The Influence of *Kahoot!*-Based 闪存卡 *shǎncún Kǎ* Media on The Use of 还是 *háishì* And 或者 *huòzhě* in Constructing Mandarin Sentences at College Student Level

Hidayatun Nadzifah*, Suyatno, Miftachul Amri, Ulul Laily
State University of Surabaya, Indonesia
*Corresponding Author e-mail: hidayatunnadhifah5@gmail.com

Abstract: Technological advances in education have provided enormous benefits for educators and students to access information more widely and effectively. It proves that technology encourages the development of a more interactive and interesting educational approach. With the existence of learning media, students will be stimulated to think, feel, have interests and attention through messages conveyed on the media used in learning. This study uses *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media in constructing Mandarin sentences. The purpose of this study is to identify the influence of *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences. This learning is applied to 3rd semester students of the Polytechnic, University of Surabaya, Accounting Study Program and Marketing Management Study Program. This study uses a qualitative descriptive approach. The data sources for this study are observations, interviews, documents, and questionnaires on Google Form. The results of this study indicate that learning using *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media is very effective and makes it easier for students to understand the mastery of constructing Mandarin sentences.

Introduction

Technological advances in education have provided great benefits for educators and learners by providing broader and more effective access to information through the use of the internet, computers, and mobile devices. This technology has encouraged the development of more interactive and engaging educational approaches, such as media-based learning, simulations, and educational games, and has enabled the implementation of distance learning that is highly relevant in today's global context. Technology also provides flexibility in terms of time and place of learning and allows learners to learn according to their preferred environment (Escueta, et al. 2017:2). However, the success of technology in learning depends on the ability of educators to incorporate digital devices as aids in the teaching and learning

process (Sugiyarta, et al. 2020:215-221). This will allow learners to follow the learning process in the curriculum independently.

According to Rusman (2012:38) Computer-assisted learning or Computer Assisted Instruction (CAI), is a learning program that uses computer software to replace programs that contain titles, objectives, learning materials, and learning assessments. Rusman (2012:40) added that the computer system allows instructions to interact with instructions that have been programmed into the system, related to computer-assisted education. When in the computer-based learning process, learners interact directly with the computer. The interaction between learners and computers occurs independently and the computer can carry out various learner activities, so that the learner's experience becomes unique. The use of CAI programs in internet-based learning involves placing various CAI software programs on a server connected to the internet network, where learners can access them via a web browser or this file transport protocol. Rusman (2012:50) said that in the field of education, especially in higher education, educators and students use a lot of learning media to support lectures. To support the use of CAI programs in the learning process, users need to provide various types of CAI programs consisting of various types of materials. Some of these CAI learning programs can be applied in the form of tutors, drills and practices, simulations, games, and problem solving.

Learning Mandarin is basically a challenge, because Mandarin has its own characteristics that distinguish it from other languages, including writing skills, reading skills, listening skills, and speaking skills (Tarigan, 2021:3). Language is an important communication tool for people in the world that is used to convey ideas, information, feelings and intentions. Learning new things is a process that lasts throughout a person's life and foreign languages are one of the important aspects to learn (Purwandani and Amri, 2019:3).

Elisabeth (2019:13-28) has said that the number of Mandarin speakers in the world is around one-fifth of the total, more than English speakers. This statement shows that there is a development of Mandarin which is increasingly in demand by the general public, including the Indonesian people. In data from The Ethnologue (2022:25), there are many languages used in this world, namely Arabic, English, Hindi, German, Mandarin, and many other foreign languages. Currently, there are many foreign language speakers, one of which is Mandarin which is often found and used in Indonesia today, especially ethnic Chinese. The number of Mandarin speakers in 2022 has reached 1.12 billion people.

闪存卡 Shǎncún kǎ media is fleshcard in the form of simple cards containing images, text, or symbols that can be used to help learners understand learning materials easily (Arsyad, 2016:57). *Kahoot!* media is an online application developed with the concept of a game-based student response system. This application or website transforms the classroom into a space for game shows where educators act as hosts, while students act as players. Initially, *Kahoot!* was a quiz research project at the Norwegian University of Science and Technology in 2006. After going through prototype development and evaluation, this quiz proved effective in increasing student motivation, engagement, and learning in a more enjoyable way. A start-up company was then founded in 2012 to develop this application under the name *Kahoot!*. This application was launched in September 2013, allowing teachers to create learning content, hold quizzes, and provide assessments (Wang and Tahir, 2020:11). *Kahoot!* Application can also summarize all student answers, and the results can be saved in Microsoft Excel, and can be used as input for assessments for each meeting. In this study, the *Kahoot!* application is used as an aid in the process of writing Mandarin sentences.

