

Teacher Response on Using Classkick Application as a Mandarin Learning Media

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Abstract

Nowadays, there are so many inventions and development of interactive web-based applications or mobile app tools as a promising tool for creating more active online learning. The use of learning media as a learning tool is an effort made by teachers to make learning more fun, effective, and interesting. One of the examples is the Classkick application learning media. Using Classkick application as a learning media in Mandarin classes could help teachers to achieve learning goals. With the interesting and varied features of the Classkick application such as audio, video, and text, it can help teachers design more varied exercises to practice students' four mandarin language skills (listening, speaking, reading, and writing). The study aims to identify teachers' responses to the use of Classkick application as a learning media in Mandarin classes. The methodology approach of this study is qualitative research and adapted Yanqun's five characteristics of learning media as a theory. The study determines that the features of Classkick application can help teachers design varied exercises and assignments that can increase students' enthusiasm for learning and practice students' Mandarin language ability. It also can bridge the communication gap between teacher and students, teachers are also able to monitor and provide feedback on students' works in real-time during the online or offline classes.

Keywords/Kata Kunci: *Classkick application, Learning Media, Mandarin, Teacher Response*

Introduction

China is the largest developing country in the world. With the current trade partner relationship between China-Indonesia, Mandarin in Indonesia is quickly becoming a popular language after English and one of the skills that companies are looking for (Sutami, 2016). Therefore, learning and mastering Mandarin at this time is very important, it can help us to achieving success and compete with the other.

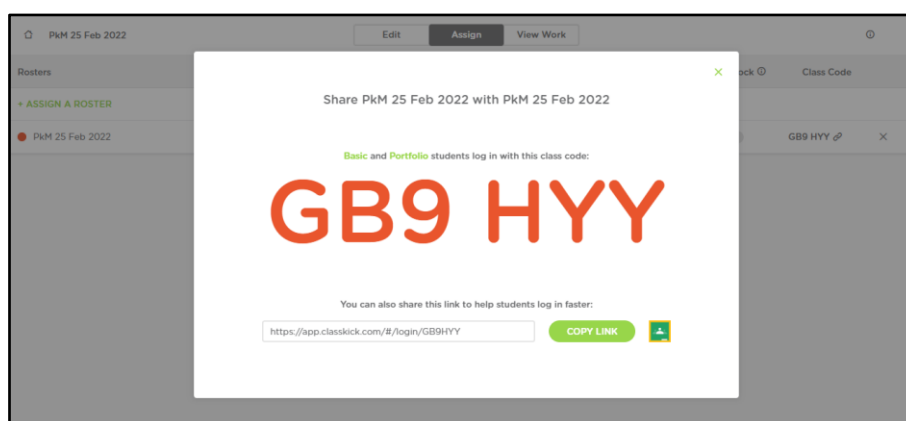
The impact of the Covid-19 pandemic enforced teachers and students to adapt to the situation by doing online learning which automatically involves some online learning applications and platforms (Lusiyani & Anindya, 2021). One of the most important aspects of technology which is necessary for learning activity is its video-conferencing ability.

Based on several study results show, during online learning, students encountered several difficulties, such as unstable internet connection, lack of experience in using technology, comprehending the lesson, difficulties in doing assignments, and interaction between students and lecturer (Muslem, 2021; Efriana, 2021; Puspaningtyas & Dewi, 2020). The result of Yuzulia (2021)'s study shows that most of the students lost their motivation during the

learning process. This situation makes it difficult for teachers to provide effective learning activities to students. Meanwhile, achieving learning goals it's takes more effort and cooperation from both teachers and students. So, teachers need to design a learning framework according to the learning objective, and the teaching methods, and techniques that are used aim to make the students more active and more initiative in following the directions from the teacher in the learning process (Xun, 2009:346). Online-based platforms can be a solution to support learning process during online, but this media cannot be used carry out written assessments so teachers need other additional learning media for taking written assessments (Aswir, Hadi, & Dewi, 2021). Therefore, teachers need to use technologies that can support the online learning to achieve learning objectives and train students' language skills.

In order to solve several learning difficulties during online learning, there is many of learning application technology developments has started to emerge which aims to support online learning becomes more interesting so that it can attract students' interest to stay focused on following lessons. These technologies have a main role in monitoring every student learning while online and offline class, such as Apple Classroom, Google Classroom, Google docs, Classflow, Classkick etc (Moloney & Xu, 2018) and make it easier for students to study anywhere just by using their smartphones (Abdullah, Tajuddin, & Soon, 2019). From the results of several studies, it is stated that the use of learning applications as learning media is very effective in helping teachers create more varied learning, increase student interest in learning and improve learning outcomes (Pahamzah, Syafrizal, Juniardi, & Sukaenah, 2020; Christian, Thamrin, & Lusi, 2021; Ikaningrum, Indriani, & Setyowati, 2022).

