Developing Learning Media of Réception Orale Débutant using Smart Apps Creator Application

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ABSTRACT
This study aims to develop learning media of réception orale débutant using Smart Apps Creator application for 2nd semester students and to determine the feasibility of the learning media developed. This research uses research and development (R&D) methods. ADDIE development model which consists of 5 stages, namely problem analysis, product design, media development, product design validation and product design revision. The initial stage in this research is collecting data by analyzing needs using google forms, designing and creating learning materials, and validating them to material experts and media experts. The data and data sources in this study are data regarding the feasibility of learning media that have been validated by the validator, the data sources in this study are students as informants in needs analysis questionnaires and books, articles, journals as supporting other data. Data analysis technique in this research is data collection with percentage analysis instrument. The results of the validation test by material experts are 80% and media experts are 90%. The results of media validation are in the “very good” category and the results of media validation are in the “very good” category. It can be concluded that the learning media developed using Smart Apps Creator application is declared valid for use in learning French for 2nd semester students.

Keywords: Learning media, Débutant, Smart apps

1. INTRODUCTION

Media is a presentation of material using words and pictures. The meaning of the use of the words Mayer meant is that the material is conveyed in verbal form, for example using printed or spoken words, while the use of images according to Mayer is that the material is presented. in fictitious form or as an image. Static graphic forms (including illustrations, graphics, photos and maps) or using dynamic graphics (including animations and videos). Then, in textbooks, words can be presented as printed text and images can be presented as illustrations or other classification forms [1].

Learning media is an important component in learning, so it can be a source of reference in addition to the material presented by the teacher. Learning media is an inseparable part of the teaching and learning process in order to achieve educational goals. So far, there have been many emerging learning media, both conventional and digital media, but not many multimedia-based learning media are used in the learning process. The use of interesting learning media can increase new interests and enthusiasm so as to motivate them to continue learning. By using interesting and appropriate learning media, learning objectives can be achieved properly.

The interactive learning model is a student-oriented learning model (student centered), where students are directly involved in various types of learning activities in the classroom. Interactive learning model makes students interact with each other in doing and thinking (hands on and minds on) which produces direct feedback on the subject matter given [2].

In language learning there are four language skills, namely réception orale, réception écrite, production orale and production écrite. The four skills cannot be separated from each other. Oral reception is an important element in learning, especially French. By practicing regularly, students will have experience and knowledge of correct pronunciation, increase vocabulary, correct structure, and proper sentences when speaking. To develop these competencies, students must learn to “use knowledge and strategies related to speaking and listening in many diverse interactions” [3].

Réception orale is the ability to make meaning from listening to a statement. It is an active and complex process for a second language (foreign language) learner. “The listener must be able to discriminate between sounds, understand vocabulary, interpret accent and intonation, and get used to the rhythm of a language
other than their native language. Then he will have to retain what has been understood in order to interpret it in the immediate context as well as in the larger sociocultural context of a text or a statement. It goes without saying that coordinating all of these processes requires a complex mental exercise on the part of the listener. Listening comprehension is difficult and therefore deserves more attention and study. For learners, there are linguistic difficulties associated with listening such as learning a new phonetic system, the inability to decipher the flow of speech, and difficulty understanding the spoken forms of the words they know. in their written form [4]. One of the learning materials in the réception orale débutant course is “se presenter”. This material was chosen as material to be developed in this research because this material is the basic material that beginner French learners must master. In this material, we learned the conjugation of être and avoir, s’appeler, habiter, âge, profession, et nationalité.

Based on the results of observations made using a need analysis questionnaire for second semester students majoring in French in Universitas Negeri Medan on December 1, 2020, in oral comprehension learning or called réception orale débutant, teachers use learning media in the learning process. The learning media used are books, audio-visual media such as Power Point, and internet media or websites. In using these media, students still need various media to improve listening skills in the réception orale débutant course. So a variety of interactive and varied learning media is needed.