Kahoot! is a learning media that contains quizzes or games that can be accessed online via the website *www.kahoot.it* or can be downloaded for free via the Playstore on a cellphone. In this study, it was applied to 23 students in the 3rd semester of the Polytechnic, University of Surabaya, Accounting Study Program and 12 students in the Marketing Management Study Program. This media includes learning technology in the form of a simple website-based game-based learning and the application is used for free online learning (Christiani, 2019: 35-50). *Kahoot!* learning media is a creative and innovative technology and is very helpful for educators in using this media. The steps in using *Kahoot!* based media are 1) Register on the *kahoot.com* platform, then select continue with google, then click enter, 2) Select a teacher in the column provided, 3) Data in the form of the name of the institution and username. Click No on the question "Have You Played *Kahoot!* Before", then check I have read and agree. Then click join, 4) The *Kahoot!* account is complete and can be used.

Not all features in *Kahoot!* can be used for free. Some of its features such as puzzles, write answers, quizzes + audio, sliders, embed answers, word clouds, polls, open questions, brainstorming are paid. While the quiz and true or false features are free. This study uses the "write answers" feature. With creative and innovative media, it will be easier for students to understand the material on the use of 还是 *háishì* and 或者 *huòzhě* in mastering the construction of Mandarin sentences for 3rd semester students of the Polytechnic University of Surabaya. The advantages of the *Kahoot!* media are that there are many features that can be used in learning, can be accessed anywhere and anytime via the website or application on a cellphone, and the score results can be printed to *Microsoft Excel*. The disadvantages are that you have to use an internet network, there are paid features, it is not suitable for in-depth material, and there are limitations to the types of questions.

In Mandarin there are conjunctions, namely words used to connect words, or connect interrogative sentences and news sentences. Conjunctions are also used to clarify a sentence, because when communicating or interacting without conjunctions there will be a disconnection (Chair, 2015:7). In the use of conjunctions 还是 *háishì* and 或者 *huòzhě* which have the meaning "or" are included in the selection conjunctions, namely words that connect and select one of the components to be connected. In this study, the use of conjunctions will be applied in the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media using the "write answer" feature. Students will be given directions to work on the questions by writing the correct answers from the vocabulary that is still random and arranged into correct sentences. A sentence is an arrangement of several words that are arranged regularly, both verbally and in writing and are used to express complete thoughts (Chaer, 2014:240). This means that sentences are composed of several regular words that can be used to convey the intent or content of the thoughts of the writer of the sentence. In a sentence consists of several elements, such as subject, predicate, object and description (place & time). A good and correct sentence is a sentence that has elements in it. A sentence is also a composition of several words that are useful for conveying information. In compiling it, you must pay attention to the composition and structure of the sentence.

闫艳敏 (2019) 核心字就是属于独子句，在句子当中承担主谓宾补等成分。

Yányànmǐn (2019) héxīn zì jiùshì shǔyú dúzǐ jù, zài jùzi dāngzhōng chéngdān zhǔ wèi bīn bǔ děng chéngfèn. The above definition explains that a sentence consists of several elements, namely subject, predicate, complement or object. This explanation is the same as the opinion of (Tarigan, 2018:38) that a sentence is a unit of language that can stand alone, and has a final intonation, and consists of one clause. In constructing a sentence there is a certain rule consisting of subject, predicate, object, and description, so that it becomes a correct, precise,

and structured sentence. Sentences in Mandarin in general also consist of elements of subject, predicate, object, and description (time & place). The sentences used by the researcher are simple sentences consisting of two parts, namely subject and predicate.

