



Development of Monopoly Media in Zhongguo Lvyou Course, Mandarin Language Education Study Program, Semarang State University

Risma Aprilia Widodo✉, Anggraeni, Lispridona Diner, Dian Yuni Pamuji

Prodi Pendidikan Bahasa Mandarin, Jurusan Bahasa dan Sastra Asing, Fakultas Bahasa dan Seni, Universitas Negeri Semarang, Indonesia

Keywords

Media Development,
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Monopoly Game.

Abstract

The course is a course that aims to increase knowledge about tourist attractions in China. Learning activities for the course use learning media such as powerpoint presentations and textbook summaries, it is known that this does not attract students interest in learning. Based on this, the researcher decided to develop learning media, especially monopoly game learning media in the course so that it attracts more students' interest in learning activities. The aims of this study were (1) to describe the needs of lecturers and students for Monopoly game learning media in the course of the Chinese Language Education Study Program, Semarang State University. (2) Describe the procedure for developing Monopoly game media in the course, Mandarin Language Education Study Program, Semarang State University. (3) Describe the results of expert validation of the Monopoly game media in the course of the Chinese Language Education Study Program, Semarang State University. The research method used is the R and D (Research and Development) research method, namely through 5 stages: (1) Potential Problems, (2) Data Collection, (3) Product Design, (4) Design Validation (5) Design Revision. The results of the validation by material experts showed that the monopoly game learning media in the course of the Semarang State University Mandarin Education Study Program received an overall average score of 86.9, which means that the media is very suitable for use in learning. The results of validation by media experts showed that the monopoly game learning media in the course of the Semarang State University Mandarin Education Study Program received a score of 85.1, which means that the media is suitable for use in learning.

✉ Corresponding Author:
Gedung B9 Lantai 2 FBS UNNES
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail: rismatino657@gmail.com

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INTRODUCTION

Zhongguo Lvyou course comes from the word 中国 Zhōngguó which means China and 旅游 lǚyóu which means tourism, Zhongguo Lvyou course discusses Chinese tourism. The learning objective of the Zhongguo Lvyou course is to increase knowledge about tourist attractions in China more broadly, both in Mandarin and in Indonesian. Based on observations made by the author, this course uses presentation, discussion and question and answer learning methods. Learning is used dominantly through presentations from students, which are then discussed together with teachers and students. Learning steps tend to be less than optimal because there is no learning media that motivates students to pay close attention to learning. The development of learning media really needs to be considered in order to increase student interest in learning and receiving learning material. (Syaiful bahari Djamarah and Azwan Zain, 2020:121) Learning media is any tool that can be used as a channel for messages to achieve learning objectives. (Djamarah, 2002:140) a) Auditive media, namely media that rely on sound potential only (radio, cassette), b) Visual media, namely media that only rely on the sense of sight just because they show still images (films, frames, photographs, drawings, or paintings). c) Audiovisual media, namely media that has sound elements and picture elements. This media type has better potential. (Sadiman, 2008:28) : a) Graphic Media (visual media such as pictures/photos, sketches, diagrams, charts/charts, graphs, cartoons, posters, maps, and globes, b) Audio media related to the sense of hearing (radio, magnetic tape recorders, language laboratory dishes), c) Still Projection Media (film frame (slide), film for (film strip), transparent media, film, tv, video). There are many types of game or game learning media, such as puzzle games, picture guessing games, flashcards, bingo, snakes and ladders and monopoly. Monopoly is the most famous game in the world, a game in the form of a board, accompanied by pictures and other interesting tools. The monopoly game will be adapted to learning in the Zhongguo Lvyou course, namely by filling in monopoly city squares with tourist cities in China. According to Akbar (2016: 117) the criteria for choosing media that are suitable for learning is : 1) Learning media according to learning objectives. 2) Learning media according to the character of students. 3) Learning media according to learning resources. 4) Efficient and effective learning media. 5) Learning media is safe to use. 6) Learning media can develop activeness and creativity. 7) Learning media can develop a pleasant learning atmosphere. 8. Quality learning media. Some of the previous studies that are relevant to the research developed by the researcher is that this research was conducted by (Astuti et al., 2018), (Sari,2017), (Budi Adi Prayogo, 2017), (Setyaningrum, 2019), (Khiong & Afrimonika, 2022). International research (Astuti et al., 2018) with the research title Effectiveness Of Elements Periodic Table Interactive Multimedia In Nguyen Tat Thanh High School. The aim of the research is to develop an interactive multimedia and find out its feasibility and effectiveness. The results of this study obtained the validation results of media experts and learning experts, student responses on small-scale tests, post-test results and student responses on large-scale tests. The media expert's validation score was 96 in the very feasible category and for learning experts 62 in the feasible category. The results of the small-scale test showed that students responded very well with a score of 69.97. Post test students gave effective results with classical completeness of 61.76% and very good answers with a

