The Implementation of *Wordwall* Media to Facilitate Students' Understanding of The Use of 的 *de*，地 *De*, And 得 *de* in Constructing Simple Mandarin Sentences at Vocational High School

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Abstract: Technological advances have influenced various fields, including education, which is now increasingly utilizing learning media to make the learning process easier. The use of learning media can stimulate students to think, feel, and increase their interest and attention through the messages conveyed. In this study, *Wordwall* digital media was used in languge learning to facilitate students in constructing simple Mandarin sentences. This research aims to evaluate the effectiveness of the implementation of *Wordwall* media on the use of 的 (de), 地 (de), and 得 (de) in constructing simple Mandarin sentences. This research was conducted on class X students at SMK Sunanul Muhtadin Sidayu Gresik using a qualitative descriptive approach. Data was observation, interviews, document collection, and questionnaires via Google Form. The research results show that the use of *Wordwall* media is very effective in making it easier for students to understand the use of 的 (de), 地 (de), and 得 (de) in constructing simple Mandarin sentences.

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Introduction

The use of technology has become commonplace in the era of globalization which allows users to interact and communicate easily. Technological advances have influenced various sectors, including education. One of the impacts is the use of learning media which facilitates the learning process. With the existence of learning media, students will be stimulated to think, feel, interest and increase their interest and attention through messages transmitted to the media used in learning (Tafonao, 2018:103). Nowadays everything can be accessed easily via mobile devices. It has the advantage of internet access which allows users to search for information from various parts of the world. Social interactions, both in person and remotely, can be done through social media applications. The use of technology is not only limited to social circles, but is also important in the educational context, where students need access to various sources of knowledge and information from the internet (Meilinda, 2018:56).

Current developments in technology and information encourage people to learn foreign languages. One of the foreign languages that is widely studied today is Mandarin. Gaining proficiency in Mandarin is a challenge, because this language has its own characteristics that differentiate it from other languages. In learning Mandarin, there are four important skills, namely reading, writing, listening, and speking. According to Tarigan (2008:3), the main goal in language teaching is so that students have good communication skills, both in speaking, writing, reading and listening, so that they have good language competence.

In learning a foreign language such as Mandarin, interaction between teachers and students is very important to ensure the smoothness and effectiveness of the learning process. Teachers are also expected to be more effective and innovative in presenting learning material because the success in learning is greatly influenced by the way the material is presented to students, both through the use of appropriate teaching methods and learning media, so that it can improve students' understanding and achieve learning goals better.

Wordwall media is a learning media that improves students' abilities in mastering the material (Sartika, 2017). This media is a web-based application in the form of interactive learning media such as matching or pairing pairs, quizzes, random words, anagrams, wordsearche, and grouping (Pradani, 2022). The advantage of Media *Wordwall* is the availability of online access and the option to download and print learning materials. This media provides various types of media that can be accessed for free, and users can easily change the template from one activity to another, however, not all templates on this media can be used, because there is media that is paid. Then in one account there is only a limit of five template slots. However, the benefits of various content can be used by teachers as assignments for students (Nenohai, et al., 2021)

Wordwall is a free application that can be accessed by anyone. In this study, it is applied to class X students at SMK Sunanul Muhtadin Sidayu Gresik. *Wordwall* is web-based application that can be used as learning media, learning resources, and as an assessment tool for teachers and students (Gusman, et al., 2021). The Steps for using *Wordwall* media, namely 1) create account. To do it, you can access the page http://Wordwall.net. Open the page and complete the data listed on it, 2) select "create activity" icon, then choose one of the game templates that will be used, 3) write down the material that will be applied to this media according to the game you want, 4) the final step is to select the "done" icon after finishing in creating the game.

There are some forms of free templates in *Wordwall* media: *Unjumble, Flash cards, Group sort, Find the match, Match up, Maze chase, Complete the sentence, Anagram, Labeled diagram, Matching pairs, Speaking cards, Flip tiles, Spin the wheel , Wordsearch, Gameshow quiz, Hangman, Quiz, and Open the box*. While the paid templates: *Crossword, true or false, Airplane, Whac-a-mole, Ballon pop, Image quiz, Categorize, Rank order, Win or lose quiz, Unscramble, Watch and memorize, Word magnets, Group & teams, Maths generator, and Spell the word*. This study used *Unjumble* template to make it easier for students to understand the material on the use of 的 de，地 de，and 地 de in understanding of constructing simple Mandarin sentences for class X students at Sunanul Muhtadin Sidayu Gresik at Vocational high School. The advantages of *Wordwall* media is that it has variety of templates that can be used for learning, as well as the flexibility of use via devices such as devices, computers or PCs. Additionally, the results of exercises and games created in

Wordwall can be printed for offline reference. but the disadvantages is that it must be accessed using an internet network when used on a smartphone and computer or PC.

