

Developing Wizer.Me as an Evaluation Media for *Réception Ecrite Avancee* Course

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DOI: <https://doi.org/10.52403/ijrr.20221039>

ABSTRACT

This study aims to develop an assessment media using Wizer.Me in the *réception crite avancée* course and to determine the feasibility of the media being developed. This study uses the research and development (R&D) method from the ADDIE development model consisting of five stages, namely data analysis, product design, product development, product validation and product review. The steps of this research begin with data collection which is carried out in needs analysis, designing and making teaching materials, and the validity of teaching materials for hardware experts and media experts. The instrument in this study is the scorecard for the validator. The data analysis technique is content and percentage analysis. After the five stages are carried out and declared feasible by the validator, then the learning media is tested on students in the classroom. The results of material validation are 87.50% and 100% in the first and in the second stage respectively; while, the results of media validation are 90% and 100% in the first stage and in the the second stage. The average percentage of values obtained in the pretest is 56.49%. After the trial using the Wizer.Me media, the average score is up to 83.50% in the post test which meets the reading competency standard and is categorized as good. Based on the results of this study, it can be stated that the Wizer.Me media can be used as a learning evaluation medium for the *réception crite avancée* course. By using media students are more motivated in conducting evaluations. The presence of this media is also very helpful for media variations in the learning process.

Keywords: evaluation of learning, wizer.me, reception crite avancée.

INTRODUCTION

In French language learning, four competencies must be mastered, namely reading, listening, speaking, and listening. Reading is one of the important skills in learning French, which is based on the student's ability to understand every word in French. According to Iskandarwassid reading is an activity to get meaning from what is written in the text [1]. For this purpose, in addition to mastering the language used, a reader also needs to activate various mental processes in his cognition system. This is in line with the opinion of Aliponga stating *réception écrite est: réception écrite est la reconnaissance des mots, de la simple reconnaissance des lettres individuelles et de la façon dont ces lettres forment un mot particulier que chaque mot signifie non seulement au niveau individuel, mais dans le cadre d'un texte* [2]. From the quotation above, it can be concluded that reading is a skill to recite and understand the contents of the text.

Réception écrite avancée is a course studied by students of the French Language Education Study Program at Universitas Negeri Medan (or UNIMED). The purpose of this course is to make students understand texts in general and in depth, and to formulate the concept of French reading texts. Measurement in the field of education is inseparable from the word tests which are

often used to measure student achievement. The measurement must be carried out repeatedly to know the real learning results of the students and the instruments used must be valid and tested [3]. Assessment is an important element that cannot be ignored in the current education system. The values obtained by the students themselves will be a rejection behind the quality of an education. A quality and transparent evaluation system is therefore needed. A good assessment system will reflect the quality of learning so that it can in turn help educators formulate learning strategies. For the students themselves, good judgment will increase students' motivation to further improve their abilities.

Based on the results of the questionnaire, information was obtained that the media used in learning *réception écrite avancée* in the Education Study Program including Zoom Meeting, Google Classroom, SIPDA FBS, Cisco Webex, Google Meeting, WhatsApp Group, and others. Data shows that 60% of students said that the learning media used in the *réception écrite avancée* course was less varied. This is in line with the results of student answers obtained from open-ended questions which stated that students consider it necessary to make variations in the *réception écrite avancée* media so that learning is more interactive.

Learning media has an important role in the learning process. According to Arsyad the benefits of using learning media are to equip teachers to achieve learning goals so that they can explain learning materials systematically and help present interesting material to improve the quality of learning [4]. Learning media plays an important role in achieving learning objectives. Learning materials can increase students' knowledge and animate the learning process. According to Rohani, the media can generate learning motivation, repeat what has been learned, provide stimulus for learning, activate student responses, provide immediate feedback, and promote exercises that feel like it [5].

Today, the use of technology in teaching is an obligation for teachers. The need for mastery of technology makes the technology itself more sophisticated. Humans seem to be inseparable from technology because almost every aspect of human life can be solved by technology. Especially during the corona virus 19 (Covid-19) pandemic, technology is needed because all activities are carried out from home. This also affects the world of education where learning is carried out remotely using video conferencing applications and applications as learning media that support the online teaching and learning process.

Based on the description of the problem above, the researcher tries to find a solution by developing an application-based learning media so that it can be applied to the online and offline learning process. The use of application-based media is considered very effective at this time and one of them is the Wizer.Me application. Researchers are interested in using this media because this media has never been applied in the learning *réception écrite avancée*. This media can be used to evaluate learning. This is in line with the opinion of Kopniak stating that the wizer.me website is a free, practical, and easy-to-use to create interactive evaluation sheets [6]. This media allows educators to provide questions creatively related to the material contained in the *réception écrite avancée* course. The advantage of this media is that it can display a variety of questions, such as multiple choice, matchmaking, true and false, etc.

