

The Effect of Using Wipe Clean Flash Cards on the Ability to Construct Simple Mandarin Sentences among Grade XI-10 Students at SMA Negeri 1 Lamongan

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Abstract: Learning media serve as tools to convey messages (learning material) in teaching and learning activities. Without the use of instructional media, the learning environment becomes monotonous, leading to a lack of focus and student interest in the material presented. This, in turn, affects student learning outcomes. This study was motivated by several problem findings, including frequent errors in constructing simple Mandarin sentences, lack of student attention during lessons, and low interest in Mandarin subjects. The aim of this study is to examine the effect of using wipe clean flash cards on students' ability to construct simple Mandarin sentences. This research is a pre-experimental study with a quantitative approach using a one-group pretest-posttest design. The sample consisted of the entire population of class XI-10, with 18 female and 20 male students at SMA Negeri 1 Lamongan. The independent variables were the use of wipe clean flash cards and teaching implementation. The dependent variable was the ability to construct simple Mandarin sentences. Data were collected through observation, tests, and student response questionnaires. Instruments included observation sheets, test questions, and response questionnaires. Data were analysed using statistical techniques. The results showed a significant effect, with the average pretest score at 51.2 and posttest at 78.8. A t-test revealed a calculated t-value of 8.97, which exceeded the critical value of 1.69 at the 5% significance level ($\alpha = 0.05$; $df = 37$), indicating that H_0 is rejected and H_a is accepted. It can be concluded that the use of wipe clean flash cards significantly affects the ability to construct simple Mandarin sentences.

Keywords: Mandarin Language, Wipe Clean Flash Cards, Ability to Construct Simple Sentences

INTRODUCTION

Based on Law No. 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. Education is a process of changing the attitudes and behavior of individuals or groups in an effort to mature people through teaching and training. It involves changes from less desirable conditions to better ones, or from good to even better, acquired through teaching and/or training.

In principle, every individual has the right to education. This right is inseparable from the state's responsibility to educate its citizens, as stated in the fourth paragraph of the Preamble of the 1945 Constitution of the Republic of Indonesia. Education is a lifelong need, from birth to death. Therefore, public and governmental awareness of the importance of education must be increased to support educational advancement. Education plays a vital role in improving the quality of human resources. Instruction today should be designed as effectively and attractively as possible to ensure students understand the material being taught and thus improve their academic performance.

In the learning process, there are two main components—teachers and students—as well as a supporting component: instructional media. The use of learning media in teaching is essential. It helps teachers convey the material to students more effectively, making it easier for students to understand and engage with the content. Furthermore, instructional media stimulate students' attention, interest, and motivation. According to Miarso (2009:458), instructional media can be defined as anything used to deliver messages that stimulate learners' thoughts, feelings, attention, and motivation to intentionally and purposefully engage in the learning process.

Language learning includes four core skills: listening, speaking, reading, and writing. Similar to other language instructions, the objective of Mandarin language learning is not only for students to understand and master vocabulary but also to be able to construct simple sentences using the acquired vocabulary. Ideally, students can apply Mandarin both orally and in writing in communication.

At SMA Negeri 1 Lamongan, Mandarin is taught as a local content subject. Only two classes offer Mandarin: class XI-10 and class XII-10. SMA Negeri 1 Lamongan is one of the few schools in the Lamongan region to offer Mandarin. This unique context motivated the researcher to select this school for the study.

Observations and interviews conducted on May 3, 2024, with the Mandarin teacher revealed several problems in the XI-10 classroom: 1) many students still struggle with basic Mandarin sentence structure, as reflected in their test results where most errors involved sentence construction; 2) student interest in the subject is generally low, affecting the reception of the material; 3) some students show a lack of focus during class, disrupting the learning atmosphere. These issues led the researcher to choose XI-10 students as the research subjects. Moreover, Grade XI is the first level at which Mandarin is introduced at the school.