score of 68.5. It can be concluded that the periodic table of interactive multimedia elements is feasible and effective for use in the learning process, and gets a very good response from students as users. The similarities of this research are: 1) Research on media effectiveness. 2) Research uses Research and Development (R&D) research methods. The differences between this study and the author's research are: 1) Fiki Kusuma's research on the effectiveness of using interactive multimedia periodic tables, while the authors conduct research on monopoly game learning media research. 2) Fiki Kusuma's research subjects were Nguen Thanh High School, while the authors' research subjects were students of the Mandarin Language Education Study Program, Semarang State University. Research (Sari, 2017) entitled *The Effectiveness of Bingo Games as a Learning Media to Increase Classroom Mastery of Hanzi Pinyin Chinese Vocabulary V Chunjie He Xinnian Islamic Elementary school Special Program Muhammadiyah Delanggu Klaten*. The aims of this study were 1) to find out the application of bingo games in learning Mandarin at elementary school *IPK Muhammadiyah Delanggu*, 2) to find out the effectiveness of bingo games as a learning medium to improve students' mastery of Chinese vocabulary. The results of this study indicate that this bingo game is effective as an alternative as a learning medium to improve vocabulary mastery of Mandarin. The equations of this study are: 1) Using an experimental research design. 2) Research on media effectiveness. 3) Data analysis techniques using tests. 4) Research is used to facilitate learning Mandarin. The differences in this study are: 1) Research on different media, Rani Oktaviani's research examines the effectiveness of bingo game media, while the author's thesis is about the effectiveness of using monopoly game media. 2) Rani Oktaviani's research subjects were Class V Islamic Elementary school *Special Program Muhammadiyah Delanggu Klaten*, while the authors' research subjects were students of the Mandarin language education study program at Semarang State University. 3) Rani Oktaviani's research was used to improve vocabulary mastery of Hanzi Pinyin Mandarin, while the author's thesis was in the *Zhongguo Lvyou* course of the Chinese Language Education Study Program, Semarang State University. Research (Budi Adi Prayogo, 2017) with the research title *Development of Monopoly Game Media as a Media for Learning Mathematics in Grade II Students elementary school Langensari 02 West Ungaran District*. The aim of the study was to determine the design model, feasibility and effectiveness of monopoly game media in learning mathematics on the subject of addition and subtraction of numbers 1 to 500 Class II. The results of this study indicate that the assessment of material experts is 92.64% (very appropriate) and media experts is 91.66% (very feasible). The developed media was able to achieve individual mastery and classical mastery of more than 75%. The calculation result of 0.08 is included in the high criteria. So, it can be concluded that the monopoly game media material for adding and subtracting numbers from 1 to 500 Class II elementary school *Langensari 02 West Ungaran District* is feasible to use. The equations of this study are: 1) The study discusses the development of monopoly game learning media. 2) this research with the author's research used the Research and Development (R&D) research method. The differences in this study are: 1) Budi Adi's research discusses learning media in mathematics, while the author is in the *Zhongguo Lvyou* course of the Chinese Language Education Study Program, Semarang State University. 2) Budi Adi's research subjects were class II students at elementary school *Langensari 02, West Ungaran District*, while the authors' research subjects were students of the Chinese language education study program, Semarang