Literature review with this research, namely First, Rohmawati (2023) Misuse of Conjunctions 因为 *yīnwèi* and 既然 *jìrán* in Mandarin Sentences by Students of the Department of Mandarin Language and Literature, Class of 2019, UNESA. The difference with this study is that it uses media in its application, while previous studies did not use media, and the analysis of this study with previous studies is not the same, but there are similarities in analyzing the use of conjunctions. The similarity of this study with previous studies is that the object of the study is the same for students. Second, Belandina (2023) Analysis of Errors in the Use of Conjunctions in Mandarin Language Learning by Indonesian Students. The difference with this study is that it uses media, the research subjects are different, while previous studies only discuss the types of conjunctions that contain the conjuncss 还是 *háishì* and 或者 *huòzhě* and are not in the form of composing Mandarin sentences. The similarities are applied to students. Third, Ardiansa (2022) "Development of Digital Picture Card Media to Improve Cognitive Abilities and Love for the Country in Social Studies Learning for Grade V Students in Elementary Schools". The difference with previous studies is that the subject of the study is to improve cognitive abilities and love for the country in social studies learning and uses the Education Research and Development (R&D) development model, the object of the study is grade V students in elementary school. This study's subject is composing Mandarin sentences, the Borg and Gall development model, and the object of the study was conducted on 3rd semester of D3 Polytechnic students of Surabaya University, Accounting and Marketing Management study programs. The similarity between previous studies and this study is that they use flashcard media that is developed into digital media. The novelty of this study is applied in the *Kahoot!* application using flashcards with a write-answer feature and audio, and is applied in learning to construct Mandarin sentences. Fourth, 王钰菲 Wángyùfēi (2024) 海外学习者中文线上学习的阻碍因素及应对策略研究 "*hǎiwài xuéxí zhě zhōngwén xiàn shàng xuéxí de zǔ'ài yīnsù jí yīng duì cèlüè yánjiū.*" (A Study of Obstacles to Overseas Learners' Chinese Online Learning and Coping Strategies). "Inhibiting and Overcoming Factors for Online Mandarin Learning for Overseas Students." The difference between previous studies is that the implementation was carried out in online classes and the subjects were applied to overseas students, and the objects were inhibiting factors and overcoming using online platforms in learning Mandarin. While this study's object is the development of media for learning to construct Mandarin sentences, the subjects were applied to D3 Polytechnic Students of the University of Surabaya. The similarity between previous studies and this study is using a platform in learning Mandarin. The novelty of this study is that the platform is developed into an application or web.

Based on the introduction above, the reason the researcher chose to use the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences is because 3rd semester of D3 Polytechnic students of the University of Surabaya, Accounting and Marketing Management Study Program find it difficult to understand the use of the conjunctions 还是 *háishì* and 或者 *huòzhě* and students are also less active during the learning process. The purpose of this study is to identify the influence of the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences.

Research Method

The method used in this study is qualitative. Qualitative is a research method about descriptive research and tends to use analysis. The process and meaning are very prominent in qualitative research. The theoretical basis is very useful for providing an overview of the research background and as a discussion material for the research results. In this study, the data will be identified and analyzed. Then the researcher will provide an interpretation of concepts, policies, and events that can be directly and indirectly observed.

This study uses a qualitative descriptive method to determine how to find, process, collect, and analyze the research data (Arikunto, 2019:27). This descriptive method is usually carried out with the main objective of trying to systematically describe the facts or characteristics of the objects or subjects to be studied. The data source for this study was 3rd semester of D3 Polytechnic students, Accounting and Marketing Management Study Program. Data collection techniques were carried out through observation, interviews, documents, and questionnaires on Google Form with the aim of obtaining information on students' experiences regarding the influence of *Kahoot*-based 闪存卡 *Shǎncún kǎ* media! on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences. The data analysis technique is that the researcher will analyze the results of the student questionnaire on the Google form regarding the influence of the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences.

The primary data used in this study are 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences through the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media. Secondary data in the form of a literature review from journals, books, articles, theses, theses, proceedings, and media that can support the availability of information related to the topic. The collected data will be analyzed according to the discussion of the topic related to the influence of *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences.

Result and Discussion

Learning Mandarin is not easy to learn. This language is also a second language that requires innovation and patience during learning so that students can easily understand the material given by the lecturer to students. With *Kahoot!* Based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in composing Mandarin sentences, it is hoped that it can provide great motivation and interest for students. This study was attended by 35 students consisting of 12 Marketing Management Study Program students and 23 Accounting Study Program students of 3rd semester D3 Polytechnic University of Surabaya. The questionnaire was distributed through the Whatshapp group and social media. According to the results of the questionnaire, 90% of students agreed that learning related to technology was very effective. Furthermore, related to the enthusiasm of students to learn in mastering constructing Mandarin sentences, 88% of students answered that they were very enthusiastic when learning using applications or the web. Related to the very interesting learning media, 89% of students who answered very well understood the material on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences through the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media. Related to the enthusiasm of students in learning, 90% of students answered that they were very enthusiastic when learning using the *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media. The use

of media during learning, 92% of students answered that it was fun if the learning took place using learning media, students were more active and easily accepted the material taught by the lecturer.

