

USING BLOOKET TO IMPROVE CHINESE VOCABULARY STUDY FOR 11 TH GRADE STUDENTS IN HIGH SCHOOL

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ABSTRACT

The purpose is the author use BLOOKET to improve vocabulary mastery in learning Mandarin for grade 11. Author used a qualitative descriptive method with data collection techniques starting from observation, instrument test, and interview. The author conducted research at Amore Prime School High School, totaling 21 11th grade high school students using BLOOKET learning media. The analysis is that students take the pre-test to 21 students with an average score of 55.7 points, then the author uses the Blooket game learning media to increase Chinese vocabulary, after using Blooket, students take the post test, the post-test score with an average score of 79.5 points. As a result, the use of Blooket games can be used as a learning medium to improve the mastery of Chinese vocabulary. By using this Blooket, students can participate in learning Mandarin in an interactive learning atmosphere.

Keywords: Blooket, learning Media, Vocabulary, Mandarin Language, Learning Chinese

1. INTRODUCTION

Gunawan, H. I. (2020:1) language is a tool used by humans to communicate with each other. Mastery of foreign languages is very important, because by mastering a language, humans can convey messages or intentions and can be delivered orally or in writing. Language is also one of the communication tools in human life to interact between social beings from era to era. Endra *et al.*, (2020) said that mastery of foreign languages for students is very important, especially Mandarin, because Mandarin is the most widely spoken language in the global world. In this era of globalization, communicating in foreign languages is increasingly becoming a world need Mandarin today has a very important role to learn and master. Language Mandarin has also become one of the subjects in the field of education. Mandarin language is not an easy thing to learn and master, because Mandarin has a vocabulary there are many, the characteristics of pronunciation, tone intonation and writing strokes are varied. (Ying, 2018) said that vocabulary mastery in learning Mandarin has an important role. Meanwhile (Elviza, et al 2013) said that vocabulary mastery is an activity to understand the words contained in a language. Purwaningsih Sari & Purwandari, (2017), also say that learning foreign language vocabulary is not only memorizing vocabulary to master a foreign language, but must understand the definition of vocabulary because vocabulary has different definitions to make it easier to avoid misunderstandings when interacting and making sentences. The author conducted research at Amore Prime School 11th grade. Based on the results of the initial interviews, the author found that there were students who were less focused on learning Mandarin, thus causing a lack of vocabulary mastery in students during the Mandarin learning process. Especially when learning Mandarin online or online. Arsyad, (2017) said that one of the efforts that makes it easier for someone to learn Mandarin is by using or utilizing learning media because learning media is the most important element in learning. -based learning media technology will greatly facilitate students in this era who are friendly with technology to learn Mandarin vocabulary. One of them is technology-based media that the author will write use is by using the Blooket game website. Blooket is a game based quiz platform. Blooket not only provides a quiz platform as usual. Blooket has a variety of game models, making learning more interactive and users more interested in learning languages. The author wants to conduct research on students with a total of 21 students or students of SMA Amore Prime School grade 11. In SMA Amore Prime School there are only grade 10 and grade 11. Based on the initial survey we conducted through interviews with related teachers, we got the results of discussions that most 11th graders are more interested in online and offline games than 10th graders. In addition, 11th grade also experienced a decline in vocabulary mastery, while 10th grade experienced a decline in conversation. Therefore, the author will choose 11th grade students to use website-based learning media with the Blooket game method which is used as learning media to review the material that has been studied. The purpose of this study the authors hope that with the application of Blooket learning media, Amore Prime School High School students can experience an increase in mastery learning outcomes vocabulary towards learning Mandarin in a more fun way. In this research, the writer uses descriptive qualitative research method. Several studies that have reviewed research as a reference for this study, starting with research (Ying et al., 2021), in their research with the background with the aim of knowing the views of elementary school students in grades 3 and 4 related to learning mandarin through online games. This study used a qualitative method and distributed questionnaires to elementary school students in grades 3 and 4 at SDS Pelita Kasih. The results of the study stated that games that were designed attractively and had the right flow in writing Chinese characters would make learning Chinese easier. (Kelly et al.,