State University. Research (Setyaningrum, 2019) entitled Development of STAD-Based Monopoly Game Media to Improve Learning Outcomes in PPKN Content for Class V elementary school Pekuwon Pati. The purpose of this research is to develop, test the feasibility, and test the effectiveness of the media STAD based monopoly game. The results showed that STAD-based monopoly game media obtained a media feasibility assessment percentage of 97% from material experts and 100% of material experts with very feasible criteria, so that this research was feasible to use and effectively used as learning media. The equations of this study are 1) The research method used is the same, namely the Research and Development (R&D) research method. 2) Discuss about the same game media, namely monopoly game media. The difference from this research is : 1) Vira Setyaningrum's research subjects with different authors, Vira Setyaningrum's research subjects were fifth grade students at elementary school Pekuwon Pati, while the authors' research subjects were students of the Mandarin language education study program at Semarang State University. 2) Vira Setyaningrum's research focuses on PPKN content, while the author's research is on the Zhongguo Lvyou course in the Chinese Language Education Study Program at Semarang State University. Research (Khiong & Afrimonika, 2022) entitled Chinese Language Learning Strategies for Class 2019 Students of the Chinese Language Education Study Program. The aims of the research are (1) to be able to find out in depth the condition and character of students in learning Mandarin; (2) Find out what difficulties they often experience in learning Mandarin; (3) As a reference in providing input and suggestions regarding more effective learning methods for students so that they can master Mandarin as a whole and effectively. The results of this study indicate that strategy learning in Mandarin is very important, especially in mastering the four aspects of language learning, namely pronunciation, vocabulary, Chinese, and grammar. In addition, interest in learning Mandarin is also an important factor as motivation in learning Mandarin. The similarities of this research are: 1) discussing learning Mandarin. The differences between this research and the author's research are: 1) This study discusses learning strategies in general, while the research researchers use monopoly game learning media. 2) The subjects of this study were students of class 2019 FKIP UNTAN, while the authors' research subjects were students of the Mandarin language education study program, Semarang State University. 3) This research method uses qualitative research methods, while research researchers use Research and Development (R&D) research methods. Judging from the literature review above, it can be concluded that previous research is not the same as what researchers will do. Therefore, the authors would like to raise "Development of Media Monopoly in the Zhongguo Lvyou Subject of the Mandarin Language Education Study Program, Semarang State University" as the research title.

METHODS

This research is a type of qualitative research with the R and D (Research and Development) method. Research and development (R&D) is a basic research activity to obtain information on user needs (needs assessment), followed by development activities(development) to produce products and assess the effectiveness of these products (Sugiyono, 2009:297). Research and development (R&D) is a research approach to produce new products or improve existing products (Sukmadinata, 2008).

According to Sugiyono (2009), research and development steps consist of 10 steps are as follows: (1) Potential and problems, (2) Data collection, (3) Product design, (4) Design validation, (5) Design revision, (6) Product trial, (7) Product revision, (8)) Trial use, (9) Product revision, and (10) Mass production. In this study, researchers will only apply five of the ten steps above, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision. This is because researchers will also provide opportunities for other researchers to continue this research so that media development becomes more optimal, as well as the limited time and costs that researchers have. Data collection techniques are observation, interviews and questionnaires. Observation Observation is "Systematic observation and recording of the elements that appear in a symptom on the research object" (Widoyoko, 2014:46). Observations of this research were carried out twice to students of the Mandarin Language Education Study Program, Semarang State University class of 2019, totaling 15 students, the first on May 17 2022 and on May 31 2022 which was carried out in this study aimed to obtain data by paying attention to the activities of lecturers and students during activities learning for the Zhongguo Lvyou course, learning media that has been used for learning activities for the Zhongguo Lvyou course, and the needs of students and teachers for monopoly game learning media in the Zhongguo Lvyou course of Mandarin Language Education Study Program, Semarang State University. Observations of this research were carried out twice to students of the Semarang State University Mandarin Language Education Study Program class of 2019 totaling 15 students, who first on May 17 2022 and on May 31 2022 which was carried out in this study aimed at obtaining data by paying attention to the activities of lecturers as well as students during learning activities for the Zhongguo Lvyou course, learning media that has been used for learning activities for the Zhongguo Lvyou course, and the needs of students and teacher on monopoly game learning media in the Zhongguo Lvyou subject of Chinese Language Education Study Program, Semarang State University. There are two types of questionnaires that will be used in development research, namely a needs questionnaire and a validation questionnaire Sugiyono (2014: 58). 1) The Needs Questionnaire is addressed to lecturers and students. The questionnaire is filled with questionnaires that are appropriate to the Zhongguo Lvyou course. Questionnaires were given to 15 students from batch 2019 on July 1, 2022 until July 4, 2022, these students are students who have participated in Mandarin learning activities at Semarang State University. With this questionnaire the author will obtain and find out the weaknesses and strengths of students in receiving Zhongguo Lvyou course learning, 2) The validation questionnaire will contain all forms of prototypes in the media monopoly game learning in the Zhongguo Lvyou course.

