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Development of Interactive Multimedia on Learning Descriptive Text for French Learners in North Sumatra

Abstract

Increasing of a teaching media that is able to meet the needs of the learning process throughout the Covid-19 pandemic where the teaching process cannot directly or face to face, especially in foreign language learning, especially French in class X in first semester students who should receive the most basic French language learning. This situation is of course a big challenge for teachers as facilitators who must transfer knowledge to make the learning process better and students do not lose the real atmosphere of the learning process. An interactive multimedia for French Learners in North Sumatra using Adobe flash professional CS6 software which aims to improve student motivation and learning outcomes in writing descriptive text material contained in the learning objectives decrire une personne et une chose. Interactive multimedia that is developed and implemented in learning is very important because it has been proven to be feasible and effective. The object of this research is the students of class X at SMA 21 Medan. The purpose of the research is to develop interactive multimedia on descriptive text material for French learners in North Sumatra and knowing the effectiveness of interactive multimedia products based on Adobe Flash Professional CS 6 to improve the ability to write descriptive text of students of SMA Negeri 21 Medan. This research was conducted using the R&D development research method by adapting the DDD-E development model, as for the interactive multimedia development steps for learning descriptive text writing skills for students of class XI SMA as follows: (1) Decide, (2) Design (product design), (3) Development (product development), (4)) Evaluation (product test). To obtain data validity, we use the validation of media experts and material experts. To obtain data validity, validation of media experts and material experts is required with the following results: (1) material validation shows the eligibility percentage is 88.5% in the very good category (2) media validation shows the Feasibility percentage is 87.3% with the very good category. The results of individual trials were declared "very good" with an average percentage of 82.7%. The effectiveness of interactive multimedia products is seen from the increase in student learning outcomes in descriptive text material before and after using interactive multimedia. There is a difference in value 22.30. This Interactive multimedia that is feasible and effective is used as a medium for teaching French in high school, especially class x semester 1, which must acquire basic French knowledge with a precise and interesting process during the Covid 19 pandemic.

Keywords: Interactive Multimedia, Descriptive Text, French Lesson, Students.

Introduction

The teaching process as tool as an effort to increase knowledge and skills (Piopiunik et al: 2020), it is also what is embedded in the minds of most students, that school is the most exciting vehicle for playing, interacting and building relationships and social awareness. Schools are

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also the center of interaction between teachers and students in improving knowledge, skills and instilling attitudes and character, but all these processes must be stopped suddenly when the school is suddenly closed. On December 31, 2019, a virus known as The Corona Virus Disease 2019 (COVID-19) was reported by the WHO China office to have an outbreak in the city of Wuhan, China. The virus which is known to have a very high transmission rate is spreading so rapidly to several countries in almost all parts of the world. Until March 11, 2020, WHO declared COVID-19 a global pandemic, The COVID-19 pandemic has infected more than 4,248,389 people with 294,046 confirmed deaths in 202 countries as of 14 May 2020 (WHO, 2020). This pandemic has destroyed social life and forced billions of people to stay in their homes. The COVID-19 pandemic has disrupted all areas of life, including education at all levels (Bobonis, & Morrow, 2014). In Indonesia, the government made a sudden decision by closing all kinds of activities in schools including learning activities and moving them to learning at home through distance education. The imperative to implement social distancing policies, work from home and learn from home to stop the spread of Covid 19, has led to a shift in the paradigm of education in Indonesia during this pandemic. A very real impact in the world of education, namely the occurrence of disruption of technology as a shift in the direction of learning, from usually carrying out face-to-face learning, has now drastically turned into online or online-based learning without doing face-to-face learning. This is certainly the background for the issuance of Circular Number 4 of 2020 on March 24, by the Minister of Education and Culture of the Republic of Indonesia as a policy for implementing education in the emergency period of the Spread of Corona virus Disease. In Circular No. 4 of 2020, there are six important new policy points in the world of education, which have been clearly explained, including those related to the National Examination, PPDB, School and Graduate Examinations, Class Advancement, BOS Funds and the fundamentals of all these points. is changing the learning process between educators and students by carrying out teaching and learning activities from home. The policy of learning from home through online/distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation (Syah Aji et al, 2020).

