Learning Mandarin Using Multimodal Based Video Media

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Abstract
Learning foreign languages, especially Mandarin, is currently being promoted by the Indonesian government. Difficult learning materials make it difficult for students to learn the language. Therefore, teachers are required to be able to choose the right learning media to realize the achievement of learning objectives. With this multimodal-based learning video media, students are expected to be skilled at speaking Mandarin. This type of qualitative descriptive research was conducted in a tertiary institution with 25 Chinese learners at the beginner level as participants. Data was collected using observation in class. Based on the research results, video media can improve students' vocabulary skills.

INTRODUCTION

Importance learn Language foreign has submitted by one world philosophers from Germany , Johann Wolfgang von who stated , " *Those who know nothing about foreign languages, they know nothing about their own* " (Handayani in Thamrin, AF, & Yanti , Y., 2019). it can interpreted as importance learn another language besides Language mother . Besides English being Language the most important international language, now Mandarin is also becoming Language second after English who have Lots speaker . Manuscript Huang Yao-Hui's speech in 2012 in Rohmatillah (2013), the current Mandarin language is as Language international second after English and based on data from UNESCO which was released in 2008 stated that currently Mandarin is most languages used around the world and used more from One billion people. According to Rohmatillah (2013), China is currently growing rapidly progress economy and technology , increasingly sustain fame Mandarin so the more many countries need it For learn Mandarin. Successful China become a developed country in period enough time short make many other countries want Study from China with method learn language and culture .

Currently technology growing very rapidly . Proper use of media is one attempt to _ increase quality learning (Darmanto , et al ., 2005). The digital era is an era where all access can in a manner fast affordable by social media users (Wibowo, A., 2019). Internet and *smartphones* is a frequent medium used Good For communicate nor For learn . Student can with easy access the internet anywhere He is at so that learning can done only with layers touch . Social media Tik Tok, Facebook, Instagram and Youtube is a number of examples of social media favored by children young in Indonesia. No only serving entertainment , but social media the can give useful knowledge like learning Language foreign . YouTube is one of the considered social media interesting for learning media . it because student can see image, hear sound produced from the video, as well read the text contained in the video. Development Technology also has an influence a number of thing , for one thing in the field of Education. Education is the most basic thing for human .

There are many knowledge being taught to public specifically language . language is tool communication man in convey ideas, ideas , feelings and statements . In other words, human No can separated with Language Because man in every activity will need Language as something important thing in go through the process of life. Language no only shaped verbal language ie Language spoken and written, but also non-verbal language such as motion , sound , object , color and so on . In communication the, second type this language holds almost role balanced Because with depend on verbal language only without consider nonverbal language understanding to something will limited (Al Fajri , 2020).

The current industrial revolution is also developing very fast and rapidly, as evidenced by the emergence of new technologies in meeting the needs of human life. The sophistication of technology that is currently developing requires that someone, especially students, have several skills that can support them to compete globally in the 21st century (Sahidah, N., & Kirana, T., 2021). This goes hand in hand with Ryu and Boggs' (2016) statement that multimedia text and multimodal text includes visual, audio, and technological elements For create meaning . So that the goal of learning multimodal literacy is to increase the capabilities of the 21st century, namely the Era of the Industrial Revolution 4.0. Multimodal literacy is an important ability that students need to master in the millennial era. The millennial era requires students to be able to master the skills not only of reading, writing and mathematics as the basic capital of taking part in society, but of new literacy, namely, data literacy, technology literacy and human literacy (Nasir, 2018).

Learning multimodal based not only give can positive to Skills speak receptive but also contribute to improvement ability speak productive . Deep multimodal learning learning successful talk prove that intonation , movement , movement head, (as part from multimodality communication) and interacting words For create presentation persuasive products (Jurado & Ruiz-Madrid in Abidin , 2022).

Learning technology is a medium that was born as a communication revolution that can be used for learning purposes in addition to the use of textbooks, OHP, computers and others. The teacher must also have the ability to select which educational media are needed and in accordance with the learning material so that the teaching and learning process takes place actively, creatively, and increases student learning motivation which will definitely affect student learning outcomes. Students not only learn audio but also involve visuals, so the use of media is needed to clarify the message to be conveyed, see gestures, the media can increase motivation in learning and make learning more varied and it is hoped that the learning carried out by students is more meaningful (Irwanto, 2019). According to Santrock (2018), effective teachers are those who have skills in motivating, communicating, and applying teaching materials and learning strategies that are appropriate to the age level of students.

