

Need Analysis of Developing Interactive Learning Media of Français Des Affaires Using Google Slides with Pear Deck Add-On

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Abstract: Learning the *Français des Affaires* courses online or on-site is considerably monotonous, less fun, and less interesting especially for students of French language Department of Unimed. This is indicated by the stunted attention and participation of students in attending lectures. This has an impact on the poor learning achievement for the subject, which in turn is one of the causes of the low language skills of students. Thus, developing a more interesting, interactive and creative learning media such as Google Slides with Pear Deck add-on is basically paramount in order to increase students' learning outcomes in *Français des Affaires*. This article discusses the result of the need analysis of developing interactive learning media of *Français des Affaires* using Google slides with Pear deck add-on as the basis data of the urgency of conducting this development research.

Keywords: *interactive, media, Pear deck, need analysis*

Introduction

Pear Deck is an interactive learning application in the form of online presentations as the Google Slides Add-on feature that allows students to provide direct responses to presentations delivered by teachers. By using this application, students' responses will be neatly arranged and can be evaluated individually. Pear Deck supports interactive, community-focused classrooms that help students build confidence and understanding (Erin, M).

The Google Slides application with Pear Deck add-on as an interactive learning medium has been widely used and developed in the fields of Science and Social Studies with positive results. Fakhriah et al. (2022) have developed material for the body's defence system, Ulfa (2022) has developed interactive electronic student's working sheet (LKPD), Lestari et al. (2021) have developed interactive multimedia on social studies content on the subject of heroism and patriotism, and Royalia et al. (2021) developed motivation and student learning outcomes in science.

Development research mentioned previously shed a light that developing an interactive learning media based on the Pear Deck application is novel, paramount, and fruitful. However, the development and use of Pear Deck has not been conducted yet in language learning, especially in French language learning. This is one of the reasons for the development of interactive learning media based on Google Slides with Pear Deck add-on in the *Français des Affaires* course.

The research design used is a research and development (R&D) research design with the ADDIE procedural model learning design scheme which was first developed by Lee and Owens (2004:3) as a specialist in multimedia development. The sequence of stages in the process is systematically arranged and each development stage has a clearly structured sequence of development stages. This model consists of 5 stages namely: analysis (Analysis), design (Design), development (Development), implementation (Implementation) and evaluation (Evaluation).

This article discusses need analysis as the first part of ADDIE model as a basis work in developing interactive learning media of *Français des Affaires* using Google slides with Pear deck add-on.

Need Analysis

The need analysis data collection was carried out through a questionnaire containing 10 open and closed questions sent via a Google Form link entitled *Penelitian TerapanEsy2022*

(<https://bit.ly/PenelitianTerapanEsy2022>). This form was sent via Whatsapp group consisting 43 students of Class A, B and C year 2019. It means that there were 43 incoming answers. The following is pie charts and a bar chart presenting 10 respondents' answers and analysis of each item of questions.

1. Apakah anda telah mengikuti mata kuliah FRANÇAIS DES AFFAIRES secara daring pada semester ganjil 2021-2022? [Copy](#)
43 responses

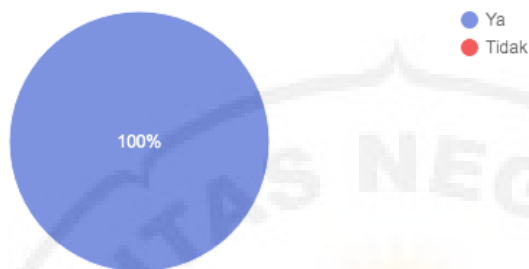


Chart 1 Respondent eligibility

Chart 1 shows that all 43 respondents stated that they had participated in online learning in the *Français des Affaires* course in the odd semester of 2021-2022. This shows that all the respondents are eligible to be respondents of the study.

2. Media pembelajaran daring yang DOMINAN dipakai mata kuliah FRANÇAIS DES AFFAIRES yang anda ikuti berupa: [Copy](#)
43 responses

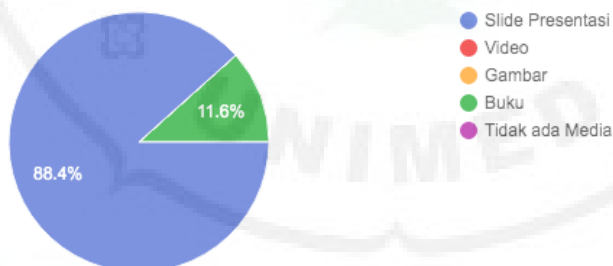


Chart 2 The use of online learning media in *Français des Affaires*

Chart 2 shows that the material in the *Français des Affaires* course online is delivered by using various media, namely presentation slides (88.4%) and books (11.8%). While videos and images are never used. It can be seen that the presentation slides are dominantly used in online learning. In other words, presentation slides become the main media that is believed to be able to support interaction between students and lecturers.