In modern times, distance education is becoming a more popular and accepted approach to education (Mac Kenzie & Smith, 2020). In addition, today digital technology has become an inseparable part of the world of education (Harianja, 2019). Digital technology here includes a variety of computer hardware and software, such as cell phones, web tools, application software, communication services and storage (Mohammadyari & Singh, 2015 and Ng, 2012). Students can use digital technology for learning activities such as reading and sending emails, accessing learning management systems, reading journals or e-books, taking online quizzes, participating in discussion forums, and so on. On this basis, online learning (e-learning) can be one way to carry out distance learning in the midst of the COVID-19 Pandemic. Online learning is a part of distance education, which is defined as the delivery of formal instructions where time and geographic location separates students from their educators (Moore et al., 1992 and Holmberg, 2005). Online learning through virtual classrooms can be an alternative so that learning activities can continue during the COVID-19 epidemic (Ng & Peggy, 2020). Online learning is developed as a learning medium that can connect online between educators and students in a virtual classroom without having to be in one room physically (Pratiwi & Pritanova, 2017). Online learning can be done with virtual classrooms, which are learning experiences in a synchronous or asynchronous environment using various devices (such as laptops or smartphones) with internet access (Zhu & Liu, 2020). Various platforms are used to help facilitate the learning process which serves as a medium for delivering material, assessments, or for submitting assignments. These platforms include Whatsapp Group, Zoom Cloud Meeting, Google Classroom, Google Meet, Google Form, and e-mail.

The policy issued is an effort to save students from the dangers of the virus but it will also have several impacts, especially on students, teachers, and parents. Students themselves will feel forced to learn from home that actually do not have adequate facilities for this, so the learning process will be hampered, which should have been before the start of the learning supporting facilities must be available first. Then next lies in the learning adaptation process, students who previously tend to interact directly in learning will need various kinds of learning adaptations and understand learning modeled in the network, so that the policies given can cause stagnation of students' understanding of learning. Remembering that changes to online learning have an indirect effect on the absorption of students (Ting: 2015). Therefore, that students must be based on a variety of learning experiences so that online learning becomes more flexible (Shopova, 2014). The main problem for these students leads to a change in the learning environment from offline to online so that things are needed that must attract students' online learning interest through the creation of a positive learning environment; building learning communities; provide consistent feedback in a

timely manner; and using the right technology to deliver the right content. (Carlsson et al., 2015) The next impact of course lies in the teaching staff or teachers. As an educator, of course they have responsibility for the learning process of their students, but as a result of the Covid-19 pandemic and the enactment of the WFH policy, the learning process is also affected due to several things that become obstacles for teachers to carry out the learning process online.

Basically, learning is held with the hope that students are able to capture / receive, process, store, and convey the information they have processed. Since the 2013 Curriculum policy was through the Language Agency as the latest curriculum guide in Indonesia, the substance of foreign language subjects, especially French, has also changed. The 2013 Curriculum version of French Lesson demands a more comprehensive text learning content. In the 2013 curriculum, it is stated that one of the objectives of the French language subject is that students can communicate, both orally and in writing according to applicable ethics, and include affective, cognitive, and skill aspects and are able to apply them in various situations both at school and in society.

Foreign Language Learning is a complex process with complex phenomena so it is not surprising that this can mean different things to each person. The implementation of French language learning has the aim that students gain experience in using French adequately, both orally and in writing. In this case, the role of teaching materials is the most important part of the 2013 curriculum. One of them is text-based teaching materials for French language subjects.

Learning text is considered important because it will form the construction of students' thinking more coherently or systematically. The process of producing text (writing) is considered difficult compared to other language skills because in writing it puts forward receptive elaboration (listening and reading), and then it leads to the production of ideas into words.

One of the texts studied in learning French in high school is a descriptive text which is contained in the learning objectives in grade X SMA with the material "la description d'une chose oud' unepersonne".

Based on the results of observations and interviews conducted with French class X SMAN 21 Medan teachers, Mrs. Nuriyati, S. Pd and Mrs. Rini Endang Lestari, S. Pd revealed that the average value of daily tests in French, especially in writing descriptive text What is included in the learning objectives in class X SMA with the material "la description d'une chose ou d'une personne" is 60 with 60% completeness. Meanwhile, the standard KKM set was 75. In reality, only 60% of students were able to achieve the KKM score. This condition shows that students' understanding in the learning process of writing descriptive texts contained in the material "*la description d'une chose ou d'unepersonne*" is still low, which causes student learning outcomes to tend to be low. In addition, the results of interviews with students obtained information that students had difficulty learning descriptive text writing material because of the lack of teaching media for writing descriptive text that could be used as a writing reference.