RESULTS AND DISCUSSION

1. Observation Result

Based on the observations that have been made, it can be described that learning the Zhongguo Lvyou course is still ineffective because it is only through assignments given to students. In the learning process, students are quite enthusiastic about participating in learning, it's just that the learning media is less varied based only on the presentation of the results of assignments from students, making learning

less optimal and lacking motivation to pay attention to learning material until the end. Learning media are needed that can help motivate students so that teaching and learning activities can be maximized.

2. Interview Result

The results of interviews with the lecturers of the Zhongguo Lvyou course Mandarin Language Education Study Program, Semarang State University agreed to develop monopoly game learning media. Monopoly game learning media is expected to increase student interest in learning and increase student learning abilities so that they can become creative, active and more innovative. effective. The monopoly game learning media must be in accordance with the learning material for the Zhongguo Lvyou course being taught, namely regarding tourism trips in China.

3. Results of the Needs Questionnaire

The conclusion from this student needs questionnaire is that there is a great need for new learning media to support student learning activities, especially in the Zhongguo Lvyou course because the learning activities that have been carried out are still very boring, this is the biggest reason for developing new learning media, such as monopoly game media. The required monopoly game learning media is game media that has content according to Zhongguo Lvyou course material, has hanzi and meaning, as well as monopoly game media colors that can attract students' interest, such as striking colors and pastel colors, for monopoly game media sizes from medium to high. big. The development of new media that are more varied and innovative is what is needed to attract students' interest in participating in learning activities well and more effectively.

Monopoly Game Learning Media Prototypes Adapted to the Results of Interviews and Questionnaires as follows:

First Design

The monopoly board design is based on the learning needs of the Zhongguo Lvyou course, there is a description of the title Republic of China with a board length of 50 cm and a board width of 50 cm, using the times new roman font for Indonesian text and the kaiti font for mandarin text, the design color uses bright pastel colors. The monopoly board design consists of 40 boxes to move, 28 of which are pictures of tourist attractions and the text of the names of tourist cities related to the subject learning materials, namely places and tourism in China.



Picture 1 Monopoly Game Learning Media Board

Question Card Design

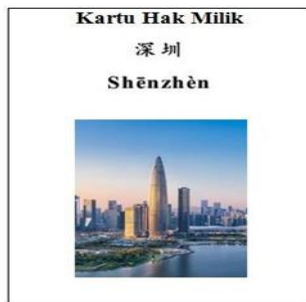
The question cards are arranged based on the learning needs of the Zhongguo Lvyou course, with a card length of 2.8 cm and a card width of 2.2 cm, using the Times New Roman font and a total of 30 question cards. The question card design consists of pictures and question text related to Zhongguo Lvyou course material, namely places and tourism in China.



Picture 2. Question Card

Freehold Card Design

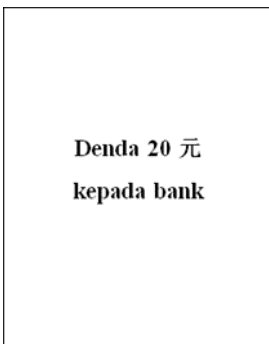
The proprietary cards are arranged based on the learning needs of the Zhongguo Lvyou course, with a card length of 2.8 cm and a card width of 2.2 cm, using the font times new roman and a total of 28 question cards. The design of the property rights card consists of an image and a description of the property rights in the form of a city name, using Mandarin accompanied by pinyin



Picture 3. Freehold Card

Chance or Dare Card Design

Chance or dare cards are arranged based on the learning needs of the Zhongguo Lvyou course, with a card length of 2.8 cm and a card width of 2.2 cm, using the font times new roman and a total of 20 question cards. The chance or dare card design consists of the text of the challenges or opportunities that will be obtained by the group of players.



Picture 4. Chance or Dare

Monopoly Money Design

The design of monopoly money is based on the design of money used by the Chinese state, this is to introduce how the original form of the renminbi currency is, with a length of monopoly money of 4.14 cm and a width of 2.04 cm of monopoly money, using the original color of the currency, there are The 6 denominations used are 1 renminbi, 5 renminbi, 10 renminbi, 20 renminbi, 50 renminbi, 100 renminbi, for a total of 120 Monopoly game money sheet. The monopoly bill design consists of an image, a nominal amount, a serial number, and a description in Mandarin.