The importance of implementing multimodal-based learning is also supported by several other studies. One of the studies on the use of multimodal texts in learning has been carried out by Kayati (2022) in learning Indonesian. The research stated that it was easier for students and teachers to get teaching materials and learning media because multimodal texts were widely available on the internet. Research on language teaching assistance activities by integrating pedagogic competencies and digital literacy has also been carried out by Nurviyani, et al., (2022) with the observation that most students are able to design English teaching plans by utilizing Virtual Reality (VR) which is integrated with several media multimodal based learning. Other research related to the use of audio-visual media in learning vocabulary shows an increase in students' abilities to use the vocabulary they have learned (Marisa, et al., 2019; Rindawati, et al., 2022; Yana & Abbas, 2022). The results of this study are that audio-visual media is very helpful for students in remembering and mastering vocabulary. Audio-visual media is also successful in presenting relevant learning objectives. So far, students find it difficult to learn Mandarin, especially in pronouncing and memorizing vocabulary. There is also little research on video-based multimodal teaching in teaching Mandarin. What's more, learning Mandarin using multimodal texts has not been studied much. because _ Therefore , this research aims For apply video- based multimodal teaching in Chinese to university students State Polytechnic of Malang Department Management Third semester marketing .

As for the formula problem from this research are : 1. Material what is designed For develop multimodal literacy of students ? 2. How learning media applications multimodal based on Chinese learning videos? 3. How enhancement students' multimodal literacy after application multimodal material ?

RESEARCH METHOD

This research uses method study descriptive qualitative For describe results application deep video- based multimodal teaching learning Mandarin. Study qualitative applied in this research for analyze research data so that capable explain problem in a manner detailed and complete For make it easy understanding (Creswell, 2014). Participant this research is student State Polytechnic of Malang Department Management Marketing as many as 25 people. Researcher collect data with method interact with student during ongoing Mandarin lessons for 100 minutes with instrument that is observations made inside _ _ class . During observation , researcher record things important things that happened in class and make field notes automatically more complete after class done . observation process shared become three stages , namely pre-activity, main activity, and post-activity. Data obtained from results observation including task create a simple dialogue that has done student in a manner group . Data in the form results observation analyzed based on suitability video design for support learning Mandarin in class , while data from results task student analyzed based on a number of point important in transaction sell buy , ie ask price and bid price .

RESULTS AND DISCUSSION

In line with formula background problem _ background , results and discussion this research is presented in a number of part as following : 1) V ideo multimodal -based , 2) Implementation of Mandarin learning videos in class , and 3) Improvement ability student multimodal literacy .

Multimodal Based Video

This multimodal-based Mandarin learning video is used to teach semester III (three) students of the Marketing Management Department with the title "Transaction in Market" made by researchers and a simulation of buying and selling transactions in the market played by 2 (two) students of the Marketing Management Department the previous year. The 3 (three) minute video was edited using the Filmora video editor and contained as many as 20 (twenty) vocabulary words as shown in Figure 1. The choice of vocabulary contained in the video is based on simple vocabulary and is commonly used for buying and selling transactions . The video used was deliberately made short in duration following what was done by Erliana and Arbain (2020) who tested video clips to teach English vocabulary and proved effective.
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Figure 1. Vocabulary List

In addition to the vocabulary that will be used in buying and selling transactions, there are important sentences that will be used by prospective buyers to ask for the price of goods as shown in Figure 2. In Figure 2 there are A sentence ask For ask price A goods . Type question it is very common used in transaction sell buy . The Chinese are also rare add object or type goods the . For example , " How much price this orange ?" or " How much the price of this dress?

Figure 2. Sentence Ask Price

learning videos is also very simple for students can focus on the given material , ie transaction sell buy . On simulation transaction sell buy , there is text Chinese characters (汉字) and Pinyin (拼音), and text will speak Indonesian make it easy student learn Mandarin. There are multimodal elements in learning videos will make it easy student remember and memorize Chinese vocabulary along with reading tone (声调). Learning videos the displays a women who play as buyer and one man in action as fruit seller . _ In the video , a woman greet si seller with ' N ǐ h ǎ o !' and answered with seller with sentence the same greeting . Then buyer say that want to buy four oranges and ask _ the price . The video also shows _ conversation offer price Because buyer feel price a kilo of oranges is very expensive. However , seller telling you that orange it's very sweet and it's is the best kind . Seller request buyer For try orange the with say ' N ǐ chang chang !' After try orange such , the buyer Still do offer with request discount to seller with say ' Gěi w ǒ d ǎ gè zhé ba !'. In a simulation video the there is Useful Chinese sentences For student when they do transaction sell buy .