Description is a type of writing related to an author to provide details of the object depicted. According to Keraf (1981) The word description comes from the Latin word describe which means writing about or exposing something. On the other hand, the word description can be translated into description, which comes from the word perimemerikan which means "to describe something". Based on this description, Nurjanah et al (2017) argues that description is a form of writing that is related to the efforts of the authors to reveal the details of the object being discussed. In this regard, Jonsson (2017) explains that: Descriptions contain experiences that are clearly described. The experience can be in the form of an object. When reading and listening, it is as if the reader or listener feels himself seeing, hearing, or touching. The statement above shows that the description text is a text that describes objects related to sensing. This is confirmed by Parera (1987), that description is a form of writing that is alive and influential. This composition deals with sensory experiences such as seeing, hearing, touching, smelling, and feeling. Sujanto (1998), explains that the description is a description of the reception that is captured by the five senses. We see, hear, smell, and feel through the organs of the human senses, and with these senses in order to be lived by others. Writing descriptive text provides that a description of the writer's observation, feelings, and experiences (Marini et al., 2019). In addition, students can write in detail the elements, characteristics and structure of an object in a concrete manner in the form of text that can be informed to the reader. Based on the above opinion, it can be concluded that writing descriptive text is the process of describing objects, especially objects that are far away and cannot be presented to the class. Because the object of the description text is in the form of a reality object, students cannot just create their own thoughts. So to provide a description of real and identifiable things in the indirect or face-to-face learning process, a teacher must increase his creativity to deliver material to students so that the learning process remains meaningful and learning objectives are achieved. Given that all this time related teachers also only use textbook media (notes), conduct online learning with learning application applications that are sometimes constrained by internet connections, the use of media equipped

with attractive animated image features and execution buttons, used off line can make the teaching and learning atmosphere take place interesting and not seem monotonous, and easy to understand, this reason is a big motivation for developing interactive multimedia in the descriptive text learning version of the 2013 curriculum based on adobe flash professional.

According to Richard (Fibriasari, 2015), multimedia refers to the presentation of material using words and pictures. Linda and Robin (Wibowo & Gunawan, 2015), also add that multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio, and video. Meanwhile, according to Ifeoma (2013) concluded that interactive multimedia is a multimedia display that contains a combination of text, images, graphics, animation, audio, and video that is dynamic and has interactivity to its users. Multimedia messages can be described in the form; delivery medium (eg computer screen and loudspeaker), mode of presentation (eg, words, graphics, animation, video, and images), or sensory modalities for capturing them (eg auditory and visual). Learning multimedia is an interactive learning media that is able animation displays (Syah et al., 2021). Because the focus of this research is to produce media products capable of delivering descriptive text material with the theme "decrier une personne et une chose" to class X first semester students, most of whom have never studied French, this multimedia must be developed in such a way, presenting an overview. Which is very real equipped with correct pronunciation and introductory material delivered in Indonesian, so that the students' imagination to write descriptive text in French becomes focused and does not eliminate the real meaning of learning.

Arshad (2014) argues that there are eleven important things to consider in determining the criteria for the quality of computer-based multimedia from the learning aspect, namely: (1) giving motivation, (2) paying attention to individual differences, (3) giving learning objectives, (4) organizing content, (5) preparation before learning, (6) involving students' emotions, (7) building student participation, (8) being able to provide feedback, (9) providing reinforcement to students, (10) providing practice and repetition, and (11) assist in the application of life. Meanwhile, Pratiwi, & Pritanova (2017) mentions seven multimedia design principles to improve students' understanding and learning abilities. These principles have been proven through research by Richard E Mayer using retention tests (remembering) and transfer tests (understanding).

One program that can be used to create learning media that contains animated images, graphics, text, sound and so on is Adobe Flash CS 5. According to Ting (2015) Adobe Flash CS6 is an animation program that has been widely used by animators. To produce professional animation. Learning media made from these programs are more often found for subject matter which is dominated by pictures.