Picture 5. Monopoly Money

Monopoly Game Learning Media Rules

The Monopoly Game Learning Media will be carried out in groups, this monopoly game will be carried out as an introduction stage in Zhongguo Lvyou learning. The monopoly game learning media has game rules that will help the players, namely students as research subjects, the game rules consist of 18 written rules that must be obeyed.

No.	Peraturan Permainan
1	Pemain membentuk 4 kelompok, setiap kelompok diberikan satu pasak, setiap pasak digunakan untuk simbol melangkah.
2	Setiap kelompok mendapatkan uang dana 5 lembar 1 元, 3 lembar 5 元, 2 lembar 2 元, 2 lembar 20 元, 2 lembar 50 元, 1 lembar 100 元.
3	Setiap langkah akan ditentukan menggunakan dadu, syarat sebelum melempar dadu adalah setiap kelompok diwajibkan menjawab pertanyaan secara acak. Setiap kelompok diperbolehkan mencari bantuan jawaban melalui internet.
4	Daftar pertanyaan diambil di kolom 问题 secara acak, setelah menjawab pertanyaan maka kelompok tersebut boleh melempar dadu dan melangkah sesuai angka didadu.
5	Jika tidak dapat menjawab pertanyaan maka kesempatan untuk melangkah hilang, dan akan dilewati oleh kelompok selanjutnya.
6	Jika tidak bisa menjawab pertanyaan maka menunggu giliran melempar dadu selanjutnya.
7	Setiap menduduki kota, maka kelompok tersebut dapat membeli tanah dikota wisata tersebut.
8	Uang membeli tanah kota wisata akan masuk ke bank umum.
9	Setiap kota dihargai sesuai yang tertulis.
10	Setiap kelompok yang membeli tanah kota wisata maka akan mendapatkan kartu hak milik.
11	Setiap kelompok yang menduduki tanah kelompok lain maka wajib membayar pajak 1 元.
12	Kartu hak milik dapat dijual sesuai dengan ketentuan kedua belah kelompok.
13	Untuk kelompok yang menduduki kolom <i>Chance or Dare</i> maka wajib mengambil kartu <i>Chance or Dare</i> yang tersedia.
14	Kelompok wajib mematuhi perintah yang tertulis dikartu <i>Chance or Dare</i> .
15	Kartu bebas penjara berada di antara kartu <i>Chance or Dare</i> .
16	Kelompok yang menduduki kolom penjara wajib memasuki penjara, dan hanya dapat bebas jika memiliki kartu bebas penjara, dengan cara membeli dari kelompok lain ataupun mendapatkan dari kolom kartu <i>Chance or Dare</i> .
17	Kartu bebas penjara yang didapatkan melalui <i>Chance or Dare</i> dapat diperjualbelikan sesuai kesepakatan kedua kelompok.
18	Pemenang akan ditentukan sesuai dengan kelompok yang mencapai garis finish terlebih dahulu.

Picture 6. Monopoly Game Rules

Player Stakes and Dice Throw Monopoly Game

Monopoly Game Learning Media really needs game pegs as symbols for the players, there are 4 pegs for 4 groups of players, each peg is blue, red, green and yellow. Throwing dice is no less important in the game, for this game the dice are 2 × 2 cm in size.



Picture 7. Player Stakes and Dice Throw in Monopoly Game

4. Validation Results

Validation was carried out by two experts, namely media experts and material experts. Media product design validation was carried out by Ms. Retno Purnama Irawati, S.S., M.A. as a lecturer The media experts provide advice Semarang State University Arabic. For example:

Table 1. Media expert validation results

Number	Aspect	Score	Category
1	Background Colour	86	Very suitable
2	Image display	86	Very suitable
3	Writing display	86	Very suitable
4	Size	86	Very suitable
5	Color composition	82	Suitable
6	Material selection	86	Very suitable
7	The quality of the materials used	86	Very suitable
8	Media Durability	86	Very suitable
9	Attractiveness Picture	81	Suitable
10	Clarity of instructions for using the media	86	Very suitable
Average		85,1	Suitable

Validation was carried out by a material expert at Semarang State University, Ms. Anggraeni, S.T., MTCSOL. Material expert validation includes aspects, (1) Media Suitability, (2) Language and Content.

