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The Development of *Production Orale Niveau A2* Learning Media Using *Images Séquentielles Digitales*

Marice[1], Isda Pramuniati[2], Jubliana Lamria Sitompul[3], Gamal Kartono[4]

[1,2,3,4]Department of French Language Education, Universitas Negeri Medan, Deli Serdang, North Sumatra, Indonesia

Corresponding Author: Marice

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ABSTRACT

This research aims to design and produce *production orale intermédiaire* learning media using *images séquentielles digitales*. French speaking skill is one of the productive language skills which tends to be difficult for most Indonesian learners because of the significant differences in the systems of the Indonesian and French. The results of the needs analysis illustrate that of 23 students, 91% stated that they needed learning media using images sequences as an alternative in the face-to-face and virtual learning process. The software used is Autodesk SketchBook by following the research and development (R&D) stages of the ADDIE model proposed by Dick and Carey; the stages include collecting information and data, planning, developing learning media, expert validation, product revision and product testing. The results of material validation are 91.67% in the first stage and 100% in the second validation stage. While, the results of the media expert validation are 87.5% in the first stage and 100% in the second stage, so the learning materials and media are proved to be suitable for use.

Keywords : Media, images séquentielles digitales, production orale

INTRODUCTION

As one of the four language skills, speaking can be characterized by one's ability to communicate with others. Learning to speak is not just a theory, but focuses more on aspects of speaking skills, namely one aspect of productive language skills; all this means that a student has ability to convey ideas, thoughts or feelings that are in the speaker's mind [1]. Speaking skill develops in the childhood, which is preceded by listening skills and at that time speaking skills are learned [2]. Students' speaking skills can be seen from their ability to convey ideas, opinions, rejection of idea or ideas, feelings, desires, and others, and to respect and assess the opinions of others. Learning speaking skills or *production orale* (PO) at the Department of French Language Education, Faculty of Languages and Arts, Universitas Negeri Medan (UNIMED) is given from first to sixth semesters.

However, based on the initial results of observations to students on their speaking skills, especially for fourth semester students, there were problems in PO learning, for example, the PO test scores were still low since more than 60% of students got a C grade, some even obtained an E grade (failed). Furthermore, a deeper exploration was carried out through speaking activities in French through storytelling activities, and, it seems, students had difficulty in expressing their ideas in front of other students in the class or during discussion activities. Students also had problems in reading texts, failing to follow the French's language rules, and, in case of storytelling, they were not able to finish their stories. As a result, the information conveyed was not communicative. In addition, it seems, they feel reluctant, embarrassed and anxious when conveying their ideas; they were reluctant to speak

because of feeling fear of making wrong pronunciation. Even though speaking French was introduced in first semester, the students did not behave maximally. In addition, the learning media which were not maximal enough to support learning process was dominated by printed books, sheets of paper containing theme titles, photocopies of images and photos that were less attractive. Moreover, the method was still conventional, not case-based, so most students tended to be passive, but only a few of them were active.

LITERATURE REVIEW

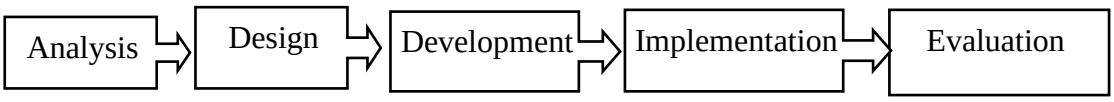
Based on the identification of several problems that have been disclosed, one of the alternatives as a learning solution for PO Niveau A2 is the need to use digital image media, namely serial images that can help students when telling stories about the themes studied. Learning is designed based on a mechanism where the lecturer has prepared in advance serial pictures that have been designed as learning media that will be observed together by students regarding the material before entering learning [3]. After that, the material is explained by the lecturer to the students, then students will be directed to speak and express their ideas in the pictures provided. Through the methods and media used, it is hoped that the *production orale intermédiaire* (POI) class is more active and motivated than before [4].

Technology-based media is needed as one of the learning tools that can motivate and attract attention to produce good speaking competence, because learning media as one of the learning tools has a very important role in learning activities [5]. Learning media provides benefits for students to apply the concrete basics of thinking, increase attention, make learning easier or not easily forgotten, provide real experiences to cause and foster independent learning, regular and continuous thinking, and help grow understanding and foster development of language ability [6].

In case of speaking course the researchers developed media images of sequences digitales with the assumption that this media can be used as a supporting alternative in speaking skills. Therefore, it is hoped that students have expectation in speaking and their competence in French speaking skills at niveau A2 can increase. Utilization of media images sequences digitales refers to a discussion that are fully oriented to the function of language as a means of communication between fellow students who are able to invite students to speak [7]. The application of this media can improve critical thinking skills, communication skills, collaboration, and creativity. Media is something that transmits messages, can stimulate the thoughts, feelings, and willingness of students so that it can encourage the learning process [8]. Mudlofir classifies the main characteristics of the media into three main elements, namely sound, visual, and motion [9]. One of the three main elements is visual media. With these media students more easily remember the explanations accompanied by pictures [10]. Hence, students are expected to be able to tell stories, describe everything around them, respond to a problem, and express their opinions orally in a coherent language that is easily understood by listeners.