Figure 3. Video footage

Application of Chinese Language Learning Videos in Class

Chinese learning takes place for 100 (one hundred) minutes every meeting and done meeting twice _ every week . At stage *lead-in* or this *pre-activity* , teacher greet student and ask news then use Mandarin teacher give A game about number For repeat material before . On session beginning this lesson , student looks very enthusiastic and almost all student can memorize number unit until hundreds . Stage *lead-in* or This *pre-activity* lasts around 15 (fifteen) minutes . At this stage the teacher displays a video through the LCD. This 3 (three) minute long video shows A table contains 20 (twenty) vocabulary consisting from Chinese characters , *Pinyin* , and English meanings . Short video duration No too Lots confiscate time learning . This goes hand in hand with opinion Oktaviani (2019), that video is the most frequent medium used in activity learning Because duration No too long so that No confiscate time in the learning process .

At stage *the pre-teach* vocabulary is small need time Because learning Mandarin is not done in the laboratory language . because _ that , student must borrow the LCD first formerly to technician in the department _ so that teacher add duration *pre-teach* vocabulary about five minutes .

Figures 4 and 5. Classroom Learning Process

Videos showing table that contains Mandarin vocabulary that will used transact sell buy and teach request student For imitate pronunciation vocabulary and tone with right . For get more results ok teacher repeat the pronunciation process twice for students can memorize the right notes in accordance it means . Then teacher pointing a number of student For return say a number of vocabulary in Chinese. Although A little read with stammered , however a number of from student has recite Mandarin vocabulary with right . In video- based multimodal learning that utilizes technology like a laptop or this computer and LCD, learning Language should done in the laboratory language . Beside student can more focus Because wear a headset, they can too utilise time with ok . But on the other hand , students will get difficulty when they must discuss in a manner group .

After listen and recite Mandarin vocabulary with right , instructor Show video about transaction sell buy on the market to student . When the video is on played , all student imitate every the sentences spoken by the actor in the video with voice slowly . They train say sentence to get say Mandarin vocabulary with proper pronunciation and tone . this signifies that learning Mandarin using

more multimodal literacy interesting . In line with opinion Kayati (2022), that text multimodal become a media literacy that can increase enthusiasm and attention student Because different and more interesting . The same thing was also conveyed by Kress (2010) and Callow & Zammit (2012) that multimodal text that combines visual aspects , video, graphics , animation , sound , music , gestures , and expressions face For produce meaning can become source learning that can increase Skills cognitive , creativity , attention , participation , and productivity from student .

Before teacher give task to student , teacher return request a number of another student for say a few words or their sentences _ hear in the videos. After see learning videos , teachers request student For do task that is create simple dialogues about transaction sell buy goods in a manner group with amount 2-3 members . Dialogue consists from a number of must point _ noticed by students such as ; 1) inquire price , 2) bid price , 3) impression , and 4) goods purchased .

Figures 6 and 7. Students do Task Group

Material transaction sell buy them at the market too develop become transactions in shops or at the mall. Purchased items _ or also sold a variety , such as sell buy clothes , sell buy food and sell buy shoes . Although student Still seen open dictionary For look for the word to be used in dialogue, however so far they are do it very well . _
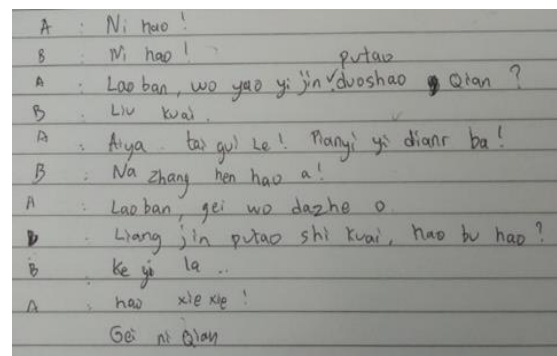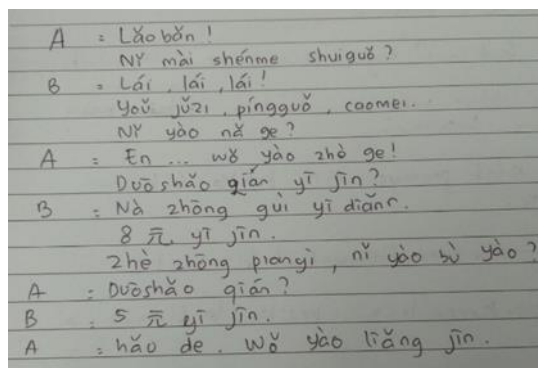