In this study, the researcher used graphic media in the form of flash cards—specifically, wipe clean flash cards. These cards are double-sided. The front side contains images, Mandarin vocabulary (in hanzi and pinyin), and sample sentences. The reverse side contains blank grid boxes resembling Mandarin writing books, which can be written on, erased, and reused for sentence construction practice. This reusable writing system is the reason the researcher selected wipe clean flash cards.

According to Cunningham et al. (in Yunus, 2014:7), writing is a process of thinking. One element of this process is recalling what has been learned, experienced, or previously known and stored in the brain, which helps in generating written content. Therefore, the use of wipe clean flash cards is expected to increase students' interest and focus in Mandarin learning through an active writing process. The material used in this study focused on greetings and self-introductions, chosen because these are fundamental topics in Mandarin communication.

Based on the background above, the objectives of this study are:

- 1) To describe the use of wipe clean flash cards in teaching students to construct simple Mandarin sentences in class XI-10 at SMA Negeri 1 Lamongan.
- 2) To examine the effect of wipe clean flash cards on students' ability to construct simple Mandarin sentences.
- 3) To identify student responses to the use of wipe clean flash cards in Mandarin learning.

This study is expected to provide educators with insight into using wipe clean flash cards as an instructional medium to create engaging learning environments, capture students' interest, and improve their learning outcomes.

Several previous studies serve as relevant references:

- 1) Ramadhani (2022), "Implementation of the Problem-Solving Learning Model in Constructing Simple Sentences in Grade XI MIPA, SMA Negeri 1 Lamongan."
- 2) Prasetyan (2019), "The Application of Cooperative Learning Method of Numbered Heads Together (NHT) Type in Teaching Mandarin Sentence Construction to Grade X-Language Students at SMA Negeri 1 Cerme Gresik, Academic Year 2018-2019."
- 3) Rahmatika (2012), "The Use of Cooperative Learning Type Think Pair Share (TPS) Method on Hanzi Writing Skills among Grade XI Cross-Interest Students at SMA Pembangunan Jaya 2 Sidoarjo."

Ma Dejun (in Muzaiyana, 2019:8) states: “媒体有两种含义, 一是承载信息的载体; 二是指存储和传递信息的实体. 一般的媒体发展成为教学媒体要具备两方面的要素: 一是媒体只有用于储存与传递以教学为目的的信息时, 才可成为教学媒体; 二是媒体要能用于教与学活动的过程时, 才能发展成为教学媒体. 因此, 可以把教学媒体定义为: 在教学活动中用以传递教学信息的媒体”. A free translation of this quote: “Media has two meanings: one is to carry information, and the other is to store and transmit information.” According to Ma Dejun, media are components in various forms and channels used as intermediaries to convey information from the sender to the receiver.

In line with Ma Dejun, Miarso (2009:458) explains that “instructional media can be defined as anything used to deliver messages and stimulate learners’ thoughts, feelings, attention, and motivation to promote deliberate, goal-oriented, and controlled learning.” Learning with media in the classroom helps prevent monotony and boredom and enhances student interest and achievement in the subject.

Flash cards are learning tools that help students review and recall materials previously taught by the teacher (Saputri, 2020:57). The wipe clean flash card falls under the category of visual or graphic instructional media. A wipe clean flash card is a colored card measuring 10x15 cm. It consists of two sides: the front and the back. The front side contains an image, vocabulary in Mandarin presented in hanzi and pinyin, along with its meaning. It also includes example sentences using the featured vocabulary. The back side is filled with rows of small boxes resembling those found in Mandarin writing books. These blank boxes can be written on, erased, and reused, allowing students to practice constructing simple Mandarin sentences based on the examples on the front side.



Figure 1. Wipe Clean Flash Card

Borong, Huang and Xudong, Liao (2002:23) state that “单句是短语或词充当的、有特定的语调、能独立表达一定的意思的语言单位” (in Indriyati Loesiannie et al., 2012:1). A free translation of this quotation is: “A simple sentence is a language unit that functions as a phrase or word, has specific intonation, and can independently convey a certain meaning.” From this definition, it can be concluded that a simple sentence consists of only one clause and therefore conveys a single meaning. In spoken form, a simple sentence has a distinct pitch contour, contains pauses, and ends with a final intonation. In written form, a simple sentence begins with a capital letter and ends with a period, question mark, or exclamation mark. It does not contain commas to separate clauses, as it comprises only one main clause.