THEORITICAL REVIEW

A. Learning evaluation

Evaluation is the process of ascertaining the decision of concern, selecting appropriate information and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives. *L'évaluation est le processus de selection de l'information et de collecte et d'analyse de l'informa tion*

utiliser dans la prise de décisions alternatives [7].

Evaluation or assessment is the process of determining the information needed, collecting and using the information to make judgments before decisions are made. According to Firman, assessment instruments are grouped into two types, namely test and non-test. A test is a collection of questions or questions that students must answer using their knowledge and reasoning abilities [8]. Arikunto argues that the test is a series of questions or exercises as well as other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups [9]. A test is a tool or procedure used in the framework of measurement and assessment, which are included in the test groups of learning achievement tests, intelligence tests, aptitude tests, and skills tests [10].

B. Types of learning evaluation

Evaluation is divided into two types, namely formative and summative evaluation. According to Purwanto, this evaluation model refers to the evaluation principle of Tyler's model, namely knowing student learning outcomes in accordance with the objectives set [11]:

1. Formative evaluation.

Formative evaluation is an evaluation carried out at the end of each discussion of a subject or topic, and is intended to determine the extent to which a learning process has gone as planned. This activity aims to seek feedback, then the results of the assessment can be used to improve the teaching and learning process that is currently, or has been, implemented.

2. Summative evaluation.

Summative assessment means an assessment carried out if the unit of learning experience or the entire subject matter is considered to have been completed. Thus, the end of semester examinations and the National Examination are included in the summative assessment.

Summative evaluation is an assessment whose implementation is carried out at the end of the semester from the end of the year. So, the aim is to see the results achieved by the students.

C. Objectives and benefits of learning evaluation

In general, the purpose of evaluating learning is to determine the level of student progress and the level of success of the method used by the teacher in the learning process. Evaluation, in education and teaching, functions as follows: 1) a tool to determine whether or not instructional objectives are achieved, 2) feedback for the improvement of the teaching and learning process [12], improvements may be made in terms of instructional objectives, student learning activities, student learning strategies, and 3) the basis for preparing reports on student learning progress to their parents

The evaluation [13] may also function as follows: 1) formative function, providing feedback to the teacher as a reference in improving learning and implementing remedial for students, 2) summative function, determining the value of the results of student learning progress in certain subjects, as material for providing reports to related parties, determining grade increases, and determining graduation or lack of student graduation, 3) diagnostic function, understanding the context of students both psychologically, physically and in the environment who have learning difficulties, then can be used as a reference in the order of their difficulties, and 4) placement function, placing students in appropriate learning situations according to students' ability level.

D. General principles of evaluation

Several principles [13] should be taken into account to obtain better evaluation results, such as:

1. Continuity

Assessment should not happen incidentally, because learning itself is a

continuous process. The results of the assessment to be carried out should be linked to the results of the previous assessment, in order to produce a clear plan for the development of the learners.

2. Full

When evaluating an object, it is worth taking all objects as evaluation material. If the object of assessment is a learner, all aspects of learners must participate without exception.

3. Fair and objective

Doing assessment must be fair, in this case, teachers must be professional in conducting the assessment. There must be no sides between one; there must be an equalizer in the village.

4. Cooperative

In this case, it is good for teachers to work with various parties who are related to the learners, so that there is satisfaction in the results of the assessment but they must not closed to each other, and mutual transparency is important so that no one feels wrong by this.

5. Practice

When carrying out the assessment, an easy-to-use assessment tool should be used, so that learners do not experience difficulty in the assessment process.

E. Learning media

Learning media is a tool that can support the learning process. "Learning media are everything that can be used to convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning" [4]. Sanjaya argues that "learning media are all tools and materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines, etc" [14].

