



Application of Mysterious Boxes and Cards Game Media (KOKAMI) in Learning Mandarin Sentence Writing Skills for Grade VII Students of SMP Frather Makassar

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Article Info

Abstrak

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Through the use of the Mysterious Boxes and Cards Game Media (KOKAMI), this study seeks to enhance the class VII students of SMP Frather Makassar's ability to write Mandarin sentences. Based on the findings of the observations, 31 students from class VII A of SMP Frather Makassar were chosen as the research subjects. This study is an example of a classroom action research that collects data in two ways: quantitative data from writing skill tests administered in cycles I and II and qualitative data utilizing the guidelines on observation sheets. The study's findings demonstrate that the use of the KOKAMI game medium may be used to teach writing skills, with a learning completeness score of 87% in cycle I and 94% in cycle II. These findings suggest that class VII students at SMP Frather Makassar may write Chinese phrases more effectively by using the KOKAMI gaming medium.

INTRODUCTION

One of the key components of the nation's progress is language. The ability to speak multiple languages fluently is one of the demands of the modern world. An organized arrangement of sounds or written phrases to create bigger units, such as morphemes, words, and sentences, constitutes language, which is a system of communication. People notice culture in daily life and produce a variety of thoughts, behaviors, and artifacts to meet their requirements. As the primary means of communication, language is one of the most significant factors that affect human life and civilization.

Effective written language talent is writing ability. When compared to other language abilities, writing might be regarded as the most difficult. This is because writing is more than just copying words and sentences; it is an organized cognitive process that makes what is written understandable to the reader.

One of the most widely spoken foreign languages in Indonesia is Mandarin. The numerous schools that include Mandarin in their curricula provide evidence of the growth of Mandarin in Indonesia.

The choice and application of instructional media is a crucial ability for teachers to support the enhancement of the learning process. Therefore, a teacher must be able to develop and select engaging and diverse media to effectively convey the teaching material or materials. The teacher must also generate media that is appropriate to the teaching materials for the students to

comprehend the subject through the media prepared by the teacher.

The KOKAMI gaming media can give pupils a relaxing and engaging environment while they are learning. All students can participate in this game to develop their intergroup writing skills in Mandarin. The game's medium is a box filled with message cards. The message's content can take the form of phrases or clauses that include verbs, command words, nouns, adjectives, assertions, and images or symbols. To create a more engaging learning environment, teachers and students are expected to choose to employ KOKAMI game media.

RESEARCH METHODS

Since each cycle of the John Elliot model of research consists of four stages planning, carrying out, observing, and reflecting, it is known as classroom action research. The Frater Makassar Middle School, which is situated on Jalan Thamrin No. 3, Baru Village, Ujung Pandang District, Makassar City, South Sulawesi, was the site of this study during the odd semester of 2022/2023. Thirty-one pupils from class VIIA served as the study's subjects.

Learning accomplishment exams as well as teacher and student observation sheets were utilized as the study's instrument. Each meeting included observations of the actions and activities of the teachers and students. The observation sheet takes the form of exercises that the teacher and students complete as part of the learning process to identify any

shortcomings and roadblocks. Tests of learning outcomes are used to gauge how well students are learning what has been taught as well as how they are developing and moving forward after completing the learning process.

Observation and testing procedures are used to obtain data for this study. To evaluate how the KOKAMI game media is being used in the classroom to teach Mandarin, observation is the practice of watching or gathering data. When administering tests, it is utilized to monitor how well pupils are composing sentences in Mandarin. This study included both qualitative and quantitative data analysis. By examining the outcomes of the observations made according to the observation sheet instructions that were followed at each meeting, the results of qualitative data were carried out. The worth of student learning completion was assessed using the average score of each cycle from the quantitative data in the form of test results.

RESULTS AND DISCUSSION

Learning Outcomes of Cycle I Writing Skills

The evaluation for the cycle I took place in class VII A SMP Frather Makassar on August 12, 2022, from 07:30 to 09:00 WITA. The content presented at the first and second meetings is referenced in the test that is part of this evaluation.

The following formula is used to calculate the average student score on their ability to write Mandarin sentences:

$$\text{Average score} = \frac{\sum \text{overall student grades}}{\text{the number of students}}$$

$$\text{Average score} = \frac{2.858}{31}$$

$$\text{Average score} = 92,19\%$$

The following formula is used to calculate the number of intervals:

$$\begin{aligned} K &= 1 + (3,33) \log n \\ &= 1 + (3,33) \log 31 \\ &= 1 + (3,33) 1,49 \\ &= 1 + 4.82 \\ &= 5.82 \text{ rounded up to } 6 \end{aligned}$$

$$\begin{aligned} R &= \text{Highest score} - \text{Lowest score, divided} \\ &\text{by } 6 \\ &= 100 - 48 \\ &= \frac{52}{6} \\ &= 8,66 \text{ rounded up to } 9 \end{aligned}$$

Table 1 Distribution of Cycle I Writing Skills Test Frequency and Percentages

Class	Intervals	Frequency (f)	Percentage (%)
1.	48 – 56	1	3
2.	57 – 65	1	3
3.	66 – 74	2	7
4.	75 – 83	1	3
5.	84 – 92	5	16
6.	93 – 100	21	68
Amount		31	100

According to the data above, 1 student (3%) out of the 31 students who took the Chinese sentence writing test with a range of 48 to 56 scored in the interval class. One student (or 3% of the class) received an interval class score between 57 and 65. In the interval class, 2 students (7%) scored in the range of 66 to 74, 1 student (3%) in the range of 75 to 83, 5 students (16%) in the range of 84 to 92, and 21 students (68%) in the range of 93 to 100.

