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in Writing Skills of Hanzi 汉字Students
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# The Effectiveness of Power Point Media in writing skills of Hanzi 汉字 students at class VIII in Private Middle School of Makassar

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## ABSTRACT

This research is experimental research (quasi experimental), which has 2 variables, namely power point media as the independent variable, namely writing 汉字hanzi as the dependent variable. The population of this study was 209 class VIII students at private junior high schools in Makassar. The sample used random sampling in this study was class VIII A students at private junior high schools in Makassar, totaling 20 students as the control class and class VIII B students at private junior high schools in Makassar. , totaling 20 students as an experimental class. This research data was obtained through a hanzi writing test and analyzed using the T test. H1: The use of power point media is effective in the hanzi writing skills of class VIII students at private junior high schools in Makassar, accepted. H0: The use of power point media is not effective in the Hanzi 汉字writing skills of class VIII private junior high school students in Makassar, rejected. The results of this study show that tcount is greater than ttable (13.47> 2.03) with a significance level of 0.05. This means that the use of PowerPoint slide media is effective in writing 汉字hanzi for class VIII students at private junior high schools in Makassar.

**Keywords :** Effectiveness, Power Point Media, Writing skill, *Hanzi.*

## 摘要

Baso Heriadi，2021 年。"Power Point 媒体在写作技巧汉字中的有效性，望加锡兄弟中学 VIII 班学生"。散文。普通话教育学习计划。外语教育系。语言和文学学院。望加锡州立大学（由 Muh. Anwar 和 Misnawaty Usman 导师）。

本研究为准实验研究，有 2 个变量，即 power point 为自变量，即书写汉字为因变量。本研究的人口为 209 名望加锡兄弟初中的 VIII 班学生，本研究使用的随机样本为望加锡兄弟初中的 VIII A 班学生，共计 20 名学生作为对照班和 VIII B 班初中学生学校学生. 望加锡弟兄，由 20 名学生组成，作为实验班。本研究的数据是通过汉语写作测试获得的，并使用 T 测试进行分析 H1：使用 powerpoint 媒体对汉语写作能力有效望加锡兄弟中学八年级学生被接受。 H0：使用 power point 媒体对中文写作能力无效望加锡兄弟中学八年级学生被拒绝。本研究结果表明t算术大于t表（13.47>2.03），显着性水平为 0.05。这意味着使用 powerpoint 幻灯片对望加锡兄弟初中八班的中国学生写作是有效的

关键词: 有效性，power point 媒体，写作，汉字。

## INTRODUCTION

Language has a very important role in human life as a means of communication. With language humans can interact with each other. Mandarin is a foreign language that has been taught in various schools in Indonesia, from Elementary School, Junior High School to Senior High School.

In Mandarin, there are four language competencies, namely listening (听力 tīng lì), speaking (说话 shuō huà), reading (阅读 yuè dú) and writing (写作 xiě zuò). As one of the four language skills, writing has an important role in learning Mandarin. Writing skills are generally acquired by learning them at school. This skill is very important for developing knowledge of Mandarin.

Based on initial observations carried out with the Mandarin language teacher at Frater Makassar Middle School, data was obtained that students faced several problems related to Hanzi writing skills. The problems faced by students included: (1) students' writing skills were still lacking, (2) Students experience difficulty in writing Mandarin characters 汉字 (hànzì), and (3) students tend to write Mandarin characters in their own way, which does not comply with the rules for writing Mandarin characters.

Based on these problems, to help improve writing skills and motivate students in learning Mandarin, there needs to be innovation in the learning process with interesting learning media. For this reason, in this research, power point media was used as an alternative to overcome this problem. So that students are more interested in learning and able to understand vocabulary.

Microsoft Power Point is a computer program for presentations developed by the Microsoft company in their office application package, namely Microsoft Office. Microsoft Power Point is specifically designed for presentations, whether organized by companies, government, education, with various menu features that can make it an interesting communication medium.

Kadir (2002:2) explained that Power Point offers several conveniences in creating presentation materials. On presentation pages (slides) text, images, photos, sound and films can be inserted.

Sudjana and Rivai, (2009:2) stated that in the context of being a learning medium, slide projection media is used to present learning messages.

a. Steps to Apply Power Point in Learning

1. The teacher explains the procedures for learning vocabulary using power point media, namely the teacher displays the vocabulary and its meaning.

