

Development of Parlefinch Learning Media for Production Orale Course Case Method Based

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Development of *Parlefinch* Learning Media for *Production Orale* Course Case Method Based

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Abstract: This research aims to design and produce *Production Orale* niveau A2 learning media based on the Case Method using *Parlefinch* application. French speaking skill is one of the productive language skills which tends to be difficult for most Indonesian learners. This is because there are significant differences in the systems of the two languages. The results of the needs analysis illustrate that of 23 students or 91% stated that they needed Case Method-based learning media as an alternative in the face-to-face and virtual learning process. The steps used following the Research and Development (R&D) ADDIE model by Dick and Carry starting from: collecting information and data, planning, developing learning media, expert validation, product revision and product testing. The results of material validation in the first stage are 91.22% and 100% in the second validation stage. While the results of the media expert validation in the first stage were 89.5% and 100% in the second stage. So that the learning materials and media are declared suitable for use.

Keywords: learning media, *parlefinch*, *production orale*, case method.

Introduction

Speaking is one of the main language skills that humans first learn in their lives before learning other language skills. Everyone is destined to be able to speak or communicate verbally, but not all have the skills to speak properly and correctly. Therefore, speaking lessons should receive attention in teaching language skills in elementary schools. As stated by Galda (2017:98), speaking skills are the core of the language learning process, because by learning to speak students can communicate inside and outside the classroom according to their mental development.

The *Production Orale* is one of the courses in the RPS, but the percentage of students who communicate using French in class is still low. In their daily life, students always do and are faced with speaking activities. However, in reality learning to speak in schools cannot be said to be optimal, so that students' speaking skills are still low. Emiliana (2013: 8) says that "students' speaking skill can describe their language knowledge so that it can be practiced in real life in the form of daily interactions and most often a person's first impression is based on his ability to speak fluently and completely".

Based on observations when teaching in the *Production Orale* niveau A2 class, most of the students who participated in the class still had difficulty speaking and expressing their opinions, ideas and ideas regarding the ongoing learning material. Students experience difficulties or difficulties in expressing French words, for example students who take a long time before starting to speak, their eyes are still blank, and they turn left and right to ask their friends what they should say. The constraints mentioned above are caused by various reasons. Starting from students who are shy, lack of lexical/vocabulary, until students do not have ideas that can be developed as material to be discussed, to the lack of speaking practice outside the classroom.

From these problems, one alternative is the renewal of learning media that can stimulate students to speak by presenting ideas that will be elaborated by students through spoken language. In this study, the media developed was *Parlefinch*, a learning application that can stimulate students' speaking skills by explaining points and keywords from sentences as well as illustrations of ideas that will be designed into conversation ideas. In addition, this media can also be added with sentence formulas and picture illustrations.

Utilization of media *Parlefinch* through the case method is a discussion-based participatory learning to solve cases or problems 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, Aurine (2018:22). The application of this method will hone and improve critical thinking skills for

problem solving, 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 in him (Usman, 2002: 11). Charles (2016: 27) classifies the main characteristics of media into three main elements, namely sound, visual, and motion. One of the three main elements is visual media. With these media students will more easily remember the explanations accompanied by pictures.

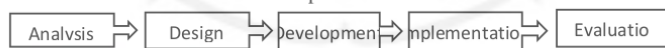
To be more varied, learning will be combined with a case-based method. The case method is a discussion-based participatory learning to solve cases or problems with the following characteristics: (1) problem-focused learning; (2) students have roles and responsibilities to solve problems; (3) the teacher acts as a facilitator who supports students when solving problems (Eggen and Kauchak, (2012:57). Starting from the three main characteristics of learning, the strategy used by the teacher relies on: (1) determining the theme that is raised to become the topic of the problem to be solved; (2) the interaction process designed to solve problems; (3) the ability of teachers to oversee learning interactions.

Regarding learning using the case method, Louise (2012:46) stated that problem-based speaking learning always begins with determining the topic to be presented to students who can build thinking skills. The topic must be adapted to the experiences of students so that it is not too heavy and will actually be confusing, this causes them to be unable to build and relate their experiences into an argument. Therefore, the presentation of the theme should start from a simple theme and increase to a more complex theme. The determination has several characteristics, among others, must be in accordance with the initial knowledge of students, have attractiveness, contain different opinions, giving rise to pros and cons among students, being around the environment of students, Yessa (2016:18).