The components of Mandarin language are pronunciation, vocabulary and grammar. The word is one of the units of grammar, namely the smallest unit and can stand alone. It is divided into two types, namely full words and pseudo words (Liú Yuèhuá et al., 2004). Pseudo words are words that have grammatical meaning, cannot stand alone, and must be combined with full words to have meaning. It consist of adverbial words or adverbs, auxiliary words, prepositions, interjections, and words that imitate a sound. This study focused on the use of auxiliary words or words that appear behind a word or phrase that explain additional meaning, grammatical relations and intonation. The characteristics of auxiliary words do not have concrete meaning, cannot stand alone, and are read in a neutral tone. Auxiliary words are divided into three types, namely structural auxiliary words, modal auxiliary words, and aspectual auxiliary words which those are choosen to be the focus of this study, namely 的 de, 地 de and 得 de.

According to Karsono (2014: 166), a sentence is the smallest unit in language, both spoken and written, that can convey thoughts as a whole. In Indonesian and Mandarin, there are differences in the structure of sentences, so learning Mandarin is considered difficult. However, students' ability to construct sentences should be based on their interest and motivation in learning Mandarin.

Literature review in this study, namely first, Shielyn & Kuo (2018) Analysis of Errors in Using the Structural auxiliary Words "的 de, 地 de and 得 de" in universiy students year 2017. The difference with this study is the use of media in its application, previous study did not use media, but trying to analyze the use of 的 de, 地 de and 得 de, this study was applied to class X vocational school students, while previous study was applied to university students. The similarities are both using structural words in simple sentences. Second, Nadzifah (2020) Application of Cooperative Learning Method with Student Team Learning (STL) Type to Construct Simple Mandarin Sentences. The difference with this study is that previous study used cooperative learning methods, while this study used *Wordwall* media, the method used in this study is descriptive qualitative while previous study used quantitative methods. The similarities is in constructing simple sentences in Mandarin. Third, Anita (2023) Improving Interest in Learning Indonesian Through the Wordwall Application: Case Study of Class IX of SMP Negeri 5 Padangsidimpuan. The difference with this study is that Wordwall is used for learning Mandarin, while previos for Indonesian, the method used in this study is descriptive qualitative, while previous study is quantitative, the object of this study is class X at SMK Sunanul Muhtadin Sidayu Gresik. While the similarity is in the use of *Wordwall* media.

Based on the introduction above, the researcher chose to use *Wordwall* media on the use of 的 de, 地 de, and 得 de in constructing simple sentences in Mandarin because students have difficulty in understanding the use of structural words and are less active when learning is carried out. Therefore, the use of *Wordwall* is expected to increase student involvement and facilitate their understanding of the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences. The aim of this study is to identify the effectiveness of implementation *Wordwall* media in facilitating students' understanding of the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences.

Research Method

The qualitative method is a research method that emphasizes in-depth description and analysis of data. The process and meaning of the phenomena studied are more emphasized in qualitative research. The theoretical basis is very important in providing an understanding of the research context and as a basis for discussing research results. This research will focus on identifying and analyzing data, followed by interpretation of concepts, policies and events that can be observed directly or indirectly.

In this research, a qualitative descriptive method was used to determine how to search, process, collect and analyze research data (Arikunto, 2019:27). This descriptive method aims to systematically describe the facts or characteristics of the object or subject being studied. The data source for this research is class X students at SMK Sunanul Muhtadin Sidayu Gresik. Data collection techniques include observation, interviews, document collection, and questionnaires via Google Form with the aim of obtaining information about students' experiences regarding the implementation of Wordwall media in mastering the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences. Data analysis techniques will be carried out by analyzing the results of student questionnaires distributed via Google Form regarding the effectiveness of Wordwall media in mastering the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences.

The primary data used in this research is the use of 的 de, 地 de, and 得 de through the *Wordwall* learning media. Secondary data is in the form of literature studies from journals, books, articles, theses, proceedings and media are able to support the availability of information related to the topic. The data that has been collected will be analyzed according to the discussion of topics related to the implementation of *Wordwall* media on the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences.