Table 2. Material expert validation results

Aspec	Type	Score
Media suitability	Theme selection	86
	Material selection	86
	Conformity with learning objectives	87
Content and Language	Suitability of the theme with the ability of students	87
	Vocabulary selection	86
	Chinese font selection	88
	Selection of pinyin fonts	87
	Tone accuracy	87
	Entire contents	88
	Media use	87
Overall average		86,9

that is as following, (1) It is needed improvements to colors for cards and money not enough bright, in order Don't dominant color white, (2) question added, so elemental learning more dominant than learning. Whereas expert material provide suggestions, namely (1) Game Title in monopoly board game design replaced from republic Of China become China 中国.

5. Result Revision Media

Repair Media Learning Game Board Monopoly

Repair Which done is changed the title description from Republic Of China to be Chinese 中国.



Picture 8. Revision of the Monopoly Board Game

Board design monopoly arranged based on the learning needs of the course Zhongguo Lvyou, there is revision Which started own title Republic Of China Then replaced become China 中国 according suggestion expert material, namely because the writing is more effective And there is chinese 中国 Zhōngguó Which means China with a board length of 50 cm and board width 50 cm, using times new font roman for indonesian text and kaiti font For text Language mandarins, color design use bright pastel colors. Design board monopoly consists from 40 box For step, 28 of which are pictures of cities places tour And text Name city tour Which relate with learning materials eye Zhongguo Lvyou college namely places and tourist in China.

Repair Media Learning Money Game Monopoly

Repair Which done accordingly suggestion is about the color of the toy money less interesting, material experts provide suggestions so that color Money made more bright.



Picture 9. Monopoly Game Money Design

Money monopoly based on

The design of money used by the Chinese state, matter the For introduce How the original form of the renminbi currency, with size the length of the monopoly bill is 4.14 cm and the width of the bill monopoly 2.04 cm, using the original color changed to a more contrasting color bright For interesting interest student, There are 6 nominal money used, namely 1 renminbi, 5 renminbi, 10 renminbi, 20 renminbi,50 renminbi, 100 renminbi and it will be printed with total 120 sheet Money game monopoly. Monopoly money designs consist of picture, nominal amount of money, serial number of money, and information in Language mandarins.

Repair Media Learning Card Question

According to expert media need repaired regarding the color on the card, to make it brighter and bright, so that pull over interesting interest student.



Picture 10. Question Card Design Revision

Card question arranged based on studying Zhongguo Lvyou experienced, with a card length of 2.8 cm and Card width is 2.2 cm, using Times New font romance And overall card question amount 50 card question. Design card questions are blue, consist of pictures and question text related to the material Zhongguo Lvyou course learning , namely places And tourist in China.

Repair Media Learning Card Right Owned by

According to expert media need repaired regarding the color on the proprietary card, for more bright and bright, so that it attracts more attractive student interest.



Picture 11. Revision of Property Rights Card Design

Card right owned by arranged based on studying Zhongguo Lvyou experienced, with a card length of 2.8 cm and Card width is 2.2 cm, using Times new roman for indonesian text and kaiti font for Chinese text, from the beginning of the background plain white card is changed to color red young And given line color purple with description text colored black And There are 28 question cards in total. The proprietary card design consists of images and description right owned by Which form Name city, use Language mandarins accompanied pinyins .

Repair Media Learning Card Chance Or Dare

According to expert media need repaired regarding the color on the Chance Or Dare card , order brighter and brighter, so it attracts more interesting interest student.



Picture 12. Revision Card Chance Or Dare

Chance or Dare cards drawn based on the learning needs of the course Zhongguo lvyou experienced, size long card 2,8 cm And wide card 2,2 cm, design background colored purple, use fonts times new romance, color fonts black And accompanied picture descriptions to make it more interesting, and overall card question amount 21 card. Design card Chance Or Dare consists from text challenges or opportunities to come obtained by group player.

CONCLUSION

Based on the finding and discussion of Contrasting Punctuations in Chinese and Indonesian, it can be concluded that : There are 7 punctuation marks that have the same form and use, which are : 逗号(comma), 问号(question mark), 叹号(exclamation mark), 括号(parentheses), 引号(quotation mark), 冒号(colon) and 分号(semi colon); There are 3 punctuation marks that have different forms with the same use, which are : 句号(Period), 省略号(Ellipsis) and 破折号 (Dash); There are 2 punctuation marks in Chinese that are not found in Indonesian, which are : 顿号(Enumerative Comma) and 书名号 (Guillemets).

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