Adobe Flash CS6 software is a software that can be used for multimedia development or development. Adobe Flash CS6 is a graphic and animation program whose existence is intended for design and animation lovers to create interactive web animations, animated cartoon films, business presentations or activities, company / organization profiles and interesting flash games. According to Emut (Wibowo and Gunawan 2015), This software is based on vector animation which can be used to produce web animation, presentations, games, films and interactive learning CDs (Hanum et al., 2019).

Methods

In this study, researchers used the DDD-E model (Decide, Design, Develop, Evaluate). The choice of this model is also based on the development model procedure which is considered simpler than other development models. However, even though it is considered simple, the steps listed in this development model contain the entirety of the general research and development procedures that must be carried out by researchers. This mixed research method uses a repeated survey data format using a sample of instructional media design experts and learning material experts, then a separate evaluation is carried out from the control sample and the experimental sample. The data analysis technique used is descriptive analysis technique. The descriptive analysis technique was carried out using descriptive statistics. The data obtained is data about the validation of interactive learning media in writing descriptive text lessons in high school. This data was collected through validation of material experts, validation of instructional design experts (media experts) and questionnaires were given to French teachers in class X IPS 1 and X IPS 2, SMAN 21 Medan. Validation questionnaires are given to validators, individual trials, small group trials, and limited group trials presented in the form of a Likert scale that has been given a score as shown in the following Likert scale Table 1.

Table 1.

The Likert Scale

No	Answer Criteria	Score
1	Very Good	5
2	Good	4
3	Neutral	3
4	Not Good	2
5	Not very good	1

Then the data were analyzed using descriptive statistics (average score and percentage), namely calculating the percentage of indicators for the use of interactive multimedia for each category on the media that had been developed. The following calculation formula.

$$\text{percentage score} = \frac{\text{total indicator score per category}}{2 \text{ total category indicator score}} \text{ x } 100\%$$

The score classification is then changed to a classification in the form of a percentage listed in Table 2 below.

Table 2.

Criteria for the percentage of learning media indicators

No	Criteria percentage	Interval
A	81% ≤ x≤ 100%	Very Good
B	61% ≤ x 80%	Good
C	41% ≤ x <60%	Moderate
D	21% ≤ x <40%	Not good
E	0% ≤ x <20%	Not very good

The effectiveness of interactive multimedia in learning to write descriptive texts contained in the material "la description d'une chose ou d'une personne" can be seen based on student learning outcomes. Student learning outcomes are obtained from the writing performance test scores in writing descriptive texts contained in the material "la description d'une chose ou d'une personne". Student learning outcomes are carried out in two stages, namely by doing pretest and posttest.

Results

The learning media developed have been declared fit for use in learning because the media has met the product quality criteria. There are 4 stages carried out in the trial of this product, including: (1) Validation of material experts, instructional media experts, and French teachers at SMAN 21 Medan; (2) Individual trials with three students with homogeneous abilities; (3) Small group trials with nine students with homogeneous abilities; and (4) Limited field trials with thirty-five students.

Validation Results of Media Experts and Learning Material Experts

Validators for learning media experts, researchers entrust experts in the field of Informatics and Computer Engineering who are lecturers of the Informatics and Computer Engineering Study Program at the State University of Medan. The purpose of the media expert validation is so that the resulting product is really related to the learning concept at school, so that the product is suitable for use in the learning process at school. The instructional media expert gives a score on each indicator, then fills in notes or comments in general to revise the improvement of learning media. The assessment aspects in the media expert validation sheet instrument consist of aspects of guidance and information, software operations as well as systematics, aesthetics and media principles. The indicators in the validation sheet consist of 38 indicators. Performed 3 times in accordance with the direction of the instructional media design expert.

The revised results of all errors in learning media are reviewed by the media expert validator at the third meeting, then the validator provides an assessment on the validation sheet instrument.

The result of the calculation of the percentage score of the instructional media experts at the third meeting was 87.3% with a very good classification. Validation at this meeting learning media experts gave positive responses to learning media. Learning media experts responded that the learning media products produced were good, the design was firm and could be adapted to the learning process in the classroom.

The assessment of descriptive text learning media in terms of material was assessed by lecturers of the French language education study program and teaching at the Medan State University Postgraduate Program and is an expert in the fields of linguistics and French language education. The purpose of material expert validation is so that the content of the material in the learning media is in accordance with KI and KD, actualization of material content, usefulness of learning material, conformity of material to student needs and quality of presentation in conveying material concepts.