3. Apakah anda terkadang merasa bosan atau kesulitan saat mengikuti pembelajaran daring pada mata kuliah FRANÇAIS DES AFFAIRES?

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43 responses

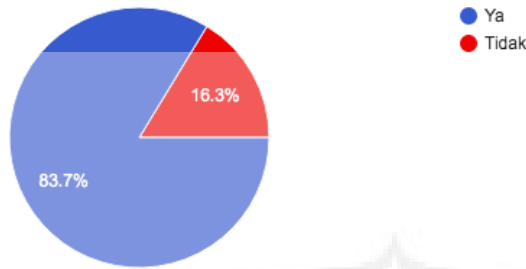


Chart 3 Difficulties of online learning in *Français des Affaires*

Chart 3 shows that most of the respondents stated that they felt bored and had difficulties in participating in online learning of *Français des Affaires* (83.7%) and 16.3% stated otherwise. This is one indication that online learning in this course requires an accurate strategy to prevent boredom and difficulties in learning this course.

4. Menurut anda, penyebab UTAMA yang menyebabkan kebosanan atau kesulitan selama mengikuti pembelajaran daring pada mata kuliah FRANÇAIS DES AFFAIRES, terkait:

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43 responses



Chart 4 Main causes of boredom and difficulties in learning *Français des Affaires*

Chart 4 shows that the main factors that cause boredom and difficulties in online learning are divided into three factors, namely the very limited use of learning media (67.4%), the selection of inappropriate learning methods (20.9%), and the delivery of uninteresting material (11.8). This data shows the eminence of using interactive learning media that not only can reduce boredom but also to facilitate students in learning *Français des Affaires*.

5. Menurut anda, apakah dalam pembelajaran daring pada mata kuliah FRANÇAIS DES AFFAIRES, anda merasa lebih mudah memusatkan perhatian dan memahami pembelajaran jika menggunakan media pembelajaran audio-visual interaktif dimana Anda dapat **menyimak materi** yang dipelajari dibarengi dengan **penyajian gambar/video** yang menarik serta **pengerjaan soal** dan tugas secara daring?

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43 responses

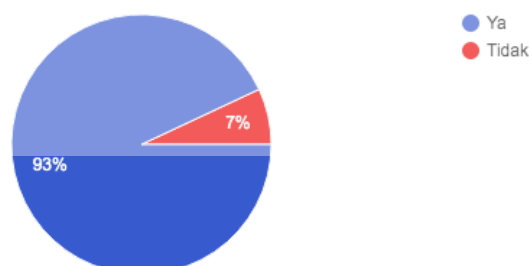


Chart 5 The eminence of interactive audio-visual media in *Français des Affaires*

Chart 5 shows that most of the respondents (93%) stated the eminence of interactive audio-visual learning media in helping to understand the lesson. While a small percentage (7%) stated that interactive audio-visual media would not help them in understanding the lesson. It suggests the urgency of providing interactive audio-visual learning media that allows students to listen to material assisted by pictures and videos accompanied by interactive exercises. This is a prominent basis for developing learning media based on interactive Audio-visual Google slides with Pear Deck add-on in *Français des Affaires* which allows respondents to learn by activating their Audio-visuals majorly.