Classkick (www.classkick.com) is a free online application that can show teachers what students are doing and who needs help in real-time so teachers can provide immediate feedback. This paperless application has a wide selection of features that can be adapted to student learning needs, making it easier for teachers to provide exercises to students in online learning. According to Chua, et al., (2020), the unique feature of Classkick can assisted the teacher in the determined content and assignments. But the free version just allows the teacher to make 20 assignments, if the teacher needs access to unlimited assignment need to upgrade to pro.



Picture 1. Classkick share class code and class link page

Classkick application is a web-based application that is easily accessible by teachers and students either through computers or smartphones that allows students to access it without

the need to create an account. Teachers only need to share the class code number or class link so that students gain access to the Classkick application exercise page. In this real-time application, teachers can be monitoring students' activities in doing exercises and provide direct feedback.

Learning Mandarin includes several important aspects. Language aspects consist of pronunciation, vocabulary, grammar, and Mandarin letters, and language skills aspects consist of listening, speaking, reading, and writing (Xun, 2009:298). In learning a language, teacher cannot just use lecture methods, it is also necessary to use practice methods to strengthen students understanding of the material. The use of online assessment helps the teachers in distributing the material and assessing students' achievement (Yulianto & Mujtahid, 2021). Therefore, teachers need online learning media that can provide a variety of exercises to help students improve their learning, as well as guide, monitor, also provide feedback for students' work so that learning objectives are achieved.

Learning is the process of acquiring knowledge and skills through reading, listen to lecture, research, experience and practice (Xiaobing, 2009:13). Learning media is a component of learning sources or physical vehicle containing instructional material in the student environment that can stimulate students to learn (Arsyad, 2020:4). Teaching with multimedia is a method and technology that integrates sound, pictures, text, images and other media with the help of computers and computer technology, and arranges the teaching process, imparts language knowledge, and carries out language skill training in the form of dialogue (Yanqun, 2009:8). The use of learning media should be based on the purpose of teaching, teaching materials, students and teaching conditions (Xiaobing, 2009:71).

According to (Yanqun, 2009:7-8), learning media is a way used in teaching activities and teaching process to serve teachers and help students improve learning efficiency, and its purpose is to practice students' language ability and transmit language knowledge to students and learning media has the following five characteristics:

1. Dynamic characteristics (动态性). The process of using media in learning need to be considered based on the learning requirement, and the quantity of the usage can be adjusted to the needs of the teaching.
2. Comprehensive characteristics (综合性). The use of learning media can help enhance learning activities in every aspect and can help teachers design exercises that can enhance students listening, speaking, reading, and writing skills.
3. Integrity characteristics (完整性). Learning media plays the important role in guiding and training students' language skills.
4. Interaction characteristics (交互性). By choosing the effective learning media, teachers can interact with students, engage students, and do the practice exercises with students in the learning process.
5. Effectiveness characteristics (实效性). The purpose of using learning media is to make teaching information travel faster, so that students can understand it much quicker and more easily. It can help them improve their language skills and that is very important for the student's involvement in learning activities.

According to (Arsyad, 2020:70), these factors should be considered when choosing which learning media to use. The learning media need to be able to provide functions that can accommodate the presentation of an appropriate stimulus (visual and/or audio), can accommodate appropriate student responses (written, audio, and/or physical activities), and

can accommodate feedback. The learning media selection should also be an approach to obtain information, provide and design exercises or assignment.

Based on several theory above, we can make a conclusion learning media is tool that can help teacher designed more variety learning proses, it aims to increased students' enthusiasm inside or outside the classroom, also can practice student ability in learning without hinder the communication and interaction between teacher and student.

This study aims to determine whether the Classkick learning application meets the five characteristics of learning media. From this study, it is hoped that teachers can design more effective and interesting for all kinds of exercises to improve students' Mandarin language skills and achieve learning objectives using Classkick application.

Method

This study uses a descriptive qualitative approach. According to (Sugiyono, 2019:18), qualitative descriptive data collection forms words or images and does not use numbers. Triangular data collection techniques and results of qualitative research focus more on observing participation, in-depth interviews, and documentation for data sources.