The results of the assessment of learning media conducted by the teacher obtained the overall average result of 91.2% with very good criteria with a score of 229 out of a maximum total of 250.

The percentage comparison of each expert can be seen in diagram 1 below.

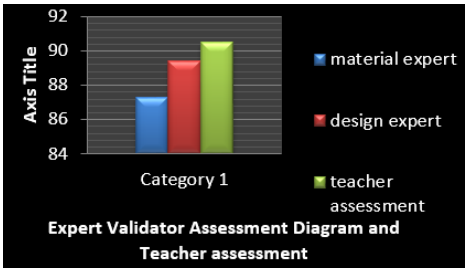

Figure 1.

Expert Validator Assessment Diagram and Teacher assessment

The conclusion from the results of the responses of class X SMAN21 Medan students, namely Interactive Multimedia on learning to write descriptive texts contained in the material "la

description d'une chose ou d'une personne" which has been developed is declared feasible and meets needs with the overall criteria "Very Good". More details, the results of data acquisition are shown in the graphic diagram in diagram 2 below.

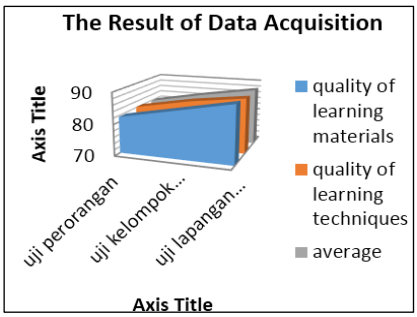

Figure 2.

The Descriptive Text Learning

The effectiveness of interactive multimedia in learning to write descriptive texts contained in the material “la description d'une chose ou d'une personne” can be seen based on student learning outcomes. Student learning outcomes are obtained from the writing performance test scores in writing descriptive texts contained in the material "la description d'une chose ou d'une personne". Student learning outcomes are carried out in two stages, namely by doing pretest and posttest. Data about student learning outcomes can be seen in Table 3 below.

Table 3.

The Outcome of Student Learning

Rank No	Pretest	Postest
1	62	87
2	62	80
3	62	87
4	75	93
5	75	93
6	64	87
7	62	93
8	74	93
9	62	93
10	62	87
11	75	93
12	62	87
13	52	86
14	75	93
15	75	93
16	67	93
17	75	87
18	75	93
19	61	87
20	61	87
21	61	79
22	56	75
23	75	93
24	61	85
25	61	90
26	67	90
27	67	93
28	74	87
29	67	93
30	74	93
31	67	93
32	50	86
33	74	87
34	75	93
35	75	93
Sum	**2342**	**31.22**
Averages	**66.90**	**89.20**

The Table 3 shows that student learning outcomes before using interactive multimedia in learning to write descriptive text contained in the material "la description d'une chose ou d'une personne" obtained an average score of 66.90 with the category "Enough" meaning The value achieved by students needs to be improved again, while student learning outcomes after using interactive multimedia in learning to write descriptive texts contained in the material "la description d'une chose ou d'une personne" obtained an average score of 89.20 with the category "Very Good ”means that the students' scores are better than before, with a difference of 22.30. Thus interactive multimedia products in learning to write descriptive texts contained in the material "la description d'une chose ou d'une personne" are effectively to outcomes in class X SMAN 21 Medan.

Discussion

Learning media is an intermediary of information or lesson content to students. According to Nurjanah et al (2017), learning media is a tool or form of stimulus that functions to convey learning messages. Heinich (in Fibriasari, 2016) suggests media delivers information from the source to the recipient. Teaching media is not just an introduction to material, but also a means of arousing imagination, interest, and a pleasant atmosphere. Media can arouse the enthusiasm for learning that enlivens the learning atmosphere so that students' understanding of teaching materials increases. This is in line with the opinion of Fibriasari (2016), that learning media occupies a fairly important position as a component of the learning system. Media has a very large influence the quality of learning. However, the fact is that there are still teachers who have not utilized the media optimally. This has happened in several schools. Teachers still use existing media without making alternative media according to student needs. This is evident from the results of interviews and teacher needs analysis questionnaires, that French teachers always use textbooks in every learning process in class, even though they state that students have very good appreciation and motivation to learn when teachers use media in the learning process. The results of the needs analysis show that 80% of students state that Indonesian language lessons that have been taking place so far tend to be ordinary, meaning that teachers explain and use textbooks more in the learning process than using other media or learning methods.