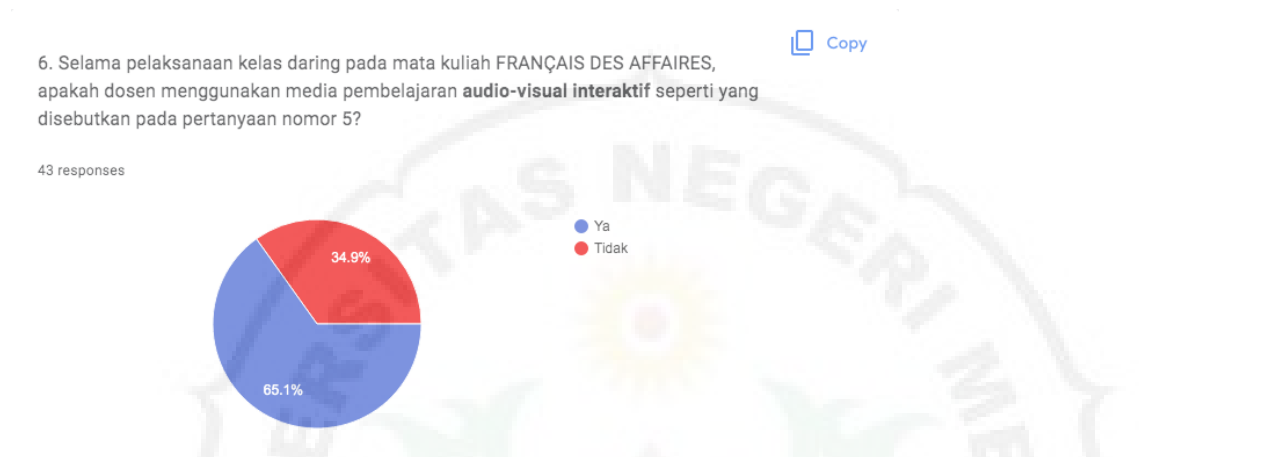


Chart 6 The use of interactive audio-visual learning media in *Français des Affaires* course

Chart 6 shows that most respondents (65.1%) state that lecturers use interactive Audio-visual learning media in the *Français des Affaires* course. While a small proportion of respondents (34.9%) stated the opposite. It can be concluded that the interactive Audio-visual learning media has actually been employed during the learning of this course, but it is most likely scarce and not designed properly. This cause boredom and difficulties in following the course.

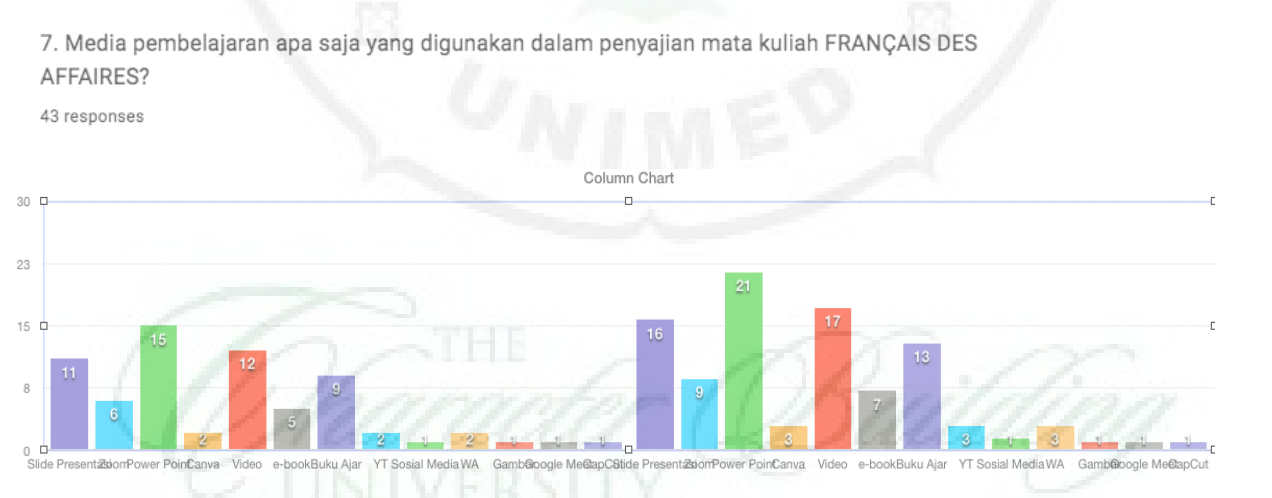


Chart 7 learning media used in *Français des Affaires* course

Chart 7 shows that the learning media used in the *Français des Affaires* course are diverse (15 types). The most widely used learning media is Powerpoint (21%). Followed by the use of videos (17%), presentation slides outside of PowerPoint (16%), and textbooks (13%). Other media such as Zoom (9%) and e-books (7%) are also used. Meanwhile, the use of other interactive Audio-Visual media such as the Canva application (3%), YouTube (3%), and Social Media (3%) are used as supporters with relatively small usage. Although the use is rare, this course also uses interactive learning media such as Quizizz (1%), Capcut (1%), and Google Meet (1%). Image media (1%), WhatsApp (1%), and the use of Sipda Unimed (1%) are used with a limited number of uses.

It can be seen that in the *Français des Affaires* class, the use of presentation slides and videos are relatively large, but these media are used separately in different applications. As a consequence, the media are not able to maintain interaction between students and lecturers. This shows that there is considerably limited use of well-designed media that allows students to study the material with pictures, videos, and interactive exercises.

