried out (Suryanarayana and Mistry 2016).

Vocabulary

Vocabulary can be defined as all the words that are in a person's memory, which will cause a response when heard or read (Gorys 2010: 80)

The conclusion of several opinions above is that vocabulary is a collection of words contained in a language that are located in a person's memory, which will cause a response when heard or read.

RESEARCH METHODS

This research uses quantitative research that uses experimental techniques. Researchers conducted quantitative research experimentally (experimental). This research involved only one experimental class, with no comparison class or control class, and was conducted using a pre-test and post-test one group design.

Research Subjects

Students of class 4A and 4B at SD NATION STAR ACADEMY. Grade 4 in this school is divided into 2 classes 4A and 4B. Class 4A contains 24 students, and class 4B contains 25 students.

RESULTS AND DISCUSSION

Classroom Observation Results at Nation Star Academy Elementary School

In accordance with the results of the researcher's observations, Chinese language teachers tend to use the lecture learning method in the process of teaching and learning activities. Chinese language teachers do not use other varied learning methods.

Activities carried out in the classroom tend to be passive such as only listening, reading textbooks and writing assignments.

Implementation of the Learning Process

In the process of teaching students in class 4A and 4B at Nation Star Academy Surabaya Elementary School, researchers conducted teaching for 4x meetings in class 4B and 4x Meetings in class 4A.

The material used is chapter 12 with the theme "小红也学中文" *Xiǎo hóng yě xué Zhōngwén* which means "Xiaohong is also learning Chinese" which is applied to classes 4A and 4B of Nation Star Academy Surabaya Elementary School.

Application of Lecture, Drill and Question and Answer Methods

In the main meeting before conducting teaching and learning activities, the researcher first gave a pretest to 4A and 4B class students to find out or measure students' initial abilities regarding the material to be studied. The material being studied at that time was chapter 12 with the theme "小红也学中文" *Xiǎo hóng yě xué Zhōngwén* in the vocabulary section 生词. The vocabulary learned is 也 *yě* too, 学 x*ué* Learn, 中文 *Zhōngwén* Chinesee, 馒头 *mántou* mantau; cake; steamed bread, 铅笔 *qiānbǐ* pencil, 香蕉 *xiāngjiāo* banana, 橙子 *chéngzi* orange, 网球 *wǎngqiú* tennis, 爱好 *àihào* hobby, 一样 *yīyàng* same, 动画片 *dònghuà piàn* cartoon, 周末 *zhōumò* weekend. After that, we explained the meaning of the vocabulary and how to read the vocabulary. In this second meeting, the researcher used the drill and question and answer method. Students reviewed vocabulary using powerpoint media that had been learned before

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by displaying a hanzi, pinyin along with pictures displayed one by one on the slideshow, then each student will answer by guessing each hanzi or pinyin shown randomly, each student gets one turn.

In this lesson (chapter 12), use the snakes and ladders game for learning media which has been modified and is spoken in Chinese Language by depicting the snakes and ladders game board on a piece of paper that is quite wide.

The following are the steps in using the snakes and ladders game to help students learn Chinese Languages:

a) Determine and select the members of each group first.

b) To determine the first player, representatives from each group play a game of hom pim pah first.

c) The pawns of each player are placed outside the snakes and ladders game board.

d) Each player/student who throws the dice, the player must stop at the number corresponding to the dice.

e) After the player/student stops at the corresponding number, the player/student must say what hanzi or picture it is.

f) The player must then answer the vocabulary question out loud. If the player cannot answer, they can discuss with his/her group.

g) The teacher's job in this game is to judge whether the answer read out by the player is correct or wrong, if the player cannot say the answer correctly until 3X then the player cannot walk until the next turn. If the answer is correct in both pronunciation and tone then the player can walk again.

h) If a student makes three mistakes, the teacher will show an appropriate response and provide encouragement to help them stay motivated during the learning process.

Evaluation Results of the Application of Snakes and Ladders Game Media

Based on the results of the percentage of pretest scores, from class 4A which amounted to 21 students, there was only 1 person who was able to reach the completeness value (75), the percentage of completeness was 4.76% and the percentage of incompleteness was 95.24%. Then for class 4B, totaling 21 people, there were only 3 people who were able to reach the completeness value (75), the percentage of completeness was 14.28% and the percentage of incompleteness was 85.72%.