F. Types of learning media

Arsyad suggest that learning media includes tools that are physically used to convey the contents of learning materials consisting of, among others, books, tape-recorders,

cassettes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers [15]. Five learning media [16] according to the taxonomy of Leshin et al. includes:

1. Human-based media

Human-based media are media used to send and communicate messages or information. These media are especially useful when our goal is to change attitudes or want to be directly involved with monitoring learning;

2. Print-based media

The most commonly known print-based learning media are textbooks, guide books, workbooks/exercises, journals, magazines, and loose sheets;

3. Visual-based media

Visual-based media (images or parables) play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. They can also foster student interest and can provide a relationship between the content of the subject matter and the real world;

4. Audio-visual based media

Visual media that incorporates the use of sound requires additional work to produce it. One of the important jobs needed in audio-visual media is script writing and storyboarding which requires a lot of preparation, design, and research. Examples of audio-visual-based media are videos, films, slides with tape, television;

5. Computer-based media

Today computers have different functions in the fields of education and training. The computer acts as a manager in the learning process known as computer-managed instruction (CMI). There is also the role of the computer as an additional aid in learning; its use includes the presentation of information on the content of the subject matter, exercises, or both. This mode is known as computer assisted instruction (CAI). CAI supports learning and training but is not the primary deliverer of the subject

matter. Computers can present information and other stages of learning are delivered not with computer media. its use includes the presentation of information on the content of the subject matter, exercises, or both.

G. *Réception écrite avancée*

The *réception écrite avancée* course is one of the courses in the Unimed's French Education Study Program. This course is one of the four language competencies taught in 4th semester students. This course aims to improve students' reading skills with an allocation of 3x45 minutes per week. Based on the course learning outcomes (or *capaian pembelajaran mata kuliah* or CPMK) compiled in the semester learning plan (or *rencana pembelajaran semester* or RPS), students are expected to be able to master the theoretical concepts of general and in-depth reading knowledge skills, and be able to formulate the concept of reading French texts.

H. CECR

CECR is an abbreviation of *le cadre européen commun de référence* which means the official document of the Council of the European Union containing a linguistic reference framework covering learning, teaching and measurement. The European Union Council Résolution in November 2001 recommended the use of CECR as a linguistic competence validation system. CECR has language levels that are tailored to learners, namely levels A1, A2, B1, B2, C1 and C2. In this study, the focus of the researcher is the A2 level. The teaching of French must refer to the concept that has been determined in the CECR, namely the existence of uniformity in learning, teaching and evaluation (the language of European countries).

The function of the CEFR is to describe the following skills (1) skills needed to communicate (2) related knowledge and skills and (3) communication situations and domains. In the CEFR, the classification of language skills is divided into six sections,

such as: i) Introduction (this is the initial or basic ability), ii) Intermediate (using language to solve basic communication problems), iii) threshold (using language as a communication tool that is more open, but not fluent enough), iv) proficiency (master the illocutionary aspects of language like a native speaker), v) fall (able to use language easily in daily communication, both illocutionary and focused aspects), and vi) fluency (master the language like a native speaker).

For the *grille d'évaluation*, several aspects of the assessment that must be mastered are i) *capacité raconter et décrire* (ability to tell and describe), ii) *capacité donner ses impressions* (ability to make an impression), iii) *lexique / orthographe lexical* (lexicon / lexical spelling), iv) *morphosyntax / orthographe grammaticale* (morphosyntax / grammatical spelling), and *coherence et cohésion* (coherence and cohesion).

I. Wizer.me website

The Wizer.me website can be called an online evaluation paper that allows educators to creatively provide questions related to the material contained in the *réception écrite avancée* course. The Wizer.me website can be used with smartphones, laptops, computers and tablets. Users can also choose the Wizer.me website for free and also paid. There are several advantages of Wizer.me website as a learning evaluation platform, such as 1) free version is available, 2) many choice features for assignments, 3) dynamic platform display, 4) automatic assessment, 5) has varied types of questions, and 6) educators can provide comments and input on student answers on the evaluation sheet of the wizer.me website.

METHODOLOGY

This research uses the type of research development (R&D). The R&D, as a research method, is intentional, systematic, directed/directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods /

strategies / methods, services, several superior procedures, new, and efficient, efficient, productive and useful [17]. This study uses the ADDIE model developed by Dick and Carry and this model has five stages, namely analysis, design, development, implementation, and evaluation [18].

A. Research location and time

The research location is the Faculty of Languages and Arts, UNIMED located at Jl. William Iskandar, Pasar V Medan Estate, Percut Sei Tuan District, Deli Serdang Regency, North Sumatera Province, Indonesia. The time of the study was carried out from February 28 to April 28, 2022.

B. Population and sample

Sugiyono states that the population is a generalization area consisting of objects or subjects that have the right qualities and properties determined by researchers to be studied and drawn conclusions [19]. The population of this research is the fourth semester students of the French Language Education Study Program. Sample is part of the population (part or representative of the population studied) [20]. The sample in this study were C regular students totaling 10 students.