In this study, the interactive learning media that will be used is the Smart Apps Creator (SAC) application. By using this application, the teacher as a facilitator can provide teaching materials using interactive teaching aids that are interesting and effective. Smart Apps Creator (SAC) is an application for creating multimedia applications based on mobile, desktop and web. Because the development results can be converted into Android/iOS mobile applications, desktop applications without programming code, and HTML5 web applications that can be accessed via a browser.

Smart Apps Creator was chosen because this application has never been used as a medium for learning French in particular in the course from Beginner Oral Reception to the French section Universitas Negeri Medan. This application also has many advantages, namely by using this application one can create applications without programming knowledge, then one can export html5 projects. Besides building the app, it turns out that the smart app builder can also upgrade to html5, and not only that the smart app builder can also export to the windows app in .exe format. The appearance of this application is easy to understand, almost the same as Photoshop, so if Photoshop is mastered, this application will be easier to understand.

By using this media, teachers can include material accompanied by pictures, audio, video and animation so that they can increase students' motivation in learning. especially in the réception orale débutant course in semester 1 of the French language education study program of Universitas Negeri Medan.

2. THEORETICAL BACKGROUND

2.1. Foreign Language Learning

Learning is the result of ignorance of the mechanism, which occurs in one person and is most likely influenced by others [5]. Learning is mastery or acquisition of a subject or a skill through learning, experience, and education [6]. The foreign language is a subject that develops oral and written communication skills to understand, reveal information, feel thoughts, and develop technological and cultural knowledge [7]. Based on the above description, it can be concluded that foreign language learning is a process of language learning with the aim that students can communicate verbally and in writing both individually and in groups.

2.2. Reception Orale Débutant

Based on the CEFR (Common European Framework of Reference for Languages), the level of learning French in language skills is made up of six levels, namely: the introductory level (A1), the level intermediate (A2), threshold level (B1), advanced level (B2), autonomous level (C1), mastery (C2). However, if it is observed that these six levels can be subdivided from the classical division into three levels, namely the basic, intermediate and advanced levels (basic level, intermediate level and advanced level), then these levels are offered in three general levels. Levels which each have two subsections, namely basic or beginner user (A1 and A2), independent user (B1 and B2) and experienced user (C1 and C2). In order to learn to listen, students must be able to perform a series of listening activities, including: Receive statements (auditory perception skills), Identify linguistic messages (language skills), Understand the message (semantic skills), Interpretation of messages (cognitive skills) [8].

If students are unable to master the four listening activities, it can be interpreted that students will have difficulty learning to listen, i.e. difficulty receiving utterances (auditory perception skills), difficulty identifying linguistic messages (language skills), difficulty understanding messages (semantic skills) and difficulty interpreting messages (cognitive skills).

2.3. Learning media

2.3.1. Definition of learning media

Media are often referred to as a mediator, that is, the cause or tool that intervenes between two parties and
reconciles them. The term media mediator designates his function or role, namely to regulate the effective relationship between the two main actors in the learning process. The learning media is a tool that is physically used to convey the content of the learning material, which consists of books, tape recorders, cameras, cassettes, videos, recorders, films, television, slides, photos, graphics and computers. The definition of media in general is a component of learning resources or physical means that contain educational material in the student environment that can stimulate students to learn. Purpose of the learning materials is to facilitate communication and learning. Educational media has the meaning of an in-classroom or out-of-the-classroom learning program tool that is used in the context of communication, interaction of teachers and students in the learning process. The learning materials can be used in large numbers, in large groups, in small groups or individually [9].

2.3.2. Benefits and functions of learning media

The use of educational media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and have a psychological influence on students [10].

The benefits of media learning according to Kemp and Dayton are as follows: Provide learning according to standards, make learning more interesting, learning is more interactive, the duration of the lesson can be shortened, the quality of learning outcomes can be improved, education can be given anywhere and anytime, increase students' positive attitude towards the learning process.