Essentially, the ability to construct sentences is crucial in everyday life because it directly relates to a person's communication skills (Syam, 2022:7). The effectiveness of one's communication can be seen in how words are arranged in grammatically correct patterns. Since a sentence is a structured and meaningful collection of words, speakers must understand and apply proper sentence structures to ensure that their intended messages are conveyed clearly. If any elements of the sentence are not arranged according to the grammar rules, the speaker may be considered as lacking the ability to construct proper sentences. As a result, communication may fail to become two-way, since the message is not fully understood by the listener.

RESEARCH METHODS

This research is a pre-experimental study employing a quantitative approach. It is categorized as a pre-experimental study because it tests the use of the wipe clean flash card with a group of students from class XI-10 at SMA Negeri 1 Lamongan in order to observe and document the effects of this instructional media on their ability to construct simple Mandarin sentences. The research design used is a one-group pretest-posttest design. This design involves administering a pretest before the treatment and a posttest after the treatment (Sugiyono, 2013:74). This method enables the researcher to obtain accurate results by comparing outcomes before and after the implementation of the treatment.

At SMA Negeri 1 Lamongan, Mandarin is taught as a cross-interest subject (lintas minat), offered only in one class at the Grade XI level and one class at Grade XII. This study adopts the one-group pretest-posttest design because it is conducted in only one class. The following is the structure of the pre-experimental research design based on the one-group pretest-posttest model:

$$O_1 \times O_2$$

Figure 2. Pre-experimental research design in the form of one-group pretest-posttest design (Sugiyono, 2013:75)

The population in this study consists of all students in class XI-10 of SMA Negeri 1 Lamongan, totaling 38 students. The sampling technique used is population sampling, as the total population is fewer than one hundred individuals (Arikunto, 2010:104). The sample comprises 18 female and 20 male students in class XI-10 who are enrolled in Mandarin as a cross-interest subject.

Hatch and Farhady state that a variable is an attribute of a person or object that varies from one individual or object to another (in Sugiyono, 2013:38). The variables in this study consist of independent and dependent variables. The independent variables are the use of wipe clean flash cards and the instructional implementation. The dependent variable is the ability to construct simple Mandarin sentences.

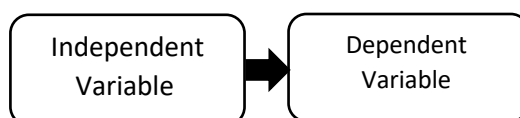


Figure 3. Relationship between Independent Variable and Control Variable (Sugiyono, 2013:39)

This study employed three types of data to support the research objectives: observation data, student test scores, and student response questionnaires. Each type of data was aligned with a specific research question to ensure a comprehensive analysis of the effectiveness of the wipe clean flash card as a learning medium.

To address the first research question concerning the implementation of the instructional media, the researcher used observation as the primary technique. Observations were conducted throughout the teaching and learning process and were documented using observation sheets that comprised two categories: teacher observation sheets and student observation sheets. These sheets were completed by the Mandarin language teacher at SMA Negeri 1 Lamongan, who acted as the observer during the implementation of the study.

In order to examine the influence of the media on students' ability to construct simple Mandarin sentences, the researcher used tests as the main data collection method. The assessment instruments consisted of two sets of test sheets: a pretest and a posttest. Both tests were designed to evaluate students' understanding and mastery of simple sentence construction in Mandarin. Each test was structured into four sections. The first section required students to identify whether given sentences were correctly structured (true or false). The second section asked students to rearrange jumbled words into grammatically correct sentences. The third section focused on completing incomplete sentences, while the fourth section challenged students to match greeting sentences in Mandarin with relevant images. This comprehensive structure was intended to measure various dimensions of sentence construction ability in a holistic manner.

