Android-Based Interactive Multimedia to Improve Production Ability of *Ecrite Avancée*

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Abstract:- The aims of this study is developping an android application with "*Adobe Animated CC*", which is named "Best French", and to knowing the level of appropriateness of the media based on experts as an alternative to learning French during the pandemic. This development research used a 4-D model of development which consists of four stages, namely definition, design, development, and dissemination. The stages of the analysis took use of theoretical studies and field analysis through questionnaires and interviews with lecturers and students of the French Education program at the Universitas Negeri Medan. During the global covid-19 pandemic, it found students are not organizing in their learning process. Lecturers as teaching staff are also very overwhelmed with the online learning process, especially learning writing skills. Based on this analysis, interactive multimedia was developed to improve the production ability of *avancé ecrite* with the theme of *texte du procédure* during the learning process at home. Based on the suggestions of lecturers, students, and expert validators, the product developed into an android-based application with the name "Best French", which is easily accessible, easy to learn by the applicable project, and expected to be one of the learning media for production *ecrite avancé* during the study period at home during the pandemic. The results score of media validation is 90.4, and material validation is 89.4. It means developed learning media "Best French" received a good response from students in practicing the *texte du procedure* questions. It implies that the product of this study will become one of the alternative learning media to improve French writing skills.

Keywords:- Adobe Animated CC, Texte du Procédure, Pandemic.

I. INTRODUCTION

The implementation of French language learning aims for students to gain experience using the French language adequately, both orally and in writing. The *Center Européen Commun Réfé*-rencespourles *Languages* (CECRL) says learning French with a communicative approach puts more emphasis on acquiring communicative competence. Linguistic competence manifests through the provision of a model discourse that contains the form and meaning of various speeches (annoncésé de pulsé grammar).

However, student responses to the needs analysis questionnaire for the *Production Écrite* Intermediare course, which is one of the compulsory subjects in the third semester, that is the aspect of methods and learning aids a "sufficient" score was obtained with the statement that during the Covid 19 pandemic, which had been one year of lectures and online learning with all the obstacles that both internal and external make learning less interesting, provide less clarity about the material being studied, and does not take place interactively. The need for interactive media and learning aids for students to understand because the illustrations provided are not always adequate, not continuous, for the mastery of French grammar in context. This fact has an impact on the existence of some students who do not master the French grammar that has been studied. It indicates the existence of a "C" score in the final exam results for the last odd semester.

In the fourth semester, French language education students meet with the *Production Écrite Avancée* course, which is a course that requires students to be able to write texts with the correct structure and linguistic rules. Writing skills are the last and most difficult skill to master compared to other language skills. Although writing skills are considered the most difficult and complex language skills, these writing skills are important for students and even all language learners to master. Writing is the ability to express ideas, opinions, and feelings to others through written language. The accuracy of expressing ideas must support by the accuracy of the language used, vocabulary, grammar, and the use spelling. Good and quality writing is a manifestation and involvement of good thinking or reasoning activities. It means that a writer must develop ways of thinking rationally. The ability to write is essentially the result of a process. The process in question is writing practice. The more practice, the more likely students can write, especially in terms of using diction and language structure. When doing writing activities, students are required to think about expressing their ideas based on the schemas, knowledge, and experiences they have in writing. These activities require seriousness to process, organize, and calculate critically the ideas that are poured out in the form of writing or essays. Researchers choose writing skills based on considerations in the teaching and learning process writing skills are important because what determines student success in the learning process is largely determined by

writing ability. It can be a benchmark for students' language skills. Students are required to be skilled in writing and to pour ideas into writing.

Thus, one of the efforts to increase students' mastery of writing skills in French is the realization of research that results in an android-based interactive learning multimedia product that is effective and feasible to use to improve students' writing procedural text skills which can use online or offline. The two procedures can use to write good grammar, which must master, among others: *L'article partitif and le mode impératif présent* become the aspect to be measured.

Related to student responses and learning procedure text in the *La Recette* theme on the textbooks and teaching media used, the problems raised in this study are: (1) learning French procedural texts using the inductive method still having difficulty finding and inferring the meaning and function of the French past tense in the discourse they are learning; (2) the lack of illustrations of visual symbols supporting the understanding of the past in the textbooks used have caused students to have difficulty creating a film image of the function of impartiality; (3) the students' lack of mastery of the past tense of French if the explanation of the lecture material is delivered only verbally; (4) some students are less able to study independently because of the lack of computer-based past French language learning software in the French Language Education Department.