METHODOLOGY

Based on the title of this research, the method used is Dick and Carey's research and development called ADDIE with the following five steps [11]:



This method emphasizes product development to be applied in a wider context. Therefore, the process is described in detail and the results are evaluated. This

research was located in the Department of the French Language Education, at Faculty of Language and Arts, UNIMED. The research population is 23 active students in the third semester of 2021 who took the production orale niveau A2 speaking course.

RESULT

The process of developing *production orale niveau A2* learning media through *images sequentielles digitales* in this study is divided into five stages.

1. Analysis

This initial step is used to determine student needs related to the use of digital images in the classroom. The results of the needs analysis can be seen in Table 1 below.

Table 1. Results of needs analysis questionnaire

Questions	"Yes" answer	"No" answer
Students really enjoy the POI course.	70 %	30%
POI is easy to learn.	90%	10%
In PO learning, lecturers always use learning media.	78%	22%
The learning media used by lecturers in learning PO is in accordance with the current situation.	96%	4%
Learning media used by lecturers in PO will be very interesting by using pictures, videos, audio and animation.	70%	30%
Students know the media of serial images (images séquentielle).	78%	22%
Students can distinguish serial images media from comic media.	78%	22%
The use of digital serial image media in PO learning can increase activeness and enthusiasm for learning.	70%	30%
The use of learning media in the form of digital serial images in the classroom makes learning more interesting and fun.	91%	9%

2. Design

In the digital drawing stage, the design stage is firstly done. The application used to create digital images is Autodesk SketchBook. Drawing begins by making a sketch. The brush tools are pencils with hardness/size 2.6 and 100% opacity as shown in the image in Fig. 1 below:

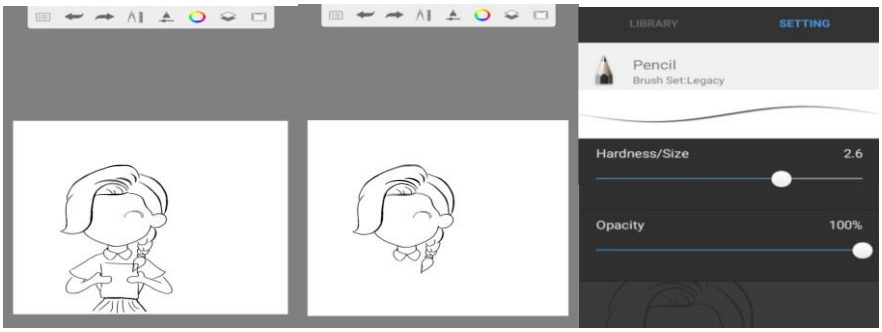


Figure 1. Sketching

After the sketch is complete, the next step is coloring. This stage is done using the color wheel with brush tools, namely airbrush and inking pen (see Fig. 2).

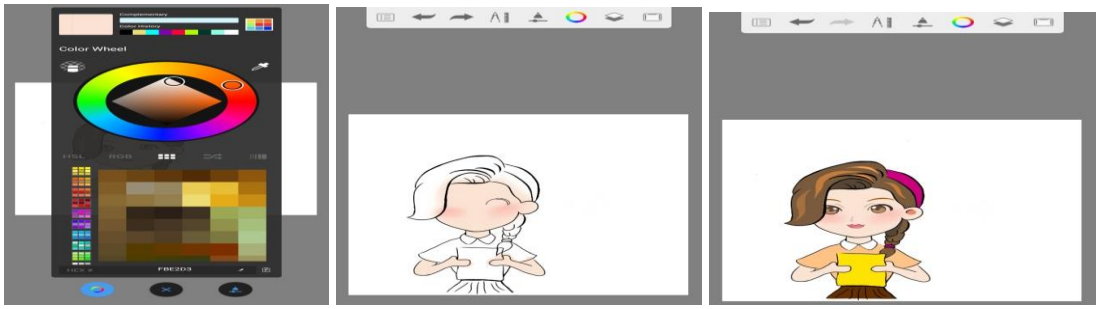


Figure 2 Sketch coloring

The next step, after the coloring process is complete, is creating a background on the image. The background layer must be at the bottom or the first order. The inking pen is used to make the background because it can block colors quickly (see Fig. 3).