To complement the findings and gain insight into students' perceptions of the instructional media, the researcher administered a closed-ended questionnaire. In this type of questionnaire, all response options were provided by the researcher, and students were asked to select the answers that best represented their opinions

regarding the learning experience using the wipe clean flash card. This helped to assess student engagement, interest, and attitudes toward the media.

All research instruments including observation sheets, test sheets, and questionnaires were subjected to validation to ensure their reliability and relevance. The validation process was conducted through consultation with an expert in Mandarin language education from Universitas Negeri Surabaya, who served as the research instrument validator. This step was essential to determine the suitability of the instruments before they were applied in the field.

Data analysis in this research followed a quantitative approach. The following data analysis techniques were employed in this research:

1) Data Analysis Technique for Observation

Observation data were analyzed descriptively to identify patterns and behaviors during the learning process, while percentage analysis was used to interpret quantitative results. The combination of these analytical methods provided a clear and measurable overview of the effectiveness of the media in enhancing students' Mandarin sentence construction skills.

$$P = \frac{\sum \text{Score Obtained}}{\sum \text{Total Possible Score}} \times 100\%$$

Figure 4. Formula for Percentage Data Analysis Technique (Sudjana & Ibrahim, 2010:129)

Description:

P = Percentage

The scoring guide used in this study is based on the Likert scale. According to Sugiyono (2013:93), the percentage of quality can be interpreted through the following Likert scale table:

Table 1. Likert Scale for Quality Percentage

Score	Percentage Range	Description
1	0% - 20%	Very Poor
2	21% - 40%	Poor
3	41% - 60%	Fair
4	61% - 80%	Good
5	81% - 100%	Very Good

2) Data Analysis Technique for Pretest and Posttest

To score the results of the pretest and posttest, the researcher applied a formula to calculate the average score as follows:

$$M = \frac{\sum Fx}{N}$$

Figure 5. Mean Score Formula for Pretest and Posttest Analysis (Sudijono, 2010:84)

Description:

M = Mean score

$\sum Fx$ = Total value of all student scores

N = Number of students

To determine the statistical significance of the mean difference between the pretest and posttest scores, a t-test was conducted. The t-test was used to examine whether there was a statistically significant difference between the average scores. The formula for the t-test in a one-group design is as follows:

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(d.f.)}}}$$

Figure 6. t-Test Formula for One-Group Design (Arikunto, 2013:349–350)

Description:

t = treatment effect

M_d = mean difference between pretest and posttest

$\sum x^2 d$ = sum of squared deviations

N = number of students

d.f. = degrees of freedom (N - 1)

Arikunto (2010:312) states that if the calculated t value is greater than the critical value from the t-table, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. The steps in hypothesis testing to determine the difference between two means are as follows:

- (1) Formulate the null (H₀) and alternative (H_a) hypotheses.
- (2) Determine the confidence level. A confidence level of 95% or a significance level of 5% is used as the criterion for accepting or rejecting the hypothesis.
- (3) Determine the criteria for accepting or rejecting H₀.
- (4) Perform the hypothesis test and draw a conclusion.

3) Data Analysis Technique for Student Response Questionnaire

Following the use of wipe clean flash cards, students were given a questionnaire to determine their responses regarding the effect of the instructional media on their ability to construct simple Mandarin sentences in class XI-10 at SMA Negeri 1 Lamongan. The responses were scored as follows:

Strongly Agree (SA): 4

Agree (A): 3

Disagree Slightly (DS): 2

Disagree (D): 1

These scores were then used to analyze and summarize students' responses toward the learning experience. The data from the questionnaire were analyzed using the following percentage formula:

$$P = \frac{\sum \text{Score Obtained}}{\sum \text{Total Possible Score}} \times 100\%$$

Figure 7. Formula for Percentage Data Analysis Technique (Sudjana & Ibrahim, 2010:129)

Description:
P = Percentage

Again, the scoring guide used was based on the Likert scale, and percentage quality was interpreted using the same criteria outlined in Table 1:

Table 2. Likert Scale for Quality Percentage

Score	Percentage Range	Description
1	0% - 20%	Very Poor
2	21% - 40%	Poor
3	41% - 60%	Fair
4	61% - 80%	Good
5	81% - 100%	Very Good

RESULTS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion based on the research questions, which include: (1) the use of wipe clean flash cards in teaching students to construct simple Mandarin sentences in class XI-10 at SMA Negeri 1 Lamongan; (2) the influence of wipe clean flash cards on students' ability to construct simple Mandarin sentences; and (3) student responses to the use of wipe clean flash cards in enhancing their Mandarin sentence construction skills.