Based on the results of the questionnaire analysis on 3rd semester students of the Accounting and Marketing Management Study Program, D3, the University of Surabaya Polytechnic has received a positive response from students towards technology-based learning and shows that application or web-based learning is considered very interesting and effective. Most students indicated that they strongly support the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences through *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media, which is considered more effective and efficient. The use of application or web media such as smartphones and PCs is considered possible to be used anytime and anywhere, and provides students' interest in learning a foreign language. Therefore, the influence of *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media in learning can increase students' motivation to learn a second language, namely Mandarin.

The figure of *Wordwall* Media

With the application or web can increase student interest and involvement in learning, especially in learning foreign languages, namely Mandarin. *Kahoot*-based media! web *www.kahoot.it* or can be downloaded for free via the playstore on a cellphone, here is the appearance of the *Kahoot* media! :

Figure 1. Kahoot! Logo Display

In figure 1, register on the *kahoot.com* platform, then select continue with Google, then click enter.

Figure 2. List of email accounts

In figure 2, select the teacher in the column provided, as in the picture below.
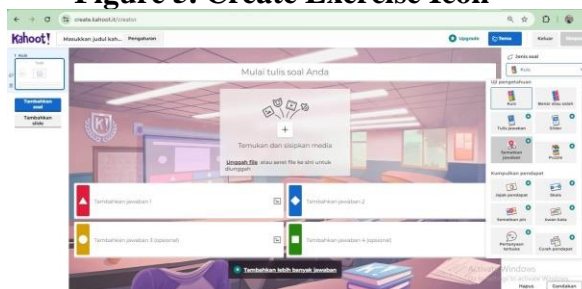

Figure 3. Registration

In Figure 3, the data is in the form of school name and username. Click No on the question "Have You Played *Kahoot!* Before", then check I have read and agree. Then click join, then the *Kahoot!* account is complete and can be used.

Figure 4. *Dashboard*

Figure 5. Create Exercise Icon

Figure 6 Selecting The Features

1) Next, on the dashboard page, click create as shown in the figure above. 2) On the create page, you can immediately create quiz questions from scratch or use a template. 3) Next, a selection of features will appear that can be used (quiz, true or false, puzzle, write answer, quiz + audio, slider, embed answer, word cloud, poll, brainstorm). 4) On the create page, you can create questions, insert additional images, audio, video, determine the time to answer, answer choices, and add questions. 5) After the quiz is finished, press the done button at the top right on the quiz settings page, after which you will be faced with the Classic or Team Mode options. 6)The game PIN page will then appear.

Lecturers and students when running the quiz, as follows: 1) For *kahoot!* participants, you can visit *Kahoot.it* on a browser (Chrome, Firefox, Opera) on your smartphone and laptop, 2) Next, enter the game PIN that has been shared by the educator, 3) After the game starts, participants can answer questions from the educator using a smartphone and laptop, 4) Participants only need to choose the answer that appears on the smartphone and laptop screen, 5) If the participant answers correctly, they will get a score. However, if the answer is wrong, they will not get a score, 6) Participants answer questions until the quiz ends, 7) At the end of the quiz, participants will be faced with three winners on the podium with the highest scores

Conclusion

In this study, it can be concluded that the influence of *Kahoot!*-based 闪存卡 *Shǎncún kǎ* media on the use of 还是 *háishì* and 或者 *huòzhě* in constructing Mandarin sentences has had a positive impact on students' understanding of the correct placement of conjunctions. The existence of the web application media makes it easier for students to receive material taught

by lecturers to students and students are also more active during learning. With the features in the *Kahoot!* media, students will not get bored. Studies have shown that *Kahoot!*-based 闪存卡 *Shǎncún kǎ* has a great influence on learning a foreign language, namely Mandarin. By using this media, students feel motivated and feel that constructing Mandarin sentences in the use of 还是 *háishì* and 或者 *huòzhě* is not difficult, and easy to understand. The assessment results after working on the practice questions can be seen in Excel without using an internet network when opening it, however when downloading the Excel file you must use an internet network.