Multimedia is part of the media that can use as a learning resource for students. Multimedia is a combination and variety of media containing elements of text, graphics, images, animation, sound, and video. (Hackbarth, 1996, p.228), Philips (1997, p.8) also argues "The multimedia component characterized by the presence of text, picture, sound, animation and video, some or all which organized into a coherent program". The combination and various media package in a single unit that displays information, messages, or lesson content. Based on its nature, the interactive multimedia produced is interactive multimedia, namely multimedia equipped with a controller that can be operated by the user so that the user can select the desired media content for further processing (Vaughan, 2006, p. 3).

Adobe Animate CC is software or computer software designed by Adobe System. Adobe Animate CC was previously called Adobe Flash Professional, Macromedia Flash, and Future Splash Animator. Labrecque (2016: 5) Adobe Animate CC is professional software that use to create various types of projects include animation, interactive media, games, smartphone applications, etc. In addition, Chun (2017: viii) stated Adobe Animate CC is a comprehensive application to create sophisticated animations and interactive applications rich in media that can publish.

Some of the definitions above conclude that Adobe Animate CC is a multimedia authoring and computer animation program developed by Adobe Systems. Adobe Animate CC widely use for designing vector graphics, animation, internet publishing, and video games. The features in the Adobe Animate CC software include: having

motion-based animations action script 3.0, managing videos with FLV playback facilities, managing audio, producing output in various formats (SWF, APK, EXE, Desktop exe, Desktop installer, Web Browser, IPA, etc.).

This study uses research and development, or Research and Development (R&D) by adopting a 4-D development model. The 4D research and development model consists of 4 main stages, namely define, design, develop, and disseminate. Meanwhile, Triyanto, the 4D development model can be adapted into 4Ps, namely: definition, design, development, and dissemination. The application of the main steps in research is not only according to the original version but adapted to the characteristics of the subject and the place of origin of the examiner. Using data collection techniques, namely questionnaires on the needs of students and educators, tabulation of needs analysis instruments, questionnaires validity test, and interview. The data sources of this research are students, educators, and expert lecturers. Data analysis used descriptive qualitative, by presenting the results of data analysis and data conclusions.

II. METHODS

The study conducted was at Unimed's French Language Education Study Program. The time of the research carried out was in May-November 2021. The research subjects in this development research consisted of two media experts, two material experts, ten students in small-scale field trials. The data collection techniques used in this research were observation, interviews, and questionnaires. Questionnaires were used to obtain data for assessing the quality of media feasibility developed according to media experts, as well as questionnaires to obtain quality assessment data from material experts, as well as students in small-scale field trials. This study then adapted the 4-D Development model. The research and development steps carried out were using a modification and Thiagarajan development model called 4-D. This development model uses four stages consisting of definition, design, development, and dissemination.

1. D*efine*

The define stage is the stage to determine and define the requirements needed in the development of learning. Determination of the required conditions is carried out by taking into account and adjusting the learning needs of students. The define stage includes five main steps, namely front-end analysis (front-end analysis) which aims to raise and determine the main problems faced in learning production écrite on the theme of texte du procedure during the COVID-19 pandemic, so a learning media development is needed. The needs analysis with the analysis that has been carried out gets a description of the facts, hopes, and alternative solutions to main problems that make it easier to determine or choose the learning media developed student analysis (learner analysis). Student analysis is a study of the characteristics of students, in this case, are Unimed French students that are by the design of learning device development analysis and task analysis (conceptual analysis).

2. D*esign*

At this stage, the collected material design in animated video-based learning media. Media design adapts to class conditions, the design of learning media here includes:

Make Storyboards, Arranging material in the media include the layout used, Making learning scenarios, Compiling materials, and making practice questions that refer to contextual models and are visualized by using learning media.

3. *Develop*

Thiagarajan divides the development stage into two activities, namely: expert appraisal and developmental testing. An expert appraisal is a technique to validate or assess the feasibility of product design.

4. *Disseminate*

At this stage, the product implemented in the UNIMED French Education Study Program then assesses student learning outcomes to know the extent of the feasibility of the product. The feasibility of the product assesses from the validity of material experts, media experts, and learning outcomes with experimental pretest-posttest.