2. Vocabulary pictures are displayed by the teacher using power points along with sound. after displaying the picture then issuing a sign to clarify the vocabulary in question then followed by how to write hanzi. After this pronunciation, students imitate it to train students to write hanzi correctly. For practice, the teacher displays vocabulary pictures without writing and sound, then students write them.

3. The teacher displays the vocabulary randomly and the students guess it.

4. The teacher displays pictures along with vocabulary in pinyyin letters and pictures without showing the hanzi.

5. Vocabulary learning using PowerPoint slides begins.

b. Power Point Slide Media Function

1. Teaching that attracts students' attention so that it can foster motivation to learn

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2. Teaching will be clearer so that it can be better understood by students

3. Teaching methods will be more varied, not just verbal communication through the teacher's telling of words, so that students don't get bored.

4. Students do more learning activities, because they not only listen to the teacher's explanations, but also other activities such as observing.

According to Santosa, (2004:28) in using Power Point slide media there are advantages and disadvantages, using this media has advantages, as follows:

a. Advantages and Disadvantages of Power Point Slides

The advantages of Power Point Slides are that information can be written and accompanied by images, the accompanying images can move, can be equipped with sound effects and can be connected to an LCD so that they are more interesting for large class learning. The disadvantage of Power Point Slides is that it takes a long time to create slide media because it is designed to attract students, educators must have the ability to operate the program so that they do not experience difficulties and its implementation requires expensive costs.

## The Nature of Writing Skills

### Definition of skill

Skills are the abilities and expertise that a person has as a result of various practices and certain exercises, as for the definition from experts, namely: Junus (2011:10) skills are abilities that are accompanied by the ability to do something. Tarigan (2013:3): "skills are abilities possessed by a person as a result of practice and a lot of practice". To be able to master a particular skill, of course it cannot be obtained practically, it requires a lot of practice and exercise in order to master it. Furthermore, Sudarto in Yusinta (2020:12): "Skills are the ability to use reason, thoughts, ideas and creativity to make something more meaningful so that it produces value from the results of the work." Every human being can do something using his mind so that what he does can be more meaningful and valuable.

### Definition of writing skills

Writing skills are a person's ability to express ideas or ideas in written form which is obtained through a lot of regular practice. So that someone can express what is meant not only through speech but also in written form. Mannahali (2018:403): "Writing skills are a thinking process that consists of a series of activities associated with learning, influenced by many factors." Every human being writes something through a thought process. Abbas (2006:125): "Writing skills are the ability to express ideas, opinions and feelings to other parties through written language." The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, grammar and spelling. Gie (2002:3): "Writing skills are skills in making letters, numbers, names, signs of any language with a writing instrument on a certain page."

### Writing  汉字  *hànzì*

Writing is a process of expressing ideas or concepts that is not easy. The process goes through the initial steps in the form of basic techniques for writing letters. Mastering the basic rules of writing 汉字hànzì is very important in Mandarin.

The Mandarin character 汉字 hànzì consists of various strokes (bihua). Strokes are the smallest unit in Mandarin characters, there are 8 basic strokes in Mandarin characters,

more than 30 other strokes are variations of these 8 basic strokes. Yungkin Lee (2010:ix) "Strokes can be thought of as bricks to "build" a character."

**Chinese Stroke (bihua) Table**

| No. | Name of Strokes | How to write | Description |
|-----|-----------------|--------------|-------------|
| 1. | Héng | — | Horizontal Strokes |
| 2. | Shù | 丨 | Vertical Strokes |
| 3. | Piě | ノ | Slanted stroke to the left |
| 4. | Nà | ＼ | Slanted stroke to the right |
| 5. | Diǎn | 、 | Dot |
| 6. | Tí | ／ | Stroke upwards |
| 7. | Zhé | ㇇ | Flat strokes bend |
| 8. | Gōu | 亅 | Hook stroke |

(Azizah, 2021:6)

Writing the Mandarin character 汉字 hànzì not only pays attention to the strokes (bihua), but also the order of writing the strokes (bishun). The order for writing strokes (bishun) according to Y. L Philip (2010: xi-xii), is:

1. Write from top to bottom (三, 是, 学)
2. Write from left to right (你, 他, 好)
3. Horizontal strokes before vertical strokes (十, 七, 天)
4. Horizontal stroke before descending stroke to the left with a slight lift (大, 有, 在)
5. The stroke goes down to the left a little bit then the line goes down firmly (人, 文)
6. Frame strokes first, then fill the frame then frame closing strokes (四, 国, 回)
7. The middle stroke before the strokes on the left and right sides (小, 你, 水)
8. Fill or inside stroke before the side stroke (这, 过, 道)

## METHODOLOGY

This research is a quasi-experimental research (quasi experimental), which has 2 variables, namely power point media as the independent variable, namely writing hanzi 汉字 as the dependent variable. The population of this study was 209 class VIII students at private junior high schools in Makassar. The sample used random sampling in this study was class VIII A students at private junior high schools in Makassar, totaling 20 students as the control class and class VIII B students at private junior high schools in Makassar. , totaling 20

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students as an experimental class. This research data was obtained through a hanzi writing test and analyzed using the t test.