C. Data collection technique

The data collection technique used in this research is the distribution of questionnaires. The type of questionnaire used is an open questionnaire and a closed questionnaire which is distributed directly to the respondents. Open questionnaire consists of questions that require answers in the form of short answers or paragraphs from respondents. While the closed questionnaire consists of several questions that already have a choice of answers. This questionnaire serves to analyze student needs.

D. Research procedure

Each type of research model contains a description of the research implementation

process from beginning to end. This study takes the ADDIE development model, which is a development model that is widely used to develop evaluation media which can also be used at the implementation stage and measure the effectiveness of a product.

ADDIE is divided into five stages, namely: 1) analysis stage (assessment media program related to learning problems, learning objectives and goals, in this step, the researcher identifies the problem at the research site, and then the results of the problem identification will be used as a sample in this study. the analytical stage used in this study will be the stage of collecting data on the problems that arise in learning), 2) design (designing and making media design evaluations), 3) stage development (the stage of making a product or evaluation media), 4) the implementation stage (the implementation of the evaluation of media work), and 5) the evaluation stage (to evaluate the developed media).

E. Data analysis technique

Data analysis techniques in this research is qualitative and quantitative descriptive. The data obtained through the assessment instrument at the time of the trial are analyzed using statistics. The results of data analysis are used as a basis for revising the product to be developed. Data in the form of opinions or responses to product tests which are collected through questionnaires are analyzed statistically. The research data on the feasibility of developing *réception écrite avancée* learning media products are analyzed descriptively.

RESULTS AND DISCUSSION

This research is a type of R&D research using five stages.

A. Analysis

Needs analysis is carried out by distributing questionnaires to 4th semester students. The data obtained are: i) total of 60% of students stated that they did not use media in learning *réception écrite avancée*, ii) 75% of students stated that the learning used by lecturers did not support online learning as

it is today, iii) 75% of students stated that the media and the learning evaluation used by the lecturer does not contain animations, images, videos and audio that have been collected in one container, iv) 80% of students stated that if the lecturer used digital-interactive media in the learning process in the classroom, they could become one of the success factors in increasing learning motivation, and v) 90% of students stated that if lecturers use learning media that contains images, videos and audio in the form of a digital-interactive-based learning platform, it can increase student learning motivation. From the results of the analysis, it can be concluded that students need a variety of evaluation media that can support the *réception crite avancée* learning process.

B. Design

In this step, the researcher designs the product in the followings: i) to prepare *réception écrite avancée* material for evaluation, and ii) to develop an assessment needs map (the evaluation needs map includes the selection of appropriate game models that will be used in games, the concept of game settings that will be realized before being shared by students, as well as the selection hardware that conforms to the hardware that was studied by the students), and iii) to prepare the evaluation design, including the determination of the material which will then become a major title in the evaluation and the determination of the design of the game model conforming to the material. In this stage, the researcher designs the Wizer.Me-based learning evaluation media by making variations of the exercises in various forms as shown in Fig. 1.

In the initial screen, the title and question instructions are presented. Furthermore, the practice questions that have been made are published in the Wizer.Me learning media. The design of the Learning media utilizes the features that are already available on the <https://wizer.me.com/>. To make it look more

professional, Wizer.Me can be upgraded and requires financing and then verification. After verification is complete, practice questions can be loaded in Wizer.Me. There are several menus on the initial display, there is a dashboard that contains menus for pre-loaded learning questions.