References

Ardiansa, J. (2022). Pengembangan Media Kartu Gambar Digital Untuk Meningkatkan Kemampuan Kognitif dan Rasa Cinta Tanah Air Pada Pembelajaran IPS Siswa Kelas V di Sekolah Dasar. Universitas Negeri Surbaya. Surabaya.

Arsyad, A. (2016). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.

Arikunto, S. (2019). Prosedur Oenelitian Suatu Pendekatan Praktek. Jakarta: PT. Rineka Cipta.

Belandina, F. (2023). Analisis Kesalahan Penggunaan Konjungsi Dalam Pembelajaran Bahasa Mandarin Oleh Mahasiswa Indonesia. *Jurnal Cakrawala Mandarin*, 7(2), 47-64. http://doi.org/10.36279/apsmi.v7i2.308.g147.

Chaer, A. (2014). *Linguistik Umum*. Jakarta: PT Rineka Cipta.

_____ (2015). *Lingusitik Umum*. Jakarta: PT. Rineka Cipta.

Christiani, N., Adrianto, H., Anggraini, L., D. (2019). *Modul Teknologi Pembelajaran Kahoot!*. CV jejak, anggota IKAPI. Sukabumi. Jawa Barat.

Escueta, M., Quan, V., Nickow, AJ, & Oreopoulus, P. (2017). Teknologi Pendidikan: Tinjauan berbasis bukti.

Elisabeth. (2019). 印尼大学汉语教学方法调查分析 —— 以彼德拉大学中文 系为例 [Studi Analis Metode Pengajaran Bahasa Mandarin Program Studi Bahasa Mandarin Universitas Kristen Petra Surabaya]. *Century,* 7(2), 13-28. https://doi.org/10.9744/century.7.2.13-28.

Ethnologue Languages of the World. (2022). *What are the top 200 most spoken languages?*. https://www.ethnologue.com/guides.ethnologue200, diakses pada 21 April 2022.

Purwadani, Indri, & Amri, M. (2019). Pengaruh Penggunaan Media Pembelajaran Tamaire Terhadap Kemampuan Menyimak Secara Aktif Bab Watashi no Kazoku Siswa Kelas X Mipa 5 SMAN 1. Universitas Negeri Surabaya. Surabaya.

Rusman. (2012). *Model-model Pembelajaran. Mengembangkan Profesionalisme Guru*. (Edisi kedua). Jakarta: Rajawali Press.

Rohmawati. (2023). Kesalahan Penggunaan Kata Penghubung 因为 *yīnwèi* dan 既然 *jìrán* Dalam Kalimat Bahasa Mandarin Pada Mahasiswa Jurusan Bahasa dan Sastra Mandarin Angkatan 2019 UNESA. Universitas Negeri Surabaya. Surabaya.

Samosir, T. K. R. F. (2019). *Kontrastif Kata Sambung Pada Bahasa Mandarin dan Bahasa Indonesia dalam Film*. Ponorogo: Uwais Inspirasi Indonesia.

Sugiyarta, S., Prabowo, A., Ahmad, T. A., Siroj, M. B., & Purwinarko, A. (2020). Identifikasi kemampuan guru sebagai guru penggerak di karesidenan Semarang. *Jurnal Profesi Keguruan*, 6(2), 215-221.

Tarigan. (2018). *Pengajaran Kompetensi Bahasa Suatu Penelitian Kepustakaan*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Pendidikan.

Tarigan. (2021). *Pengajaran Kompetensi Bahasa Suatu Penelitian Kepustakaan*. Jakarta: Transmedia Pustaka.

Wiarto, G. (2016). *Media Pembelajaran Dalam Pendidikan Jasmani*. Yogyakarta: Laksita.

Wang, A., I & Tahir, R, (2020). "The Effect Of Using Kahoot! For Learning – A Literature Review," *Comput.Educ.*, Vol. 149, No.11, May 2019, P103818.

王钰菲 *Wángyùfēi* (2024) 海外学习者中文线上学习的阻碍因素及应对策略研究 "*hǎiwài xuéxí zhě zhōngwén xiàn shàng xuéxí de zǔ'ài yīnsù jí yīng duì cèlüè yánjiū.*" 专业硕士. 赵迎. 汉语国际教育.

Zubaidillah, M. H. & Hasan. (2019). Pengaruh Kartu Bergambar [Flash Card] Terhadap Penguasaan Kosakata Bahasa Arab. *Jurnal Al Mi'yar*. 2(1).