They are 6 Mandarin teachers that have been using Classkick application as learning media in their Mandarin language class were chosen through purposive sampling to participate as respondents. This study uses interview to collect data from the respondents. This study adapted Yanqun's five characteristics of learning media to design an interview question as the instrument. The interview includes 25 questions: Dynamic (4 items), Comprehensive (6 item), Integrity (5 items), Interaction (5 items) and Effectiveness (5 items).

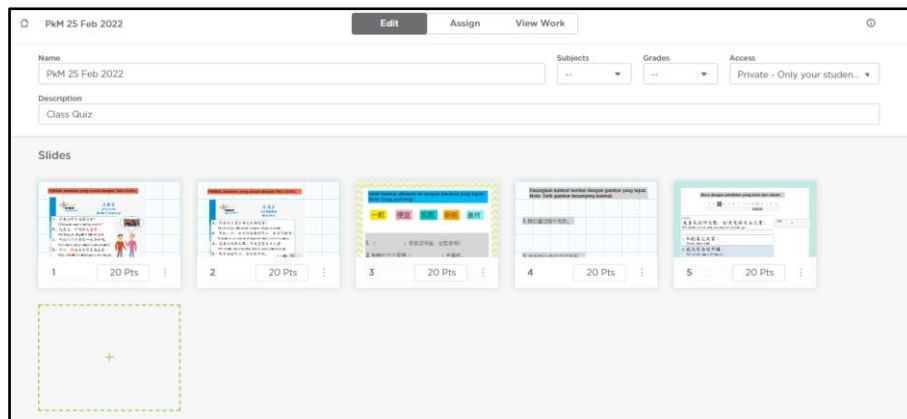
Results and Discussion

In the process of learning Mandarin, it is important to master all four Mandarin language skills, listening, speaking, reading and writing skills. Beside using lecture method to deliver the learning material based on students' language skills and abilities, it is also important to prepare learning materials as interesting as possible (Efriana, 2021) and use learning media to design more varied exercises or assignments that can easily to access and are also able to help students improve their language skills. This study's results are based on observations and interviews with teachers that use the Classkick application as Mandarin learning media as data.

Dynamic characteristic of Classkick application

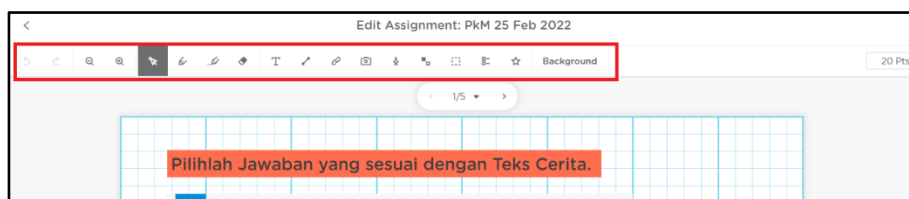
Classkick application is a paperless online application made teachers easily design exercises according to student learning needs. The functions of learning media are not just a useful utility tool, but it is a pedagogical tool that will enhance the teaching and learning (Shaharane, Jamil, & Rodzi, 2016), so it is important that technology for learning must be purposeful and carefully planned (Bice & Hengtao, 2022).

Classkick application has interesting features that can be used in various learning methods as well as making various exercises according to learning needs. The teacher able to design an exercise or assignment with an attractive background in every slides. Here's an example page on Classkick application:



Picture 2. Classkicks' Slides Page

Classkick application also provides many selections of features so the teachers can design many types of exercises for training students' language skills, such as fill in the blank, multiple choice, matching pictures, drawing lines, listening exercises. This application also provides recording function, which can be used by teachers for design speaking exercises for students to practice their speaking skill.



Picture 3. Classkick's features

The features are friendly for new user, teacher can drag and drop or add some pictures and audio files or add add a URL or a youtube link to the Classkick slides. According to the interview about the dynamic character of the Classkick application, 100% of participants agree that the features in the application are easy to use and it also help the teacher to design and deliver the exercises to students online based on learning subjects and learning needs. 83.3% of agree that the features in the application can help teachers design any type of exercise or assignment and achieve learning objectives. Based on the result shows that learning through web-based media make students easily to understand the material and improving learning outcomes (Ferdiansyah, Rukun, & Irfan, 2020) and can be effective in assessing learners in remote learning environments as it offers immediate and real-time feedback, flexibility, and meaningful interaction (Bhandari, 2022).

Comprehensive characteristic of Classkick application

According to the research results of Chua, et al. (2020) it can be seen that exercises with audio, pictures, text can improve student learning and performance abilities. It is important that with the use of the learning media can make students easily understand the material in the fun way (Faridlo & Wibisono, 2020).