2020), in a research on learning Chinese vocabulary using a website. The results of this study indicate that using a website-based game in learning Chinese vocabulary can improve student learning outcomes. By using learning media in the form of website-based games, learning will be more interesting so that students can learn better. It can be concluded that website-based games have a better effect on learning Chinese vocabulary. Li (2018), in his research against the backdrop of China's increasingly advanced international status, learning Mandarin has become a worldwide trend. This research was conducted using the game method with noun and time material to achieve better and innovative learning. This study uses object and time vocabulary, because these are the most common vocabulary to learn. The results show that the game-based teaching method is useful for stimulating students' interest in learning to achieve a better teaching effect. Wang (2019), in his research which was motivated by the aim of enabling students to master the language in a pleasant atmosphere. This research was conducted to apply the game teaching method in teaching Mandarin as a foreign language. The results show that the game method in teaching can increase students' interest, can make it easier for students to learn Mandarin, so that students can effectively master Chinese. Safitri, M.E (2017) , This research conducted a game using the "Word Hunt" method as a learning medium for Chinese Vocabulary Learning in SMA Negeri 8 Class 12 students which aims to help students prevent difficulties in the process of learning Chinese vocabulary by using qualitative research methods. and Quantitative. the results of this study it can be concluded that this game media is used as a learning medium that can help students in learning activities of mandarin vocabulary.

2. RESEARCH METHODS

In this study, the authors used descriptive qualitative research methods. Sugiyono (2017) states that qualitative research methods are research methods that based on the philosophy of postpositivism which is used to examine the condition of objects that are natural and descriptive problem formulation is a formulation that examines the situation thoroughly, wide and deep. With qualitative research, the data collection techniques that the author will use are: conducting observations, instrumental tests starting from the pretest and posttest, as well as interviews. The author will test the Blooket website to 21 Amore's 11th grade high school students Prime School starts from March to June in 2022. The author did survey to Amore Prime School and conduct interviews with language teachers Mandarin in question. Then the author conducted a pretest to 21 class students 11 using Google Forms, and the author also plays games using Blooket 3 times when learning Mandarin takes place, after using The writer's Blooket game also conducted a posttest to 21 11th grade high school students using the Google Form and conduct interviews with students with the highest scores.

3. RESULT

The author will use technology-based learning media to master Mandarin vocabulary by using a website-based platform called Blooket as a learning medium to support the continuity of teaching and learning activities during online learning. This Blooket is an online-based learning media, where this media can be used easily just by connecting to the internet network, so learning using Blooket can take place. Blooket as a visual learning media that is only accessed through the website. This media has an affective function. Media that has an affective function can be seen from the level of enjoyment of students when reading texts, especially pictorial texts. Because pictures can arouse the emotions and attitudes of students. Using visual media can make students more interested in the learning process. This media acts as a learning medium that can meet learning needs in the era of the digital generation. Even this Blooket can help students to increase their interest in learning Chinese vocabulary. By using the Blooket game method, the author hopes to make the students more excited to master the Chinese vocabulary that is being studied. The use of this media is very suitable for students who are learning Mandarin vocabulary. Learning Chinese vocabulary is not easy if only by delivering theory, but it is necessary to have a game mode in order to make it easier and at the same time improve the ability of students to master Mandarin. The use of Blooket learning media must of course have stable internet facilities and also students need hardware such as cellphones or laptops to play this Blooket game. In this chapter, the author will conduct research on the use of Blookets to master Chinese vocabulary for grade 11 at SMA Amore Prime School which was held for 3 meetings according to the Chinese language lesson schedule. Before conducting the research, the authors conducted interviews with Chinese teachers on March 29, 2022 using the Zoom application, which consisted of 12 questions. Based on the results of interviews conducted, at the 10th and 11th grade levels, we found the problems of students who found it difficult to learn Mandarin. In grade 10 they have difficulty in pronunciation and conversation, while grade 11 has difficulty memorizing Chinese vocabulary because each new chapter students must be able to memorize and also master a lot of new vocabulary coupled with increasing difficulty. Although simple methods such as reading and rewriting Chinese can be done, there are still many students who still find it difficult to memorize vocabulary. The effort made by the author is to use the game method to make it easier for students to memorize and improve mastery of Chinese vocabulary. This research will be conducted using the Blooket game media because it can help students learn Mandarin. The resource person also hopes that by using the Blooket learning media, students can be helped in the process of mastering

students' vocabulary. In order to achieve better learning outcomes. Before using Blooket, the author gave pretest quiz questions to 21 11th grade high school students using Google Form and the author will also try out a Chinese vocabulary test game using Blooket to prepare students for the Blooket game.

4. TABLE

There are 21 11th grade high school students participating in the initial test or pretest up to The posttest uses a Google Form which consists of 20 multiple choice questions (Multiple Choice) consisting of the meaning of vocabulary from Mandarin to Indonesian and meaning of each vocabularies, arrange words and complete sentences. The materials used to conduct the pretest and posttest are taken from language textbooks Mandarin 11th grade students chapter 14. The following is the data of students who have participated take the pretest and posttest.