The Use of Instructional Media in Teaching Mandarin Sentence Construction in Class XI-10 at SMA Negeri 1 Lamongan

Observation data were collected throughout the research process using observation sheets. These sheets included both teacher observation forms and student observation forms. All observation instruments were completed by the Mandarin language teacher at SMA Negeri 1 Lamongan, who acted as the observer.

The stages of teaching and learning during the study were carried out as follows:

Preparation Stage

During the preparation stage, the teacher prepared the teaching module, learning materials, and the media to be used during the lesson. In addition, the teacher ensured the classroom environment was conducive to learning before the teaching and learning activities began.

Implementation Stage

This stage consisted of three parts: introduction, main activity, and closing. In the first meeting, activities focused on administering the pretest, delivering the material, and implementing the wipe clean flash card as the learning medium. The second meeting involved a review of the material, administration of the posttest, and collection of student responses regarding the use of the wipe clean flash card.

Time Management

Effective time management was an important aspect observed during the study. Based on the teacher's observation sheet, time allocation was found to be in accordance with the lesson plan, and the instructional process proceeded smoothly within the scheduled timeframe.

Classroom Atmosphere

The learning activities were conducted according to the teaching module. Students showed enthusiasm in engaging with the materials presented by the teacher, and the teacher likewise demonstrated enthusiasm in delivering the content. This mutual engagement resulted in active student participation, as evidenced by their willingness and ability to respond to the teacher's questions during the lesson.

Teacher Observation Results

The percentage results from the teacher's observation during the first and second teaching sessions are as follows:

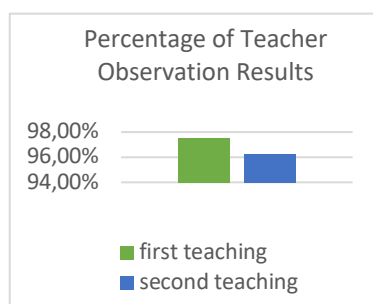


Figure 1. Percentage of Teacher Observation Results

Hasil perhitungan persentase lembar observasi guru pertemuan pertama memperoleh nilai sebesar 97,5% dan pertemuan kedua memperoleh nilai sebesar 96,25% yang telah diberikan oleh pengamat dalam rentang persentase skala likert 81%-100% termasuk kategori sangat baik. Hasil observasi peserta didik.

Student Observation Results

The percentage results from the student's observation during the first and second teaching sessions are as follows:

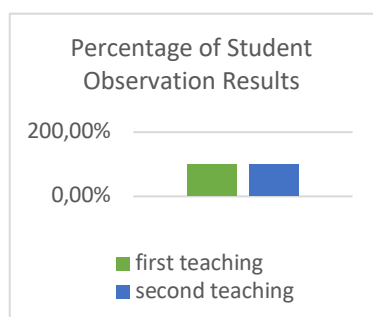


Figure 2. Percentage of Student Observation Results

The percentage calculation from the student observation sheets showed a score of 100% for both the first and second meetings. These scores, as assessed by the observer, fall within the 81%–100% range of the Likert scale, which is classified as "very good." This result indicates that students were fully engaged and responsive during the learning process using the wipe clean flash card media.

The Effect of Using Media on Students' Ability to Construct Simple Mandarin Sentences in Class XI-10 at SMA Negeri 1 Lamongan.