In addition, Levied and Lentz suggest four functions of teaching aids, especially visual media, there are: the function of visual media attention is primarily to attract and direct the attention of students to focus on content related to visual meaning or accompanying text, the affective function of visual media can be seen to delight students while studying text with pictures, the cognitive function of visual media can be seen from the results. The study found that visual symbols or images facilitate achievement of the goals of understanding and memorizing information or messages that are in the image, the compensation function of the learning medium can be seen from. The conclusion is that visual media provide a context for understanding text to help students who are poor in reading organize information as text and remember.

2.4. Media Smart Apps Creator

Smart Apps Creator (SAC) is digital interactive media used to create multimedia applications based on mobile, desktop and web. Because development results can be converted into Android, IOS mobile apps, desktop apps without programming code, and HTML5 web apps accessible through browser. The advantage of smart app builder is that you can build apps without programming knowledge, then you can export HTML5 project. Besides creating the app, it turns out that smart app builder can also switch to HTML5, and not only that smart app builder can also export to Windows app in .exe format. The appearance of this app is easy to understand, almost the same as Photoshop, so it's not too difficult to use if you use Photoshop often.

2.4.1. The advantages of Smart Apps Creator

2.4.1.1. Can do applications without programming knowledge

In general, it is necessary to create an application as program code, but using Smart Apps Creator support, application development does not require programming code, so application development becomes easy and instant.

2.4.1.2. Can export HTML5 project

Besides creating apps, it turns out that smart app builder can also switch to HTML5. Not only that, the smart app builder can also export to Windows app in .exe format.

2.4.1.3. Easy to understand display

The display of Smart Apps Creator is very easy to understand. It will be easier for users to understand how Smart Apps Creator works and tools if they are already familiar with Photoshop.

2.4.1.4. Doesn't take a lot of RAM

This application can be downloaded to a laptop or notebook as it does not take up much space. So that when it is executed it will not be slow.

2.4.2. Shortcomings of the Smart Apps Creator

Indonesian is still not available in Smart Apps Creator, Not suitable if used on Android, This app can only be used on laptop or computer. If you want to download it from cell phone playstore, it will be different. This app can only create an app with simple results, Difficult to understand if not familiar with computers.

3. METHOD

3.1. Research Method

The method used in this research is research and development (R&D) method. Research and development methods are methods used to produce products and test the effectiveness of these products.
The research method used in research on the
development of learning media in the reception orale
debutant course using the Smart Apps Creator
application is a qualitative method. The research steps
used are the ADDIE development model (analysis,
design, development, implementation, and evaluation)
by Dick and Carey [11]. However, in this study, the
implementation stage only reached the development
stage due to time constraints and conditions that did not
allow it. The steps of the Research and Development
(R&D) research procedure based on the ADDIE model
are as follows:

3.1.1. Analysis
Analysis is an early stage of development. The
analysis stage is a need assessment process, identifying
problems and performing task analysis. This stage is
carried out to obtain information about the needs of
learning media. This analysis was carried out by
distributing a needs analysis questionnaire using google
form to the second semester students of the French
language education study program in Universitas Negeri
Medan.

3.1.2. Design
The second stage to be carried out is design. At this
stage all designs are prepared, starting from the material
design, the software used, and the planning flow. This
design will form the basis for the next development
process.

3.1.3. Development
At this stage, the media development process is
carried out by realizing product designs, namely by
designing learning materials using predetermined
software, namely smart apps creator software. Then
consult the supervisor to carry out the next stage,
namely validation. Implementation of this validation is
done by asking for help from media experts and
material experts. As a validator to know the level of
eligibility. Validators provide comments, ratings and
suggestions about the developed media. Based on the
results of the assessment carried out by the validator, it
is used as a reference for revising the product so that the
developed media can be improved and is suitable for
use as a whole.

3.2. Data Collection Technique
The data collection technique used in this study was
a questionnaire. Questionnaire is a data collection
technique that is done by making questions to
respondents to be answered. This questionnaire was
created using google form. In this study, documents are
also needed as a supporting source so that this research
can be carried out. Documents used at the design and
development stage are sources from articles, journals,
books and the internet related to the research to be
carried out.