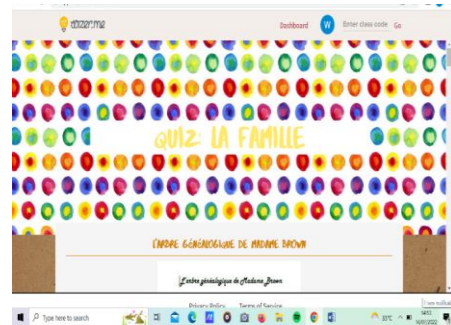


Figure 1. Chapter preview

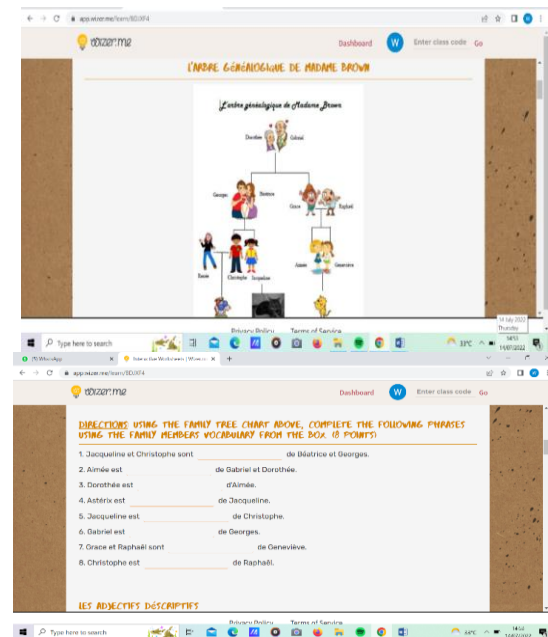


Figure 2. Display questions on Wizer.Me

There are various types of questions that will be presented (see Fig. 2). There are forms of multiple choice, true false, matchmaking, short answers, etc.

C. Development

Development is the next stage of evaluation design at the design stage. In this step, the researcher conducted a test using assessment materials that had been designed based on the material according to the model and several parameters such as defining the time and the level of difficulty

of the assessment. At the development stage, the researcher validates the Wizer.Me learning evaluation media to the material validator (alpha test) and media validator before finally being tested on students. This trial used Beta test.

When the first test was carried out, both material experts and media experts stated that the learning evaluation media was very good and feasible to use. Suggestions and input from material experts are only in the form of additions so that there are opening instructions before the material is presented, making it easier for students to do the exercises. Furthermore, media experts suggest adjusting the color choices used so that they are not too dim because it can cause the eyes to feel tired easily considering the media is displayed through digital devices. Color combinations in the Wizer.Me media display must be adapted to the tastes of students.

D. Implementation

After the product passes the validation stage (Alpha test) then improvements are made, then the product is ready to be tested on students. At this stage, there is a Beta test in the form of a trial. Based on the results of the Beta Test, the indicator with the highest percentage in the aspect of content quality and purpose is interest and attention which gets a percentage of 94.7%. This shows that the development of Wizer.Me-based learning evaluation media is able to attract students' interest and attention. In the aspect of the quality of learning contained in this evaluation media has an average percentage of 86.15% with a very good category.

E. Evaluation

The assessment can be seen from the effectiveness of the use of Wizer.Me-based learning evaluation media. At the time of doing the Pre Test, the average score of students was only 56.49% even none of the students who got a score of 80. Furthermore, after being given learning using the Wizer.Me media, it could be seen that there were significant changes, all

students experienced an increase in learning outcomes, there were even some students who get a score of up to a value of 90 which is categorized as very good. On the results of the Post Test the average value obtained by students is 83.50%. so it can be concluded that the use of Wizer.Me learning evaluation media can be declared effective. Of course, it still requires improvements in other aspects that must be improved in the future,

CONCLUSION

Referring to the data of the assessment results and changes that have been described, the following conclusions are obtained:

1. Development-based learning evaluation media of *Wizer.Me* in the *réception écrite avancée* course is carried out using the ADDIE Model R&D consisting of five stages, namely: analyze, design, development, implementation, and evaluation. At the analysis stage, a needs analysis is carried out by distributing questionnaires to respondents. The design stage refers to the designing of a *Wizer.Me* media-based evaluation. The development stage means conducting product validation to material and media experts. The implementation stage is oriented to conduct a pre-test and post-test, and to see the effectiveness of *Wizer.Me*-based learning evaluation media on learning outcomes in the *réception écrite avancée* course. Last, the evaluation stage is meant to evaluate product improvements.
2. Validator assessment-based learning evaluation for *Wizer.Me* media is carried out in two stages of assessment. The feasibility of the media from the gets 87.50% and of 90.00% from material and media validators respectively. Improvements to learning media are carried out according to the suggestions and comments from validators until material and media validators give a value of 100% on the second assessment, which means the results of

the Wizer.Me-based learning evaluation media. Students' responses obtained from the Beta Test showed that they liked learning by using Wizer.Me-based learning evaluation media. This was shown from the survey results which stated that 88.28% of students had very good perceptions.

3. Effective use. The media is measured based on the pretest and posttest scores. It can be seen the change in the range of values between the pre-test and post-test from 56.49% to 83.50% so that it can be stated that the use of this media is declared effective. Students are able to answer the questions asked correctly. However, improvements are still needed to complete Wizer.Me media so that it can be even better in the future and can be used in the next Niveau.

Source of Funding: None

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How to cite this article: Junita Friska, Ria Fuji Destiara. Developing wizer.me as an evaluation media for réception ecrite avancee course. *International Journal of Research and Review*. 2022; 9(10): 325-333. DOI: <https://doi.org/10.52403/ijrr.20221039>