8. Dalam pembelajaran daring pada mata kuliah FRANÇAIS DES AFFAIRES, mana yang lebih anda sukai: [Copy](#)

43 responses

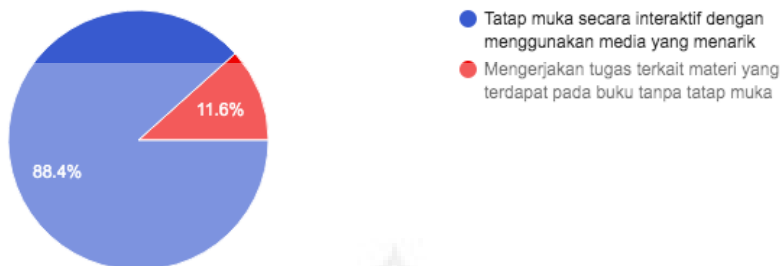


Chart 8 Student preferences on *Français des Affaires* course class

Chart 8 shows that most respondents (88.4%) prefer synchronous interactive class using interesting media. This is one of the reasons for developing interactive Audio-visual media. Only a small number of respondents (11.6%) prefer to do material-related tasks online asynchronously. This is most likely caused by the poor Internet connection on the student's side.

9. Apakah anda mengenal aplikasi *Google Slides* berbantu *Pear Deck*? [Copy](#)

43 responses

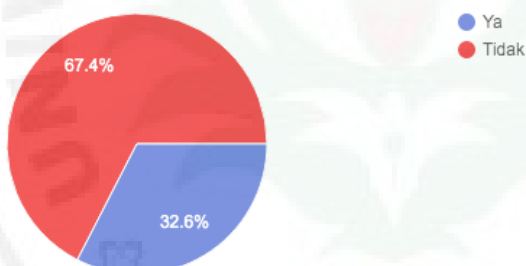


Chart 9 The stand of Google slides with Pear deck add-on in *Français des Affaires* course

Chart 9 shows the stand of the Google Slides with Pear Deck add-on in the *Français des Affaires* course. Most of the respondents (67.4%) are familiar with this application. The rest (32.6%) is in reverse. This shows that this application is relatively new and less popular among students.

10. Apakah anda pernah menggunakan aplikasi *Google Slides* berbantu *Pear Deck* pada pembelajaran Mata kuliah FRANÇAIS DES AFFAIRES? [Copy](#)

43 responses

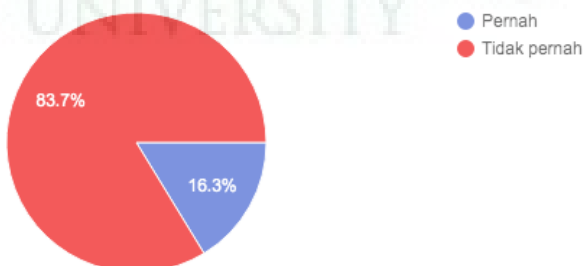


Chart 10 The use of Google Slides with Pear deck add-on in *Français des Affaires* course

Chart 10 shows the use of the Google Slides with Pear Deck add-on in learning the *Français des Affaires*. Most of the respondents (83.7%) have never used this application and a small percentage of respondents (16.3%) have used the application in learning the *Français des Affaires*. It shows that although respondents are familiar with the Google Slides with Pear Deck add-on, only few have found its use in the course.

Conclusion

Based on the data obtained from the questionnaire at the needs analysis stage, several key points can be drawn as a basis to develop interactive learning media of *Français des Affaires* using Google Slides with Pear Deck add-on.

1. All the respondents are eligible to be respondents of the study.
2. Presentation slides become the main media that is believed to be able to support interaction between students and lecturers.
3. Online learning of the *Français des Affaires* course requires an accurate strategy to prevent boredom and difficulties in learning.
4. Main cause of boredom and difficulties in learning the *Français des Affaires* course is a limited use of interactive learning media in class.
5. The use of interactive learning media is eminent to reduce boredom and to facilitate students in learning *Français des Affaires*.
6. Interactive Audio-visual learning media has actually been employed during the learning of *Français des Affaires* course, but it is most likely scarce and not designed properly.
7. The use of presentation slides and videos are relatively large, but these media are used separately in different applications. As a consequence, the media are not able to maintain interaction between students and lecturers.
8. Most respondents prefer synchronous interactive class using interesting media.
9. The use of Google Slide with Pear Deck add-on is relatively new and less popular among students.
10. Although a small number of respondents are familiar with the Google Slides with Pear Deck add-on, only few have found its use in the course.

To sum up, the eminence of developing interactive audio-visual learning media based on Google Slides with Pear Deck add-on is obligatory. This requires systematic and measurable planning to develop an interactive learning media of *Français des Affaires*.

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