3.3. Research Instruments
In this study, the research instrument was used to
determine the feasibility of interactive learning media
created using the smart apps creator application based
on the assessment of the validator. This instrument is
filled out by means of a checklist on each indicator to
determine the feasibility level of the learning media
made.

4. RESULTS AND DISCUSSION
In this study the development model used is ADDIE
Analysis, Design, Development, Implementation,
Evaluation. But due to time constraints and unfavorable
conditions. adequate, only three steps were changed,
namely: Analysis, Design, and Development. The steps
include: collecting data and problems using a needs
analysis questionnaire, product design, product
development and design validation.

4.1. Analysis
Before developing media, we must first analyze the
problem. To find out the problem, a needs analysis was
carried out by distributing questionnaires via google
form to 20 second semester students of the French
language education study program who studied in the
reception orale débutant course.

Based on the results of the needs analysis
questionnaire distributed to 21 students, the following
data can be obtained:

- There were 85% of students who stated that
  learning French was difficult to learn, then 15% stated that learning French was easy.
- 95% of students stated that during the learning
  activities in the reception orale débutant course,
  the lecturer used the media in delivering the
  material, and 5% of the students stated that they
  did not.
- 15% of students stated that the media used in the
  previous lesson had helped in understanding the
  material in the reception orale débutant course.
  While the other 85% said they still need interesting
  and varied media.
- 55% of students stated that the use of learning
  media was very important, 15% stated it was
  important,
- For the selection of materials that need to be
developed using teaching media in the Orale
débutant Reception Course, 75% of students chose
the presenter material, 20% of students chose the
Donner des informations sur soi material, 20% chose
the Aborder quelqu'un material, 5% chose
Demander un renseignement material, 20% chose
Découvrir une ville material, 20% chose

824
Rencontrez les membres d'une famille matériaux, 30% choisit son temps organiser matériel, 20% choisit Prendre de nouvelles habitudes matériel, 15% choisit s'adapter un rythme de vie, 20% choisit Répondre une invitation., 5% choisit faire face un problème, et 10% des étudiants choisit Faire un pique-nique matériel.

- Le lieu des difficultés des étudiants en français, en particulier en réception orale débutant course, 35% des étudiants ont déclaré qu'ils n'étaient pas habitués à écouter du français audio., 35% des étudiants ont déclaré qu'ils manquaient de vocabulaire français, et 30% des étudiants ont déclaré qu'ils ne peuvent pas comprendre le prononciation français correct.

- Tous les étudiants ont un ordinateur, des ordinateurs portables, et des smartphones.

- 90% des étudiants ont déclaré que c'est très utile s'il y a un smartphone-based media qui peut expliquer matériel de manière interactive et intéressante pour aider les étudiants dans le processus de learning français. While the remaining 10% said it was normal.

- Tous les étudiants n'ont jamais entendu de Smart Apps Creator media.

- Rien n'est connu par tous les étudiants sur le media Smart Apps Creator.

- 80% des étudiants ont déclaré que le media smart apps creator peut être utilisé pour learning réception orale débutant.

- Certaines opinions de l'étudiant sur le développement de learning matériel en la réception orale débutant course, parmi d'autres, est intéressant, augmentera la motivation des étudiants, il sera très utile s'il peut aider à ajouter de la diversité à l'apprentissage.

4.2. Design

Le design stage is an important stage before carrying out the product development stage. At this stage, the media design is carried out which includes the preparation of the overall media design from start to finish. The media design stage carried out includes the preparation of materials and practice questions, as well as designing the media by preparing backgrounds, images, audio, video and animation. The product designs designed are:

4.2.1. Design of learning media

Making this learning media design serves as an overall guide to facilitate the process of making media.