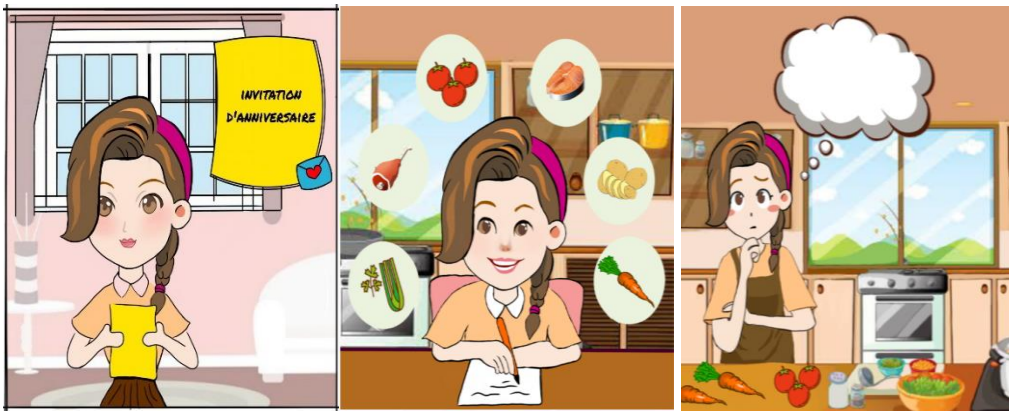


Figure 3 Background making

3. Development

At the development stage, validation of the digital serial image is carried out to material experts for alpha test (see Table 2) and media experts to obtain suggestions and input so that learning media is suitably used.

Table 2. Results of the alpha test

Validator	Alpha test I	Alpha test II
Material expert	91,67%	100%
Media expert	87,5%	100%
Average	89,58%	100%

4. Implementation

After the product passes the validation stage (Alpha test) and improvements have been made, the product is ready to be tested on students. At this stage, there is a Beta test (see Table 2) in the form of a trial that will be carried out on the 23 students of 3rd semester. Initially, students were given a pretest to speak by simply giving the title or theme "les vacances" without using media. After the pretest, students were given learning to speak using the media of a series of pictures that were ordered according to the chronology of the story. In this lesson, students are asked to speak based on digital serial images by paying attention to the elements of who, where, when, why, and how in the pictures. At the third meeting, students were given learning using serial pictures and asked to speak according to the available pictures with the help of connecting words between sentences. During the fourth meeting, students were given serial pictures as a continuation of the learning at the previous meeting. This is intended for preparation for the final test (posttest). The fifth meeting, namely the final test (posttest), students were given the same test during the pretest to determine the students' speaking ability after being given learning to speak using picture series.

Table 3. Results of the beta test

Aspect	Percentage	Category
Content quality and purpose	85,28%	Very good
Quality of learning	85,62%	Very good
Technical quality	88.03%	Very good
Average	86,31%	Very good

5. Evaluation

In case of evaluation, before giving an assessment, respondents were given a brief explanation of the learning procedure using digital images. Then each respondent received a google drive link that contains learning materials for POI. After that, the respondent answered the question by expressing or describing the image in the google drive in French. After that, they filled out a questionnaire to provide assessments, suggestions, and comments on the learning media being tested.

DISCUSSION

Based on the results of the Beta Test, the indicator with the highest percentage in the aspect of content quality and objectives is

the accuracy of learning objectives with a percentage of 86.7%. This shows that the use of images sequences digitales is very appropriate for use. The indicator that also gets a high percentage in this aspect is the interest and attention with a value of 86.1%. This shows that the media is able to increase students' interest and attention in studying POI. In the aspect of learning quality contained in the learning media, the average percentage is 85.62% so that it can be categorized as very good. There are nine indicators in this aspect, including; 1) provide learning opportunities, 2) provide assistance for learning, 3) ability to motivate, 4) flexibility of learning, 5) relationships with other learning programs, 6) quality of learning interactions, 7) quality of tests and assessments, 8) can have an impact for students, and 9) the impact of convenience for lecturers and learning.

The indicator with the highest percentage is providing learning opportunities with a percentage value of 89.3%. The value is obtained because the use of media is able to provide an opportunity for each student to speak and express his ideas based on the illustrations on the serial digital images that have been shown previously. The next indicator that has the highest percentage is the learning flexibility of 88.7% and has a very good category. These results prove that the nature of serial digital image learning media that can be accessed via laptops, computers or androids is able to provide learning opportunities to students wherever and whenever.

The third aspect that is assessed from the learning media is the technical quality which has an average percentage of 88.03% so that it can be categorized as very good. A total of three indicators are contained in the technical quality aspect, including: 1) readability, 2) easy to use, and 3) display quality. The display quality indicator gets the highest percentage value, which is 90.7% because the serial digital image display has indeed met quality standards after several revisions have been made, starting from matching the contrast level between lines and element colors, making it more comfortable for the eye to see. In addition, another indicator that has a large percentage value is readability with 88.3%. This means that the content intended in serial digital images can be easily understood by students.

CONCLUSION

Based on the data from the assessment and changes that have been described, the following conclusions are obtained:

1. The development of the digital serial image design (images séquentielles digitales) in the POI course is carried out in 5 stages, namely: analyse, design, development, implementation, and evaluation.
2. The evaluation of the validator on the media resulting from the digital image design is carried out in two stages of assessment. The media feasibility of the material validator gets a percentage of 91.67% in the first assessment and 100% in the second assessment. In addition, the results of media feasibility validation by experts, gets a percentage of 87.5% in the first assessment and the second assessment the percentage is 100%. The improvement of learning media is carried out according to the suggestions and comments of the validators until the material validator and media validator gives a score of 100% on the second assessment.
3. Assessment (Beta test) from students shows a percentage result that is categorized as very good, meaning that the results of the digital serial image design are very good and suitable for use.

Conflict of Interest: None

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