Figure 8 and 9. Example Dialogue

first dialog (figure 8), in conversation the buyer only pointed at the fruit he had want with say , " *W ǒ yao zhè ge* " which means "I want this". It is not in accordance with the points that have been suggested by the teacher in making conversation transaction sell buy . Error next is not enough complete writing in the sentence " *Duōsh ǎ o yī jīn* ?" which should be " *Duōsh ǎ o qian yī jīn* ?" which means is " how much price per 500 gram ? In conversation is , *Pinyin* writing Already written with *Shēngdiào* or correct reading tone _ so that student can say and pronounce the word with appropriate according to reading tone .

On the other hand , in the second dialog example (figure 9), no found *shēngdiào* or reading tones in *Pinyin* . However , expression in transaction sell buy in conversation the Already complete in accordance with the points already suggested by the teacher , eg ask price and bid price . On conversation both also exist information goods or the buyer 's fruit want .

After stage dialogue about transaction sell buy, instructor return request student repeat pronunciation of 20 (twenty) vocabulary words and sentences about transaction sell buy what has they Look in the videos. At this stage , less of 5 (five) students who are lacking appropriate pronounce words. Student the is less student master Mandarin. Enhancement Ability Student Multimodal Literacy From the results task done groups by students , teachers can know ability Listen and talk to each student in Mandarin skills . This assessment is carried out by the teacher to student in class when there is a process of learning Mandarin with make *field notes* . At stage end that is making task , teacher pair less student skilled in Chinese with more students understand Mandarin. This turned out can increase focus student it and add knowledge that is frequent vocabulary in Mandarin they forget it . understanding student in learning Mandarin can seen from attitudes and skills speak in the class during the learning process in class . Enhancement vocabulary also occurs in students man . Teacher pair they with student girl .
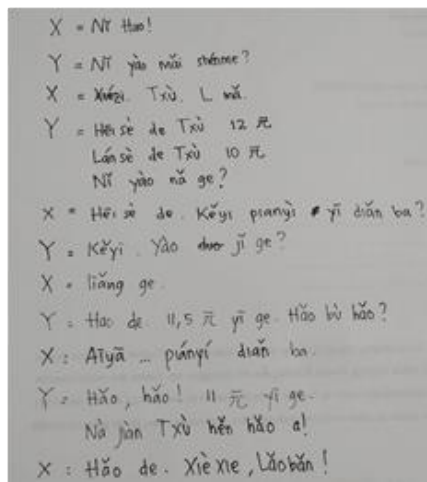

Figure 10. Example Task

Viewed from results task in Figure 10, student man more creative in election dialogue theme so dialogue task can developed No only transact sell buy fruits _ just . In Figure 10 , the conversation of the sale and purchase transaction is the sale and purchase of clothes, in the dialog it is stated ' *T xu* ' which means *T-shirt* . With video media, students will be more focused on listening so that the points about buying and selling transactions are in accordance with the instructor's instructions. In addition to an increase in focus in listening, students also experience an increase in speaking because through video media, students can easily imitate and remember how to pronounce vocabulary correctly according to *Shengdiao* . This is in line with Firmansyah's statement (2018) that the choice of multimodal literacy is quite reasonable as an effort to develop student competence. Adliani and Wahab (2019) also argue that For increase Skills speak needed something real. In this thing is selection of appropriate and appropriate learning media target.

CONCLUSION

Learning videos is A very easy technology teacher in learning, especially learning language. student more interested Study using video media because is a medium that has element five senses , that is eye For sight , ear For hearing and mouth For pronunciation . Material in the form of learning videos about transaction sell buy in Chinese supports learning based multimodal literacy . Application of video media in class get response positive from student showed with exists more focus intense to material transaction sell buy . Besides that , student more show participation active in demonstrate conversation in accordance in reading tone . Video media is also the most frequent media used Because short duration so that No confiscate Lots time . Learning process with using video media is also more appropriate when done in the laboratory Language Because equipment support learning

more complete . Through learning videos in the form of material transaction sell buy , student can with appropriate recite every vocabulary in accordance in reading tone Because they hear and repeat method reading existing vocabulary in videos. because that is , learning preferably via video done in the laboratory language . Study furthermore expected capable perfect this research in matter video development with another topic for enrich vocabulary in Mandarin .

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