4.2.2. Determining the material

Le matériel choisi à développer est un présentateur. This material is determined based on the students' most choice in the needs analysis questionnaire so that the results of the media development carried out are in accordance with the student's needs and produce good and suitable products for use. In this media, videos and audio related to the material presented by the presenter will be presented as well as practice questions to train students' understanding of the material presented.

4.2.3. Media Material Collection

Before the media is developed, the materials to be included in the media are collected first. These materials include backgrounds, navigation button icons, images and animations as well as video and audio.

4.3 Development

Le développement stage is carried out after all the planning designs are made and then realized at this stage. In making this media there are several components that are worked on, namely cover, material title page, main menu, learning objectives, dialogue, material, grammar, vocabulary, and exercise. These stages can be broken down as follows:

4.3.1. Cover

This page is the initial display of the media containing the subject, the name and number of the media developer, the name of the supervisor, as well as Universitas Negeri Medan’s logo.

![Figure 1. Cover Display](image)
4.3.2. Material Title Page

This page is the page that appears after the cover. This page contains the title of the material, namely “Se Présenter”, images and animations related to the presenter, and at the bottom of the page there is a start button for commands to start using the application.

Figure 2. Title Page

4.3.3. Menu Principal

On this page the main menu contains all the menus in the application such as objective d'apprentissage, dialogue, material, gammaire, vocabulaire, and exercise. All buttons and menu options on this page have been activated, so when one button or menu option is clicked it will open the next page as desired.

Figure 3. Main Menu Display

4.3.4. Objectif d’Apprentissage

On the learning objective page, the content of this page contains learning achievements, competencies/ability for each learning stage, and learning objectives. This page will open when clicked on the objective d'apprentissage button or menu option on the main menu page.

A. Compétences / Kompetensi Setiap Tahap Pembelajaran:
1. Siuwa mampu menyimak dengan baik dan mampu memberikan respons yang sesuai dengan yang disampaikan.
2. Mampu bekerja sama dan berkolaborasi, beradap dipertang jawab, mengolah data dan informasi, berbagi kita dan menyelesaikan masalah, kreativitas, berkomunikasi secara harfiah, dan menggunakan teknologi informasi dan komunikasi.

B. Kompetensi / Kompetensi Setiap Tahap Pembelajaran:
1. Mampu menyimak dan menangkap kata-kata dalam dokumen audio, mampu audio-visual mengenai se präterter.
2. Mampu memberikan respons yang baik dan benar selain mendengarkan dialog audio mampu audio-visual mengenai se präterter.

C. Tujuan Pembelajaran:
1. Kompeten dalam memahami dan menerapkan pembahasan yang diajukan dalam materi media audio-visual dalam bahasa frans dan memahami materi media audio-visual dalam bahasa frans sebagai media pembelajaran yang sesuai dengan konteks diajukan.

Figure 4. Learning Objective Display

4.3.5. Dialogue

On this page, there are video dialogues about conversations about the presenter's material. The video is taken from the source of the book tendance A1 and Echo A1.
4.3.6. Material

This page contains materials that are presented in accordance with the selected material, namely the presenter. The material is presented in detail starting from les noms et prenoms, les nationalités, l'âge et date de naissance, les professions, et les scolarisés.

4.3.7. Grammaire

On this page, the content contains grammar used in the presenter material, namely conjugaison des verbes tre, avoir, s'appeler, et habiter.

4.3.8. Vocabulaire

On this page, there are vocabulaires related to the presenter's material, namely les nationalités et les professions. In vocabulaire les nationalités, the difference between pays, habitants et capitais is presented. Meanwhile, in vocabulaire les professions, the division of masculin and feminine terms in professions and the correct pronunciation is presented.
presented are vrai ou faux questions and questions that must be answered based on the audio that is listened to.

![Exercise Page](image)

**Figure 9. Exercise Page**

### 4.4 Validation

The next step after the media has been created is the feasibility test. The media that has been made is then validated by material experts and media experts. Each validation will provide a better product evaluation. At this stage, the validator provides comments, suggestions and corrections on this media, both the advantages and disadvantages of this media. This development stage produces teaching material products in the form of learning media that have been reviewed based on comments and suggestions from both material validators and media validators.