Through the case method, students are expected to be able to tell their opinions, describe about one thing around them, respond to a problem, and express their opinions orally in a coherent language that is easily understood by listeners. Therefore, the researcher will conduct a study entitled Development of Parlefinch learning media for Production Orale Course Case Method Based.

Methodology

Based on the title of this research, the method used is Dick and Carry’s Research and Development that called ADDIE with five steps. These are:



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 is located in the foreign language department of the French language education study program FBS Unimed. The research population is 23 active students in the third semester of 2021 who are taking the Production Orale Niveau A2 speaking course.

Result

The Process of Developing *Production Orale Niveau A2* learning media based on case method through images sequentielles digitales in this study is divided into 5 stages, as follows:

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 the table below:

Table 1 Results of needs analysis questionnaire

Questions	The answer “Yes”	The answer “No”
Students really enjoy the <i>Production Orale niveau A2</i> course.	47,8%	52,2%

<i>Production Orale niveau A2</i> is easy to learn.	47,8%	52,2s%
In learning <i>Production Orale</i> , lecturers always use learning media.	82,6%	17,4%
The learning media used by lecturers in learning <i>Production Orale</i> is in accordance with the current situation.	34,7%	35,3%
Learning media used by lecturers in <i>Production Orale</i> will be very interesting by using pictures and illustration android based.	86,9%	13,1%
Students know the media of serial images (images séquentielle).	82,6%	17,4%
The use of learning media application based can increase activeness and enthusiasm for learning.	86,9%	13,1%
The use of learning media based on case methods (problems) in the classroom makes learning more interesting and fun.	91,3%	8,7%

2. Design

In the first stage, the activity that must be done is making the display background on the learning media screen.



Figure 1 Background making

After [15](#) background is complete, the menus are filled with descriptions of each group, starting from [group I](#), [group II](#), [group III](#), to [group IV](#).

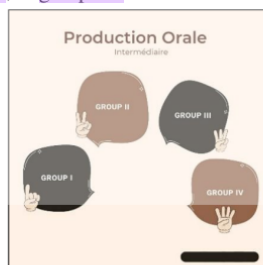


Figure 2 Menu addition

The next step is to add a button to each group menu, so that when opened there is a description of the theme for each group, such as *exprimer son opinion*, *exprimer les préférences*, *demandeur de l'aide*, and others.



Figure 3 button addition

3. Development

At the development stage, validation of the digital serial image is carried out to material experts (alpha test) and media experts to obtain suggestions and input so that learning media are suitable to be used.

Table 2 Results of the alpha test

Validator	Alpha test I	Alpha test II
Material expert	90,81%	100%
Media expert	89,15%	100%
Average	90,48%	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 in the form of a trial that will be carried out on 3rd semester students of the French language education study program with a total of 23 students.

Initially, students were given a pretest to speak by simply giving the title or theme "*exprimer son opinion*, *exprimer les préférences*, and *demandeur de l'aide*" without using media. After the pretest, students were given learning to speak using the media *parlefinch* that are ordered according to the chronology of the story. In this lesson, students are asked to speak based on the screen by paying attention to the elements of who, where, when, why, how in the pictures. At the third meeting, students were given learning using the content and asked to speak according to the available appearance with the help of connecting words between sentences. At the fourth meeting, students were given *parlefinch* app based on the case method learning model 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.

Before giving an assessment, respondents will be given a brief explanation of the learning procedure using digital images. Then each respondent will receive a google drive link that contains learning materials for *Production Orale niveau A2*. After that, the respondent will also answer 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.

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

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 87.2%. This shows that the use of is very appropriate for use. The indicator that also gets a high percentage in this aspect is interest and attention with a value of 88.4%. This shows that the media used is able to increase students' interest and attention in studying *Production Orale niveau A2*.

In the aspect of learning quality contained in the learning media, the average percentage is 83.57% 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.

Furthermore, in this aspect, 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 *Parlefinch App* 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 87.73% 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 92.7%. This is because the lighting 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 90.3%. This means that the content intended in the learning media 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 *Parlefinch App* in the *Production Orale A2* course based on the case method 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 90,81% in the first assessment and 100% in the second assessment. In addition, the results of media feasibility validation by experts, got a percentage of 89,15% in the first assessment and the second assessment the percentage was 100%. The improvement of learning media was carried out according to the suggestions and comments of the validators until the material validator and media validator gave a score of 100% on the second assessment.
3. Assessment from students (beta test) obtained a percentage result that was categorized as very good, which means that the results of the digital serial image design are very good and suitable for use.

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