Validation Results of Learning Media Expert

The validator for media learning experts of this study is Mrs. Tansa Trisna Astono Putri. She is an expert in Informatics and Computer Engineering whom as a lecturer in the Informatics and Computer Engineering Education Study Program, State University of Medan. The assessment aspect in the media expert validation sheet instrument consists of aspects of guidance and information, software operations, as well as systematics, aesthetics, and media principles. Indicators in the instrument validation sheet consisted of 38 indicators. The percentage score of the learning media expert validation at the first meeting can see in the following table.

The revision results of all errors in the learning media reviewed were by the media expert validator at the third meeting. Then the validator assessed the validation sheet instrument. The percentage score of the learning media experts at the third meeting was 90.4% which categories as very good. Validation at this meeting learning media experts gave a positive response to learning media. Learning media experts responded that the resulting learning media products were good, the designs were firm, and can adapt to the learning process in the classroom.

Validation Results of Material

The assessment of French language procedure text learning media materials assessed was by Dr. Hesti Fibriasari, M.Hum. She is a lecturer in the French language education study program, teaches at the Postgraduate Program at the State University of Medan, and is an expert in linguistics. The purpose of material expert validation is that the content of the material in the learning media is by the learning objectives, the actualization of the material content, the usefulness of the learning material, the suitability of the material to the needs of students, and the quality of presentation in conveying the concept of the material.

The result from material experts at the second meeting was 89.4%, categorized as a very valid classification. It concluded that the learning media deserved to test in the field without any revision.

Lecturer Assessment Results on Interactive Multimedia

Android-based interactive multimedia assessment using Adobe Animated CC "Best French" the results of the assessment of learning media conducted by lecturers obtained the following results. The average percentage is 93.8% with a score of 238 out of a maximum total of 25 categorized as very good.

III. RESULTS

This study is development research, namely the development of interactive multimedia on android-based procedural text learning for French Education students, especially in the fourth semester. This study produces a product in the form of interactive multimedia learning procedure text using Adobe Animated CC, which can access on Android and has adapted to the needs of students and lecturers. The developed learning media has been declared feasible by the media expert validator, namely Mrs. Tansa Trisna Astono Putri, St., MT, and the material expert validator Dr. Hesti Fibriasari, M. Hum. Therefore, the developed learning media can improve student learning outcomes.

The student results on Android-based interactive multimedia using Adobe Animated CC "Best French" for French Language Education Study Program students, the Production ecrite avancée subject that has been developed, is declared feasible and meets the needs with the criteria of "Very Good". It means the learning media developed has increased development and can meet the demands of learning needs. More fully, the results of the data acquisition list in the graphic diagram in the following diagram.
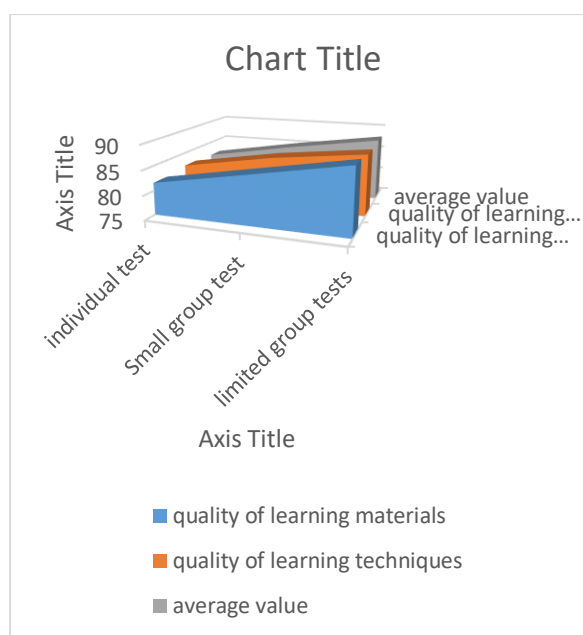

Diagram Results of each Test

The effectiveness of Android-based interactive multimedia using Adobe Animated CC "Best French" for French Language Education Study Program students in the Production ecrite avancée course can be seen based on student learning outcomes. Student learning outcomes obtain from writing performance test scores for writing expository text material in the Syntax course. Student learning outcomes carry out in two stages, namely by conducting pretest and posttest.