Table 1. Class 11 student learning outcomes table

No	Name	Pretest	Posttest	Persentase
1	AC	60	75	15%
2	AD	75	100	25%
3	AF	65	95	30%
4	AV	70	90	20%
5	BD	40	50	10%
6	CLS	65	85	20%
7	CM	75	95	20%
8	CPPS	45	90	45%
9	CSL	50	85	35%
10	EP	55	80	25%
11	FMP	20	45	25%
12	JI	70	95	25%
13	JS	85	95	10%
14	KJL	35	55	20%
15	LN	60	95	35%
16	MGL	45	75	30%
17	PAA	70	90	20%
18	RWK	45	55	10%
19	SGJ	85	95	10%
20	SP	20	35	15%
21	SR	35	90	55%
Average		55.7	79.5	23.8%

This study proves that the Blooket game method can be used as a learning medium used to improve students' mastery of Chinese vocabulary which also provides a variety of learning, so that students are more enthusiastic and do not get bored easily as if learning is done only with conventional learning methods. Even students are very excited and happy when learning to use the game Blooket. Based on the table above, it can be seen that the average score of the 21 students who took the pretest was 55.7. Although there were 7 students who scored above the KKM, there were 14 students who scored below the passing score because the students had difficulty doing the pretest.

Then after doing the pretest, the author uses the Blooket game method as a learning medium. Finally, the author also did a posttest after 3 times learning to use Blooket. The posttest results have increased with an average value of 79.5. So, by learning to use Blooket media, it can improve the vocabulary mastery skills of 11th graders of high school students. The results showed that the posttest scores increased compared to the pretest scores, because the students had played Chinese vocabulary games with Blooket. By using this game method when learning Chinese, the students became more enthusiastic about learning Chinese vocabulary, so that the posttest results experienced a fairly high increase, which was marked by an increase in the mastery of the "Waiter" vocabulary, where previously

there were only 15 students who answered correctly. true, but after learning to use Blooket and doing the posttest questions all students can answer correctly with a good implementation of playing methods.

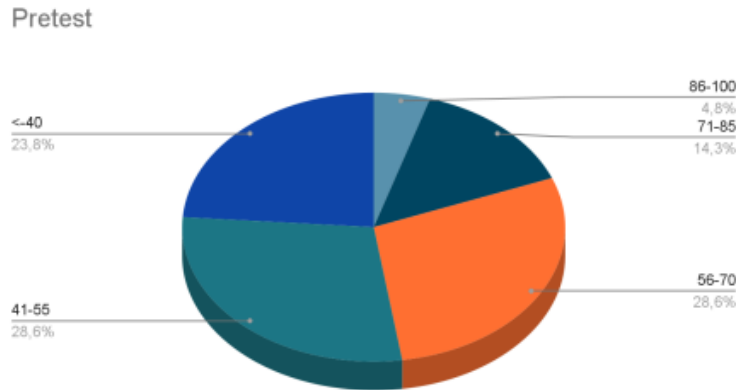


Figure 1. The results of the pretest scores

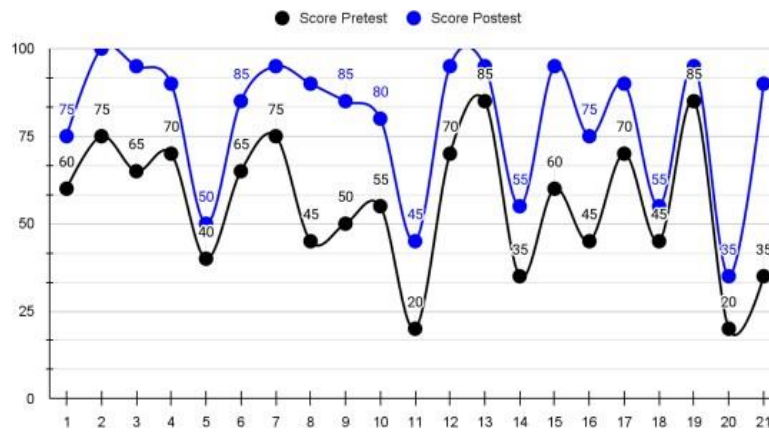


Figure 2. The results of the comparison of pretest and posttest scores

As can be seen from the above figure, black represents the pre-test, and blue represents the post-test. The graph shows that from the most from a low score of 20 to a high score of 85, the pretest scores are still not perfect. This is because learning students have just entered Chapter 14, which is causing students to struggle with pre-test questions and not That's all, there is another factor that causes students to feel difficult is that students are taking the Chinese pre-test Difficulty with questions, especially in the wording section, so that students need to explain and study Section 14 material to study. At the same time, in the post-test results, the Blooket game method was used as the learning method.