Based on the results of the analysis of the posttest scores of class 4A, totaling 21 students, there were only 3 people who were unable to reach the completeness value (75), the percentage of completeness was 85.71% and the percentage of incompleteness was 14.29%. Then for class 4B, totaling 21 people, there were only 4 people who were unable to reach the completeness value (75), the percentage of completeness was 80.95% and the percentage of incompleteness was 19.05%.

The conclusion of the percentage of completeness value of class 4A at pretest 4.76% and posttest 85.71%, then there is an increase in student learning completeness of 80.95%. While

class 4B completeness value at pretest 14.28% and posttest 80.95%, then there is an increase in student learning completeness of 66.67%.

Learning using the snakes and ladders game as a media learning can practice students speaking and reading skills in Chinese languages. This can be seen as reading skills first when giving Posttest questions to Students can answer them quickly and understand the questions more easily given, then speaking skills can be seen from class activities take, students become more communicative, more active and can answering questions given by the teacher.

With the process of implementing this snakes and ladders game media and seen from the increase in the completion score in each class, it can be said that students understand the learning material presented better. In the research of playing snakes and ladders for Chinese Language learning media, it can instill a sense of closeness towards the teacher and classmates, honesty in answering questions and cooperation between students in a group. The students feel that this snakes and ladders game media is new method for them, and by using game media they can make students learn while playing and play while learning.

If learning media is used appropriately and varied in the teaching and learning process, it can create a sense of enthusiasm for learning in students and can increase closer interaction between students and teachers. In learning vocabulary Chapter 12 "小红也学中文", the researcher taught. Used the media game snakes and ladders can make students increase their recognition of *hanzi* in the form of vocabulary and be able to understand the meaning of the vocabulary. In this research, several obstacles were found, namely as follows:

1. If the player often bumps into the snake's tail, it will take a long time to finish the game, making it impossible to finish it on time.

2. It takes a long time to explain the function of the snakes and ladders game to students or participants.

3. Learning materials such as learning book reading, Chinese sentence patterns, etc. cannot be developed with snakes and ladders games;

4. Failure of students or players to understand the rules of the game may result in anarchy.

5. Players or students who struggle with the topic will find it difficult to play the game.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Utilizing the media from the snakes and ladders game to review vocabulary was significantly more successful than utilizing the materials often used in classrooms. The researcher learned from the snakes and ladders game media provided that using a learning method that incorporates game media can help students achieve better learning outcomes. Students also felt that using the game made it easier to learn Chinese vocabulary, reading and interpretation. Students also become more active in class, more communicative, and can answer the questions given.

Before using the snakes and ladders game media and after using the snakes and ladders game media, students' pretest and posttest scores were different, class 4A achieved a completeness value at pretest 4.76% and posttest 85.71%, so there was an increase in student learning completeness of 80.95%. While class 4B reached a completeness value at pretest 14.28% and posttest 80.95%, so there was an increase in student learning completeness of 66.67%.

Based on the evaluation results before and after the use of snakes and ladders game media, there is a greater influence; thus, the use of game media can increase students' motivation and enthusiasm for learning Chinese.

Suggestions

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The following recommendations will be made as a result of the study on the usefulness of snakes and ladders game media in learning Chinese vocabulary in class 4A and 4B at Nation Star Academy Surabaya Elementary School:

1. In order for students to learn Chinese more effectively, foster enthusiasm for learning, and achieve better learning outcomes, teachers should be able to use interesting game-based learning resources.

2. When providing game media, teachers must be good at controlling the condition of the class and students, because once the concentration of students is divided, it will be difficult to control students so that the results obtained are also less than optimal.

3. Suggestions for prospective researchers to use the snakes and ladders game as a teaching tool in different schools.

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Article Error You may need to use an article before this word. Consider using the article **the**.

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Garbled Grammatical or spelling errors make the meaning of this sentence unclear. Proofread the sentence to correct the mistakes.

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Missing "," You have a spelling or typing mistake that makes the sentence appear to have a comma error.

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Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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(ETS) **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

(ETS) **Missing ","** You may need to place a comma after this word.

(ETS) **Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

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Prep. You may be using the wrong preposition.

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