Classkick application has many selections of features that allowing teachers to design exercises for any kinds of subjects. For listening exercises, teachers can upload audio files

(mp3) directly on the exercise sheet, design a multiple-choice question, or true or false question, similar to HSK (Chinese Proficiency Test) exercises.

1. 大新公司刚成立时,一共有()名员工。
A.4
B.3
C.5
D.6

2. 部门经理在()等张强主任。
A.大门口
B.总经理办公室
C.公司商务部
D.公司会议室

3. 负责大新公司合同签订的是()。
A.市场部
B.商务部
C.工程部
D.财务部

4. ()负责大新公司的采购。
A.工程部
B.技术服务部
C.人事部
D.商务部

Picture 4. Multiple Choice Exercise

In order to design reading and writing exercises, teachers can copy-paste, or directly type text, or attach reading images in the form of .jpg or .png goes directly to the slide. Teachers also can design multiple-choice exercises, fill in or pull the correct answers in the provided answer column, and even practice sentence combinations. For intermediate and advanced level students, teachers can provide paragraph or short article writing exercises to students.

协助 xiézhù 发展 fāzhǎn 变化 biànhuà 培训 péixùn 承揽 chénglǎn 负责 fùzé 调配 tiàopèi 签订 qiāndìng 支持 zhīchí

1. 市场部专门负责_____工程项目, _____合同。

2. 技术服务部需要_____市场部做方案设计, 给用户作
_____和技术支持, _____引进新技术等。

3. 商务部为工程采购和订货, 协助经理的人事、资源的
_____等工作。

Picture 5. Fill in the blanks Exercise

For basic level students, teachers can design writing Chinese characters exercises. Teachers can add some video link or pictures of Chinese character' stroke orders to the Classkick slide, so students can understand the material easily and can do the exercises better. Students maybe find it hard to write with a computer mouse. For the alternative option, students also can access Classkick through smartphones, teachers can encourage the students

to practice writing Chinese characters through smartphones. So that they can write the Chinese characters with their fingers.



Picture 6. Speaking Exercise

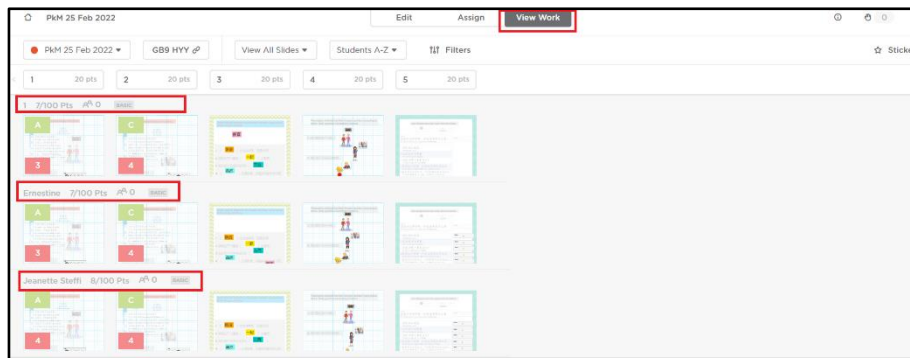
For speaking practice, the application provides voice recording function, which can be recorded repeatedly. Teachers can design a complete dialogue exercise, reading a text with correct pronunciation to train students' skills. The teacher can give feedback and correction of students' works directly by add recording voice messages or giving some notes into the slide.

According to the interview about the comprehensive character of the Classkick, 100% of participants agree that the features provided by Classkick application make it easier for teachers to create exercises to train students' listening ability; 83.3% of participants agree that the features provided by Classkick application makes it easier for teachers to create exercises that can practice students' speaking and reading skills, and 66.7% of participants agree that the features provided by Classkick application makes it easier for teachers to create exercises that can practice students' writing skills. The interview results show that teachers satisfy using Classkick for design exercises to practice students' Mandarin skills. Teachers hope that in the future, this application can improve the feature of inserting multiple images at once, making it easier and saving time to design matching pictures exercises and teachers also hope in the future Classkick can add features that allow teachers can download all students' works in Pdf.

Integrity characteristic of Classkick application

While online classes, learning media is a very important component in delivering knowledge messages from teachers to students (Lusiana & Maryanti, 2020).

Classkick application is very suitable for teachers to use as an assignment, it can directly give the grade for some types of exercise. It can also be used as an exercise to review previously learned materials. There is a View work option on the Classkick which allows teachers to monitor attendance and student homework in real-time and allows teachers to guide and provide feedback on student work on exercise pages. According to Moloney and Xu (2018), technology can play an important and facilitating role in monitoring students' work in and out of the classroom and engagement.