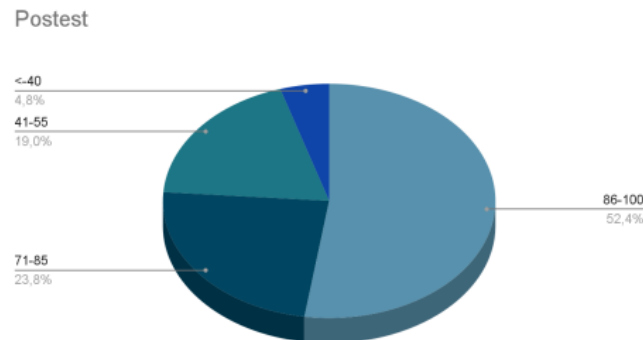


Figure 3. The results of the post test scores

The scores for learning Chinese vocabulary through the medium have increased. Students prefer to combine traditional Learn Chinese Vocabulary Materials with French and Blooket Games to learn the Chinese Vocabulary

Materials you are learning. The educators said that learning by using the Blooket game method was very helpful to improve learning Chinese vocabulary. With Blooket learning media, students become very excited to learn Mandarin vocabulary. Learning with conventional methods combined with Blooket games can improve students' mastery of Chinese vocabulary and of course in a way that is more fun and not boring. Researchers hope that with this Blooket, educators can use it as a medium for learning Chinese vocabulary to make it easier for students to master the vocabulary that is conveyed.

5. INFLUENCING FACTORS

The author conducted interviews with three 11th grade students after conducting the three stages of research starting from the pretest, the Blooket game to the posttest.

This interview was conducted to three students who experienced an increase in the highest score to determine the factors that affect student learning outcomes. The following are the factors that affect the learning outcomes of students.

The Intelligence, Base on the results of the interviews, students felt that with the participant's Blooket game, students memorize Chinese vocabulary faster, there are also students who say that with the Blooket game method, it makes it easier for students to understand Mandarin vocabulary learning.

Attention, based on interviews with 3 students, students gave a positive response by learning Chinese vocabulary using Blooket. Resource person says students like the delivery of material not only using Powerpoint, but also need to the existence of an interactive learning system using the Blooket game method to facilitate learning Chinese vocabulary.

Interest, Base on the results of interviews with students, students said that Blooket games can help to improve the mastery of Chinese vocabulary. Learning to use this game method makes students more enthusiastic and motivated varies because there is a choice of game modes. The game modes that have been played are Cafe, Gold quest and Crypto hack. Because this game mode is very interesting and students can dying for the highest points. Students also feel that learning longdistance is more effective using the Blooket game method.

Talent, Base on the results of interviews with 3 students, students prefer language learning Mandarin using the Blooket game method, during distance learning In ongoing or hybrid classes, students can master Mandarin vocabulary easily using the game Blooket becomes more fun and not boring, even Blooket game also has competition and get points from lowest to highest, so that during distance learning this method is more interactive than the method conventional learning.

Motive, Base on the results of interviews with 3 students, students were very enthusiastic when play the Blooket game. In this Blooket game there are rankings or points that determine who managed to answer many questions correctly or has done game well. With this Blooket game, students can be encouraged and helped to repeat the Mandarin vocabulary that has been learned.

Maturity, Base on the results of interviews with students, students stated that learning Mandarin by using the Blooket game makes students more excited to remember vocabulary. Although learning Mandarin is not easy to memorize vocabulary, but the more it is honed with the material that has been studied, it is certainly easier to learn remember Mandarin vocabulary. With the Blooket game, students feel they can remind more than 10 vocabularies that has been learned.

Readiness, Base on the results of interviews with students, that by using games, Blooket. Students begin to prepare Mandarin language skills, especially in before school exams. Because the delivery of material using the game method in this block, students feel that the material presented is easier to understand and learn especially before school exams. Learn Chinese with this game system make the learning atmosphere more fun and very helpful for remembering vocabulary Mandarin language.

6. CONCLUSION

Based on the results of the survey that the author conducted, it can be concluded that the game Blookets can be used as a learning medium that can improve mastery Mandarin vocabulary. By using Blooket, students can follow Mandarin learning with a more vibrant and interactive learning atmosphere. In addition, all students who took part in the learning process experienced significant improvements can be seen from the increase in the value of the pretest and posttest carried out. The author also conducted interviews with the three students with 7 related factors namely intelligence, attention, interests, talents, motives, maturity, and readiness. Every game can continue after the students managed to answer the questions correctly, so that the participants Students will compete to be able to memorize the vocabulary in order to win game. Students prefer learning Mandarin in a more convenient way

interactive learning such as this Blooket game compared to conventional learning methods, because it can make the learning atmosphere more fun and make students become more excited to memorize more Chinese vocabulary. Students also highly recommends learning using Blooket for educators and student students who want to improve their mastery of Chinese vocabulary.

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