This research employed a one-group pretest-posttest design. In this design, a pretest was administered before the implementation of the wipe clean flash card media, and a posttest was given afterward. By comparing the pretest and posttest results, the impact of the instructional media on students' sentence construction ability could be measured with greater accuracy.

Pretest and Posttest Results

The average scores of the pretest and posttest of students in class XI-10 at SMA Negeri 1 Lamongan are as follows:

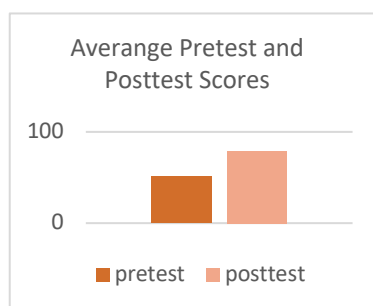


Figure 3. Average Pretest and Posttest Scores

The average scores of the pretest and posttest for students in class XI-10 at SMA Negeri 1 Lamongan showed a clear improvement. The calculated average pretest score was 51.2, while the average posttest score increased to 78.8. Additionally, the researcher conducted a t-test for significance, which yielded a result of 8.97. At a 5% significance level ($\alpha = 0.05$), with degrees of freedom $df = 38 - 1 = 37$, the critical value from the t-distribution table is 1.69. Since the obtained t-value ($8.97 > 1.69$), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. From this result, it can be concluded that the use of wipe clean flash cards has a significant positive effect on improving the ability of students in class XI-10 at SMA Negeri 1 Lamongan to construct simple sentences in Mandarin.

Student Responses to the Use of Instructional Media in Learning Simple Mandarin Sentence Construction

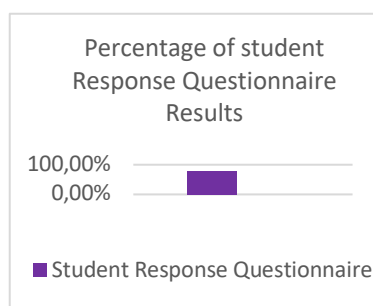


Figure 4. Percentage of Student Response Questionnaire Results

The percentage analysis of student responses to the use of wipe clean flash cards yielded a score of 80%, which falls within the 61%–80% range on the Likert scale. This range is categorized as “good.” This indicates that, overall, students gave a positive response to the use of the instructional media in learning how to construct simple sentences in Mandarin.

Table 3. Percentage Data for Each Aspect of the Student Response Questionnaire

No.	Aspects	Assessment	Number of Learners	Percentage
1.	Learning by using <i>wipe clean flash cards</i> is a new thing for me.	Strongly Agree	18	47,4%
		Agree	17	44,7%
		Disagree	1	2,6%
		Disagree	-	-
		Absent	2	5,3%
2.	Learning by using <i>wipe clean flash cards</i> is fun.	Strongly Agree	14	36,8%
		Agree	20	52,6%
		Disagree	2	5,3%
		Disagree	-	-
		Absent	2	5,3%
3.	Using <i>wipe clean flash cards</i> makes it easier for me to understand and practice simple Chinese sentences.	Strongly Agree	8	21%
		Agree	26	68,4%
		Disagree	2	5,3%
		Disagree	-	-
		Absent	2	5,3%
4.	For me, <i>wipe clean flash card</i> media is quite interesting in learning Chinese.	Strongly Agree	19	50%
		Agree	12	31,6%
		Disagree	5	13,1%
		Disagree	-	-
		Absent	2	5,3%
5.	Using <i>wipe clean flash cards</i> makes me excited to learn Chinese.	Strongly Agree	15	39,5%
		Agree	17	44,7%
		Disagree	4	10,5%
		Disagree	-	-
		Absent	2	5,3%
6.	Using <i>wipe clean flash card</i> media in accordance with the material presented by the educator.	Strongly Agree	18	47,35%
		Agree	18	47,35%
		Disagree	-	-
		Disagree	-	-
		Absent	2	5,3%
7.	Using <i>wipe clean flash cards</i> can increase respect and cooperation among friends.	Strongly Agree	22	57,9%
		Agree	14	36,8%
		Disagree	-	-
		Disagree	-	-
		Absent	2	5,3%
8.	I am more confident in understanding and practicing composing simple Chinese sentences using <i>wipe clean flash cards</i> .	Strongly Agree	10	26,3%
		Agree	23	60,5%
		Disagree	3	7,9%
		Disagree	-	-
		Absent	2	5,3%
9.	Using <i>wipe clean flash cards</i> can improve my ability to compose simple Chinese sentences according to the correct sentence pattern.	Strongly Agree	11	28,9%
		Agree	24	63,2%
		Disagree	1	2,6%
		Disagree	-	-
		Absent	2	5,3%