Picture 7. Classkick's Viewwork Page

The exercise that students already do will automatically save by the application. Teachers can directly provide feedback on students' personal exercise page, either directly write the note to the exercise page or send a voice message using the recording functions. In learning, it is very important that the learning media can help teacher in guiding and training student's language skills.

According to the interview about the Integrity character of the Classkick, 100% of participants agree that the View work options provided by Classkick application make it easier for teachers to monitor all students' works, as well as students' personal works, and teachers can also monitor students' learning development. 66.7% of participants agree Classkick application make it easier for teachers to give feedback by writing notes and 50% of participants agree Classkick application make it easier for teachers to give feedback by voice message. The teachers find when the teachers and students not doing the exercise together or the students did the work at home, some of the students are not opening the Classkick again to see if the teacher giving feedback or not. So, if the exercise needs teachers to give feedback better the teachers and students do it online at the same time. Teachers hope in the future, Classkick application can be connected to email so that there will be a notification if there is feedback from the teacher or questions from students.

Interaction characteristic of Classkick application

In Classkick application, beside writing notes or voice message to interact with the teacher, students can also use the hand icon option to raise hand to ask the teacher questions. When online class, teachers can provide feedback directly while using ZOOM application or teacher can use writing notes or voice message if want to give a personal message to the student.

According to the interview about the interaction character of the Classkick, 83.3% of participants agree using Classkick application make the interaction between teachers and students easier. 83.3% of participants agree that the features provided by Classkick application make the interaction between teachers easier; 100% of participants agree Classkick application make it easier for teachers to give feedback directly to students. 66.7% of participants agree the Classkick application make it easier for students to ask questions directly to the teacher. Overall using Classkick application when online as learning media didn't hinder the interaction between teachers and students as long as both sides actively in the communication.

Effectiveness characteristic of Classkick application

The Classkick application is easy to use as a learning media. In this study, the exercises that given to students as reviews through this Classkick can be done well and achieved the expected results. It is very important that teachers using an appropriate tool for increase student's enthusiasm in learning activities, because participation, observation, and experience give a most impact for students learning experience.

According to the interview about the Effectiveness of the Classkick, 100% of the participants agree that using Classkick application make the students more initiative and active in learning; 100% of the participants agree that the Classkick application makes it easier for teachers to provide effective exercises and improve students' ability in listening, speaking and reading, and for writing ability just about 66.7% of the participants agree that the Classkick application makes it easier for teachers to provide effective exercises and improve the ability. 83.3% of the participant agree that the Classkick application is effective learning media for Mandarin classes.

Conclusion

Regarding improving the effectiveness of the online learning process, it is necessary for teachers to quickly provide feedback on the tasks solved by students, offer them support, design more varied exercises for them, use various teaching tools, and provide information in multiple ways (audio, video, text), and find strategies to increase their interest and keep them focused during courses (Coman, Tîru, Mesesan-Schmitz, Sytanciu, & Bularca, 2020).

The findings of this study are using the Classkick application as a Mandarin learning media is able to help teachers provide a variety of exercises that can attract student to participate and activity in learning and the features in this application is easy to use. This online learning application has many features for language learning, this is able to help teachers in design many types of exercises that can practice students' Mandarin skills (listening, speaking, reading, and writing). Classkick application does not hinder the interaction between teachers and students when used in online classes. Students can ask questions directly; teachers can provide direct feedback. After doing the task, if in the future, students want to see the teacher's feedback or want to do some review, they still can go back to their Classkick exercises pages by inputting their class link before.

This application's weakness is when used offline, teachers and students cannot do the interaction directly, they just can leave a written note or voice message. Teachers hope in the future, Classkick application can be connected to email so that there will be a notification if there is feedback from the teacher or questions from students. The main supporting factors for the effectiveness of online learning were the carrying capacity of network access and the ability of devices to access the internet (Hamid, SENTRYO, & HASAN, 2020). Teachers and student need a good bandwidth internet to access the Classkick. The low bandwidth internet cause students to lose connection while doing the exercises and some students complain they cannot log in again to the slides of their works before. Fortunately, even if some students are failed to log in to their previous works, it is already automatically saved on the teacher pages. For the alternative option, the teacher can suggest students log in again with the same name and continue the unfinished exercises, so they do not need to do the same exercises twice.

Overall Classkick application as a learning media still can be an effective tool in helping teachers to achieve learning objectives and also improving students' language skills.

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