#### 4.4.1. Validation by learning material expert

The validation of this material aims to determine the opinion of the material validator on the feasibility of content, language feasibility, and presentation feasibility. This validation was carried out by Dr. Hesti Fibriasari, M. Hum, professor of UNIMED. The evaluation was carried out in order to obtain information about the quality of teaching materials developed to improve the quality of learning in the French section of Universitas Negeri Medan, especially in the réception orale débutant course on "se presenter" material. The results of the validation and assessment of material experts on each aspect of the overall assessment are determined by their respective scores and average criteria. The results of the validation by the validator above show that the presenter material developed includes the "good" criteria with a score of 80 and the percentage result is 80%. This can be seen from the scores obtained. The comments and suggestions given by the material validator are "the developed learning media has a display that matches the background and color, but the selection of fonts in writing should be legible and clearly written". That is, the learning media developed has a display that matches the background and color, but the selection of fonts in the writing should be legible and clear. Based on these results, it can be concluded that the material from this learning media can be used.

#### 4.4.2. Validation by learning media expert

Validation on this media aims to determine the opinion of the media validator on the feasibility of media presentation. The feasibility of the developed media is known from the results of expert validation. Media validation was carried out by Dr. Surya M. Hutagalung, M.Pd, a professor at Universitas Negeri Medan. The media that has been validated by the expert is then revised based on the suggestions given by the validator.

The validation of the learning media developed includes two aspects. Namely aspects of media characteristics and aspects of media display. The results of the validation by the media validator above show that the media developed includes the "very good" criteria with a score of 90 and the percentage result is 90%. This can be seen from the scores obtained. Thus, the total score obtained is 90% in the "very good" category where the media is designed according to the learning materials that are arranged in an interesting and creative way. The comments and suggestions given by media experts were “the choice of color and background is appropriate, but on the dialogue page, the video that is playing does not have a play and stop button so that the video that is playing cannot be stopped manually. So it is necessary to add a play and stop feature to every video.” Based on these results, we conclude that this learning media can be used with revisions according to the suggestions of the media validator.

### 4.5. Research Analysis

This learning media will be developed and used in the learning process on the presenter material for the débutant level. The developed media is application-based using a smartphone. This media contains learning objectives, dialogues related to the presenter material, descriptions of material containing several audios that discuss the presenter, grammar related to the presenter, namely the conjugation of tre, avoir, s'appeler, et habiter, vocabulaire related to presenter material to increase student vocabulary, as well as practice questions.

The end result of the development of this media is a learning application that can be used by teachers and students in order to facilitate the learning process and increase learning variations both in the classroom and outside the classroom. Learning materials and learning media were revised based on the results of the test of material experts and media experts. This learning media creates physical and mental activities that must be
carried out by students in the learning process, with the aim that students are able to understand spoken texts in French about the presenter and can improve listening, listening, and understanding the contents of audio and video documents in French, so that students can respond as expected.

5. CONCLUSION

Based on the results of the study, it can be concluded that the product developed in this study is a learning media in the reception orale debutant course in the form of an application using the media smart apps creator. Based on the evaluation of media experts and material experts who have calculated to obtain the ideal score, this learning media is suitable for use in learning. The design of learning media must pay attention to the presentation of information, use of media, ease of use. After these aspects are fulfilled, the media begins with: (1) opening page, (2) title page, (3) main menu page, on the main menu page there are several menu options such as: objective d'apprentissage, dialogue, material, grammar, vocabulaire and exercise.

The results of validation by two experts, namely material experts and media experts indicate that the learning materials and learning media produced are suitable for use. The results of the expert validation above for the feasibility of presentation show that the feasibility of presenting the learning materials developed is 80% included in the "good" criteria. This can be seen from the scores obtained. The validation results were obtained from the aspect of the content of the learning material studied (80%). The evaluation results show that the indicators evaluated in these aspects are good.

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