Based on the table above, it obtains data that student learning outcomes before using Android-based interactive multimedia using Adobe Animated CC "Best French" in French Education Study Program students in the Production ecrite avancée subject obtained an average score of 67.50 with the category "Enough", meaning that the score achieved by students need to be further improved, while student learning outcomes after using interactive multimedia based on Android using Adobe Animated CC "Best French" in French Education Study Program students in the Production ecrite avancée subject obtained an average score of 92.7 with the "Very Good" category. It means that the student's score was better than before, with a difference of 25.2. Thus, interactive multimedia based on Android using Adobe Animated CC "Best French" for French Language Education Study Program students in the Production ecrite avancée course effectively use to improve student learning outcomes of the French Education Study Program.

IV. DISCUSSION

One of the components in learning is learning media. The modern era and the crash of the world situation stricken by the COVID-19 outbreak start in early 2020 require educators to follow technological developments that realized in learning. One of the learning media is by technological advances is learning media that contains audio-visual and interactive or called interactive multimedia. The learning media that is most in demand by students is interactive multimedia learning media. Currently, all educators, all subjects, and courses need media that can convey learning without reducing the interactivity process. It underlies researchers to develop interactive multimedia learning based on Android because Android is the most friendly medium for modern human life.

Learning French is essentially aimed at developing language skills both orally and in writing. Language skills are listening, speaking, reading, and writing. By the acquisition process, writing skills are the last and most difficult skills to master compared to other skills. Although writing skills are considered the most difficult and complex language skills, they are important for students to master. Writing activities is a manifestation and involvement of good thinking or reasoning activities. It means that a writer must be able to develop rational ways of thinking. Writing ability is essentially the result of a process. The process in question is writing practice. The more practice, the more likely students can write, especially using diction and language structure. When doing writing activities, students require to think about expressing their ideas based on the schemas, knowledge, and experiences they have in writing. These activities require seriousness to process, organize,

critically calculate the ideas that pour out in writing or essays.

Researchers choose writing skills based on considerations in the teaching and learning process. Writing skills are important because what determines student success in the learning process is largely determine by writing skills. Writing skill is a requirement to participate in various activities. It implies the importance of writing skills and abilities in everyday life.

The Production Ecrite course in the UNIMED French Education Study Program is a course that focuses on writing skills. In the fourth semester, French language education students meet with the Production Ecrite Avancée course, which is one of the mandatory courses that require students to write texts with the correct structure and linguistic rules. The need for interactive media and learning aids in this pandemic period aims at enabling students to understand the illustrations provided properly, continuously, for mastery of French grammar in context. It intends so that all students can master the French grammar that study, especially in the Texte du Procédure material with the theme La recette.

The objectives of this study are, 1) To obtain an interactive multimedia-based French language learning design as a learning medium, 2) To innovate French language learning that carries out to increase motivation to learn French, 3) To develop interactive multimedia based on Adobe Animated CC to improve the ability to write procedural texts for students in the French Language Education Study Program UNIMED. , 4) Describing the feasibility of interactive multimedia based on Android using Adobe Animated CC to improve the ability to write procedural texts for students of UNIMED French Education study program, 5) Knowing the effectiveness of interactive multimedia products based on Android using Adobe Animated CC to improve the ability to write procedural texts for UNIMED French Education study program students.

This study uses research and development, or Research and Development (R&D) by adopting a 4-D development model. The 4D research and development model consists of 4 main stages, namely define, design, develop, and disseminate. Meanwhile, Triyanto says the 4D development model can be adapted into 4Ps, namely: definition, design, development, and dissemination. The application of the main steps is not only according to the original version but adapted to the characteristics of the subject and the place of origin of the exam.

V. CONCLUSIONS

Based on the study, it concluded several things. First, overall interactive multimedia learning French procedure text is feasible to use and is included in the very good category because it obtains: the average score of material experts is 89.4%, learning media experts are 90.4%, and lecturers are 93.8%. The average score obtained in the individual test is 82.5, and the small group test is 88.2, then the large group test is 90.8. Second, the effectiveness of interactive multimedia in terms of student scores before

using Best French media was 67.5, the student scores after using Best French media were 92.70, categorized as effective because the difference in scores between students' pre-test and post-test was 25.20. Adaptability indicated is by student responses that the learning media produced is by the characteristics of the material and their needs.

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