## RESULT AND DISCUSSIONS

Respondents in this study consisted of two groups, namely the control group and the experimental group. The instruments of this research are pretest and posttest.

### Control Group Pretest
Frequency distribution data and percentage of pre-test scores for control class students show that among 20 students, 4 (20%) students got scores in the range between 33-37, 3 (15%) students got scores in the range between 38-42, 4 (20%) students got scores between 43-47, 3 (15%) students got scores between 48-52, 6 (30%) students got scores between 53-57.

Based on frequency and percentage distribution data, it can be concluded that students who got the lowest score were 4 (20%) in the 33-37 range and students who got the highest score were 6 (30%) in the 53-57 range.

Based on frequency and percentage distribution data, it can be concluded that students who got the lowest score were 4 (20%) in the 33-37 range and students who got the highest score were 6 (30%) in the 53-57 range.

### Experimental Group Pretest
Frequency distribution data and percentage of pre-test scores for experimental class students shows that among 20 students, 4 (20%) students got scores in the range between 37-40, 3 (15%) students got scores in the range between 42-46, 3 (15%) students got scores between 47-51, 6 (30%) students got scores between 52-56, 4 (20%) students got scores between 57-60.

The final test results of the pre-test in the experimental group obtained a score of 49.55, with the highest score being 60 and the lowest score being 37, the difference was 3.55. After giving the pretest the experimental group was given treatment in 4 meetings using power point media in learning process.

### Control Group Post-test

Frequency distribution data and percentage of post-test scores for control class students show that among 20 students, 2 (10%) students got scores in the range between 40-44, 2 (10%) students got scores in the range between 45-49, 4 (20%) students got scores between 50-54, 5 (25%) students got scores between 55-60, 7 (35%) students got scores between 61-67.

Based on frequency and percentage distribution data, it can be concluded that students who got the lowest score were 2 (10%) in the 40-44 range and students who got the highest score were 7 (35%) in the 61-67 range.

The final post-test results in the control group obtained a score of 56.075 with the highest score being 67 and the lowest score being 40. The difference in the average score (mean) for the two groups was 28.775.

### Experimental Group Post-test

Frequency distribution data and percentage of post-test scores for experimental class students show that among 20 students, 1 (5%) student got a score in the range between 70-74, 3 (15%) students got a score in the range between 75-79, 5 (25%) students got scores between 80-84, 5 (25%) students got scores between 85-89, 6 (30%) students got scores between 90-93.

Frequency distribution data and percentage of post-test scores for experimental class students show that among 20 students, 1 (5%) student got a score in the range between 70-74, 3 (15%) students got a score in the range between 75-79, 5 (25%) students got scores between 80-84, 5 (25%) students got scores between 85-89, 6 (30%) students got scores between 90-93.

Based on frequency and percentage distribution data, it can be concluded that students who got the lowest score were 1 (5%) in the 70-74 range and students who got the highest score were 6 (30%) in the 90-93 range.

The post-test results in the experimental group obtained a score of 84.85, with the highest score being 93 and the lowest score being 70. The difference in the average score (mean) for the two groups was 28.775

The results of the data analysis above were followed by hypothesis testing with the t-test. So the results obtained were 56.075 in the control group post-test and 84.85 in the experimental group post-test

Based on the results of the data analysis above, it is known that Power Point media is effective in writing Hanzi.

## CONCLUSION

Based on the results of data analysis from hypothesis testing that has been carried out, it is known that the post-test score in the control group is 56.075 and the post-test score in the experimental group is 84.85. H1: The use of power point media is effective in the Hanzi 汉字 writing skills of class VIII students at Makassar Frater Middle School , accepted. H0: The use of power point media is not effective in the Hanzi 汉字 writing skills of class VIII students at Frater Makassar Middle School, rejected. The t test results show that the calculated t is greater than the t table (13.47> 2.03) with a significance level of 0.05. So it was concluded that the use of power point media was effective in writing hanzi 汉字 for class VIII students at Makassar Frater Middle School.

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