A rating scale with a score range of ≤54–100 is utilized to generate student rankings on a representative basis. The following table shows these values:

Table 2 Frequency and Percentage of Grade VIIA SMP Frather Makassar Cycle I Students

with Mandarin Writing Skills Source: Arikunto (2013:281)

The learning completeness scores from the student's sentence writing skills test are:

$$\frac{\text{the number of students with a value of } \geq 75}{\text{the number of students}} \times 100\%$$

$$\text{Mastery learning} = \frac{27}{31} \times 100\%$$

$$\text{Mastery learning} = 87\%$$

According to the findings of the study above, the students' cycle I Chinese writing skills test had a learning completeness score of 87%, placing them in the complete category.

Results of Evaluation of Cycle I Activities

At the first meeting, learning through the use of the KOKAMI game media revealed that numerous groups had trouble responding to the questions asked. According to the findings of observations made during student learning activities, one of the nine parts of the activity was not completed by the students. However, the outcomes of the observations of teacher activities revealed that only two of the 15 parts of the activities were actually carried out. This is due to the fact that the first meeting seventh-grade Mandarin class has just begun.

Compared to the first meeting, learning at the second meeting was better. Activities for teachers and students that were not completed in the first meeting have been carried out. In addition, according to plan, students also master the content offered.

Learning Outcomes of Cycle II Writing Skills

The cycle II evaluation took place on August 26, 2022, from 07:30 to 09:30 WITA at class VII A SMP Frather Makassar. The content presented at the first and second meetings is referenced in the test that is part of this

evaluation. Based on the evaluation results, it was determined that pupils had improved their ability to write Chinese sentences, albeit some students continued to struggle with accurately forming them.

The following formula is used to calculate the average student score on their ability to write Mandarin sentences:

$$\text{Average score} = \frac{\sum \text{overall student grades}}{\text{the number of students}}$$

$$\text{Average score} = \frac{2.914}{31}$$

$$\text{Average score} = 94\%$$

The following formula is used to calculate the number of intervals:

$$\begin{aligned} K &= 1 + (3,33) \log n \\ &= 1 + (3,33) \log 31 \\ &= 1 + (3,33) 1,49 \\ &= 1 + 4.82 \end{aligned}$$

$$= 5.82 \text{ rounded up to } 6$$

$$\begin{aligned} R &= \text{Highest score} - \text{Lowest score, divided} \\ &\text{by } 6 \\ &= 100 - 63 \\ &= \frac{37}{6} \\ &= 6,1 \text{ rounded up to } 6 \end{aligned}$$

Table 3 Distribution of Cycle II Writing Skills Test Frequency and Percentages

Class	Intervals	Frequency (f)	Percentage (%)
1.	63 – 68	2	7
2.	69 – 74	0	0
3.	75 – 80	1	3
4.	81 – 86	1	3
5.	87 – 92	6	19
6.	93 – 100	21	68
Amount		31	100

According to the table above, out of a total of 31 students, 2 students (7%) received interval class grades with a range of 63–68, 1 student (3%) received interval class grades with a range of 75–80, 1 student (3%) received interval class grades with a range of 81–86, 6

students (19%) received interval class grades with a range of 87–92, and 21 students (68%) received interval class grades with a range between 93–100.

A rating scale with a score range of ≤54–100 is utilized to generate student rankings on a representative basis. The following table shows these values:

Table 4 Frequency and Percentage of Grade VIIA SMP Frather Makassar Cycle II Students with Mandarin Writing Skills

No.	Category	Information	<i>f</i>	%
1.	Very good	88 – 100	25	81
2.	Good	77 – 87	3	10
3.	Enough	66 – 76	1	3
4.	Less	55 – 65	2	7
5.	Very less	≤ 54	0	
Amount			31	100

Source: Arikunto (2013:281)

The Chinese sentence writing skill test's learning completeness score is:

$$\frac{\text{the number of students with a value of } \geq 75}{\text{the number of students}} \times 100\%$$

$$\text{Mastery learning} = \frac{29}{31} \times 100\%$$

$$\text{Mastery learning} = 93,54\% \text{ rounded up to } 94\%$$

According to the findings of the research above, the students' cycle II Chinese writing skills test had a 94% learning completeness score, placing them in the complete category.

Results of Evaluation of Cycle II Activities

At the first meeting, there was an increase in student learning activity and mastery of the offered material thanks to the use of the KOKAMI game media. When responding to questions, students are more fearless and assured. The adoption of the KOKAMI gaming

medium led to a rise in student learning activity, making the learning environment more pleasurable. This is inextricably linked to the way the teacher encourages pupils to follow the flow of learning activities pleasantly and adopts positive attitudes or behaviors toward students who pay less attention to the offered content.

Students were more daring and confident in voicing their thoughts after learning at the second meeting. The teacher can also set up the curriculum so that enough time is allotted for learning. The most crucial task for a teacher is to assist pupils in their learning, particularly with their development of correct Chinese writing techniques. According to the findings of cycle II's observations, there seem to have been many beneficial activities from both students and teachers that have increased.

CONCLUSION

Based on the research findings from the use of the KOKAMI game media, it is possible to draw the following conclusions: (1) The lesson plan implemented by teachers and researchers in the use of the KOKAMI game media in learning Mandarin sentence writing skills for class VII students of SMP Frather Makassar has gone well through several aspects, including the Learning Implementation Plan (RPP), the research instrument known as the sentence writing skills test, as well as teacher assessment. (2) Both the affective and cognitive benefits of using the KOKAMI game media to teach students in SMP Frather Makassar's class VII how to write sentences have grown. (3) As evidenced by the learning completion scores acquired in the first cycle of 87% and an

increase in the second cycle of 94%, it can be said that the outcomes of the examination of students' sentence writing abilities through the use of the KOKAMI game media have improved.

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