10.	Using <i>wipe clean flash card</i> media is time efficient, space efficient and cost efficient.	Strongly Agree	18	47,4%
		Agree	17	44,7%
		Disagree	1	2,6%
		Disagree	-	-
		Absent	2	5,3%

In each aspect presented in the student response questionnaire, more than 80% of respondents selected either “strongly agree” or “agree.” From these results, it can be concluded that the use of wipe clean flash cards has a positive impact on Mandarin language learning. Students reported feeling more enthusiastic and engaged in Mandarin lessons. They also perceived the media as efficient in terms of time, space, and cost. Furthermore, students expressed increased confidence in understanding and practicing the construction of simple Mandarin sentences.

Discussion

Based on the research findings, it can be concluded that this study discovered the significant effect of using wipe clean flash cards on improving students' ability to construct simple Mandarin sentences in class XI-10 at SMA Negeri 1 Lamongan. This finding is supported by Miarso (2009:458), who states that "instructional media can be defined as anything used to deliver messages and stimulate students' thoughts, feelings, attention, and motivation, thereby encouraging deliberate, goal-oriented, and controlled learning."

This research aligns with the study conducted by Prasetyan (2019), entitled "The Application of Cooperative Learning Method of Numbered Heads Together (NHT) Type in Teaching Mandarin Sentence Construction to Grade X-Language Students at SMA Negeri 1 Cerme Gresik, Academic Year 2018–2019", which found that the use of the Numbered Heads Together method was effective in teaching Mandarin sentence construction. In the present study, the use of wipe clean flash cards also proved to be significantly effective in improving students' Mandarin sentence construction skills.

Based on the results of both studies, it can be concluded that not only the application of effective teaching methods, but also the implementation of appropriate instructional media, contributes significantly to enhancing students' ability in constructing simple Mandarin sentences.

CONCLUSION

Based on the results of the research, the following conclusions can be drawn:

The implementation of wipe clean flash cards in teaching the construction of simple Mandarin sentences among students in class XI-10 at SMA Negeri 1 Lamongan has been demonstrated through teacher and student observation sheets. These sheets, completed by the observer, showed scores within the 81%–100% range on the Likert scale, which falls under the "very good" category. Therefore, it can be concluded that the use of wipe clean flash cards in Mandarin language instruction for class XI-10 was carried out very effectively.

The impact of using wipe clean flash cards on students' ability to construct simple Mandarin sentences was evident through the analysis of pretest and posttest results completed by the students. The findings showed an improvement in scores, with the average pretest score being 51.2 and the posttest score reaching 78.8. Furthermore, the t-test for significance produced a t-value of 8.97. At the 5% significance level ($\alpha = 0.05$), with degrees of freedom (df) = 37, the critical t-table value was 1.69. Since 8.97

> 1.69 , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates a significant difference between the pretest and posttest results, suggesting that the use of wipe clean flash cards significantly improves the ability of class XI-10 students at SMA Negeri 1 Lamongan to construct simple Mandarin sentences.

The responses of students in class XI-10 regarding the use of wipe clean flash cards in Mandarin sentence construction were revealed through the analysis of student response questionnaires. The results showed that this instructional medium had a positive influence on Mandarin learning. Students reported feeling happy and more enthusiastic, and perceived the learning process as being more efficient in terms of time, space, and cost. In addition, students expressed increased confidence in understanding and practicing the construction of simple Mandarin sentences.

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