Result and Discussion

Learning Mandarin is not an easy thing to learn. This language is also second language and requires innovation and patience in the learning process so that students can easily understand the material taught by the teacher. With the *Wordwall* media on the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences, it is hoped that it can increase students' motivation and interest in learning. This study involved 25 class X students at Sunanul Muhtadin Sidayu Gresik Vocational School, where questionnaires were distributed via WhatsApp groups and social media. The questionnaire results showed that 98% of students agreed that learning involving technology was very effective. Apart from that, 89% of students also stated that they were very enthusiastic when learning using digital media. Furthermore, 87% of students felt they really understood the material on the use of 的 de, 地 de, and 得 de in constructing Simple Mandarin sentences taught through this learning media. Apart from that, 90% of students expressed that they were very enthusiastic when learning using *Wordwall* media. From these results, 89% of students thought that learning using learning media was more enjoyable, and they became more active and receptive to the material taught by the teacher.

The results of questionnaire analysis for class X students show a positive response to technology-based learning, especially learning using digital media. Students find learning with digital technology very interesting and effective. The majority of students also support the use of *Wordwall* media to learn the use of 的 de, 地 de, and 得 de in constructing simple

Mandarin sentences, considering it more effective and efficient. They consider that the use of digital media such as smartphones and PCs allows them to study anytime and anywhere, and increases their interest in foreign language learning. Therefore, the use of *Wordwall* media in learning is expected to increase students' motivation to learn a second language, namely Mandarin.

Wordwall Media Images

The existence of digital technology ie expected to increase students' interest and involvement in learning, especially in learning a foreign language, namely Mandarin. Wordwall media can be accessed via the website http://Wordwall.net, here is the appearance of Wordwall media:
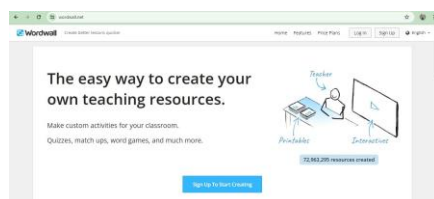

Figure 1. Display of *Wordwall* Media via Website

In figure 1 is the initial display when the teacher has not yet created the entry to select a template and create material
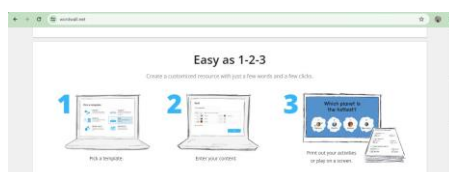

Figure 2. Display for Printing Material from *Wordwall* Media

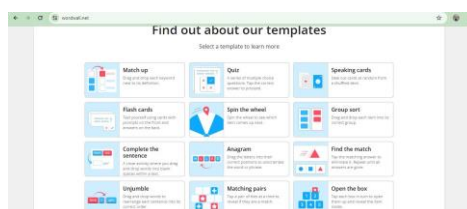In figure 2 the teacher can print material or questions that have been created on *Wordwall* media

Figure 3. Template Display in *Wordwall* Media

Figure 4. Template Display in *Wordwall* Media

In *Wordwall* media there are various kinds of templates in it. Teachers can choose one of these templates to use in learning.

Figure 5. Display of Creating Questions

After selecting the template that will be used, a display will appear as shown, namely creating questions that will be created in the game during learning

Figure 6. Display for Setting Scores and Time

After creating questions for the game, the teacher can determine the time to give students opportunities to work on them and determines the score of each question.

Figure 7. Question Display

After the time and score have been set, the teacher will share the question link via the WhatsApp group and students can work on the questions that have been created by the teacher. When students have finished working on the questions, the teacher can see each student's score.

Conclusion

From the results of the research that has been conducted, it can be concluded that the use of *Wordwall* media on the use of 的 de, 地 de, and 得 de in constructing simple Mandarin sentences has a positive impact on students' understanding of the correct placement of sentences in Mandarin. Digital media such as *Wordwall* makes it easier for students to receive learning material and makes them more active in class. The availability of various templates in *Wordwall* also means that students do not feel bored, so that any material taught can be applied interestingly through this media. This study shows that the use of digital media, especially *Wordwall*, has a significant impact in learning foreign languages such as Mandarin. Students feel motivated and believe that constructing sentences in Mandarin is not difficult and is easy to understand through the use of this media. Additionally, the exercises and games provided in *Wordwall* can be printed and used for learning without depending on an internet connection.

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