Therefore, the creativity of Indonesian teachers in managing learning has a huge influence in increasing student interest and learning outcomes. In this case, the teacher can use a learning medium to create a fun learning environment. Computers are one of the tools that are still rarely used by teachers. Computers facilitate the delivery of learning because they can visualize objects that may not be in the classroom so that learning is not abstract. Computers can integrate components of writing, sound, images, moving animation, and video, so it can be said that computers are able to present information with a high level of realism. Based on the results of interviews and questionnaires to analyze the needs of teachers and students at SMA Negeri 21 Medan, SMA Negeri 19 Medan, and SMA 13 Medan already has adequate school facilities, such as computers that can be used as learning media.

However, teachers have not utilized these facilities for the Indonesian language learning process, even though the rapid development of information technology requires teachers to provide innovative and efficient material. One of the learning media that uses computers is interactive multimedia. Buana (2020) argues that interactive multimedia is multimedia equipped with a control device that can be operated by the user so that the user can choose what he wants for the next process. Vaughan (in Buana, 2020) states that when it can follow the user's wishes, displays multimedia projects and can control what and when elements are submitted, hence what is called interactive multimedia. Interactive is a feature of multimedia programs. Interactive multimedia is in demand by students.

This is evident that 80% of students prefer audio-visual media such as interactive multimedia. 80% of students also stated that they felt the need to develop interactive multimedia as a learning medium in the classroom. Based on the interview, the Indonesian teacher also said that interactive multimedia as a learning medium needs to be developed to improve understanding and attract students' attention because interactive multimedia contains several components, such as text, images, animation, sound, and video that can arouse the enthusiasm for learning. Research has shown that people remember 20% of what they saw, 40% of what they saw and heard, but about 75% of what they saw, heard, and did simultaneously (MacKenzie & Smith, 2020).

From this opinion it can be concluded that the appearance and sound produced causes interactive multimedia to greatly support the teaching and learning process because it is integrated with several elements, namely text, graphics, video, animation, and sound that can be seen and heard. Based on the results of needs analysis and interviews with Indonesian teachers, one of the basic competencies that students cannot understand is the structure and language

of the description text. There were 73.3% students who could not understand and 3.3% could not understand the material regarding the structure and language of the description text. 46.6% of students felt quite bored with the text description material, 50% felt ordinary, and 3.3% felt very bored. This is due to the lack of availability of instructional media, students need suitable learning methods and easy teaching materials.

In addition, the 2013 curriculum for French subjects is text-based. There are several texts that they learn so that they have to remember the structure of each text. Based on the explanation that has been described, it can be concluded that the development of descriptive text learning media needs to be designed to help the learning process of descriptive text in order to generate student motivation, facilitate understanding, and improve learning outcomes.

Conclusions

Development of interactive multimedia on learning to write descriptive texts contained in the material "la description d'une chose oud'une personne" using adobe flash cs6 software. The development process uses the DDD-E stage (Decide, Design, Develope - Evaluate) from Tegeh, Decide means determining and planning the multimedia product to be produced, Design means designing multimedia making, Develop means developing, namely the activity of combining all multimedia components and finally evaluating which means evaluation of the developed interactive multimedia. The resulting product is interactive multiedia in exposition text learning which is feasible and effective to improve student learning outcomes of class X SMAN 21 Medan.

The effectiveness of interactive multimedia products in learning to write descriptive texts contained in the material "la description d'une chose ou d'une personne" is seen from the results of students 'learning abilities in writing descriptive text contained in the material "la description d'une chose oud'une personne "after using the learning media that has been developed is in the" very good "category with an average value of 89.20 and the average value before using learning media writing descriptive text contained in the material" la description d'une chose ou d "unepersonne" of 66.90 which is in the "good" category. This proves that student learning outcomes are higher after using interactive multimedia in learning to write descriptive text contained in the material "la description d'une chose oud'unepersonne" with a difference of 22,30which means that this value makes the developed multimedia effective to use in the French language learning process.

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