Junita Friska' Development of Padlet Media in Digital-Interactive-Based *Production Écriteintermédiaire* Learning

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ABSTRACT

This study aims to design and develop learning media in the Production Écrite Intermédiaire course by Padlet media in accordance with the demands of the A2 DELF level of French writing competence. In times of crisis, distance learning is a learning method that is carried out without having to communicate face-to-face with a tutor. For this reason, the use of digital devices and electronic devices such as computers and smartphones as learning media is inevitable in the learning process. In addition, considering that learning media is one of the determining factors for success in the teaching and learning process. So, it is very necessary to develop digital-based learning media in order to be more effective. The research method used is Design and Development. By carrying out four stages, namely collecting information and data, planning, developing learning media, expert validation of the media and material included. After the four stages were carried out and declared feasible by the validator based on the results of this media validation, it was declared feasible with an average result of 88.75% and the learning media was tested on students in the classroom.

Keywords: Padlet media, Digital, Interactive.

1. INTRODUCTION

Writing is one of the 4 skills that are very important in language teaching, as well as in learning French. These skills depend on the student's ability to use correct grammar, punctuation, spelling, vocabulary, letter formation, etc. Because of the many aspects that must be mastered, writing skills are not a simple matter. Mistakes made in spoken language are tolerable if the message is understandable. However, in written language, all sentences must be constructed correctly, coherently, and cohesively. This is necessary so that readers can understand the text easily.

The French language study program at the Universitas Negeri Medan teaches writing skills in Production crite courses at every level. Based on the needs analysis, this course lasts 3 x 45 minutes per week. Before the pandemic, teachers had been using teaching aids for a long time, such as books, whiteboards, speakers, pictures, videos, etc. However, in the era of the pandemic, lecturers and students alike have to adapt to new ways of learning. In times of crisis, distance learning is a method of distance learning without frequent face-to-face communication with tutors [1]. For this reason, the use of digital devices and electronic devices such as

computers and smartphones are inevitable in the learning process.

In addition to the learning materials obtained by the teacher, the main teaching aid in the Production crite Intermédiaire course is the A2 tendency book. This book contains very complete and integrated material. Also equipped with a CD containing video and sound to support learning. Unfortunately, based on the information the author obtained from students, some students could not access the CD because they did not have the facilities. Based on the description of the problem above, the problem must be solved more measurable. Creative ways to keep students motivated to learn must be found especially in the current pandemic situation. The use of attractive and flexible educational support addresses this problem. Educational support that meets these criteria is to use interactive digital multimedia such as Padlet.

Padlet is a free online application that is best illustrated as an online whiteboard. Padlet can be used by students and teachers to post notes on the same page. Notes posted by teachers and students can contain links, videos, images, and document files. Padlet is device neutral, as it works on all internet-enabled devices, including PCs, laptops, tablets, smartphones. This means

it can work easily in any school utilizing a variety of devices. And there is no software or application to download or install, so anyone with internet access can use it right away. Wallpaper created in Padlet can be exported in several ways, including a PDF or spreadsheet, or embedded into a blog, site, or other page. Therefore, this media is considered effective if it is developed into a learning medium in the *production écriteIntermédiaire* course.

2. THEORETICAL REVIEW

2.1. *Learning Media*

The author [2] adds that learning media is a form of communication both printed and audiovisual along with the tools, so that the media can be manipulated, watched, heard, and read. The purpose of any educational media is to support learning by enabling students to relate to or create information in a friendly learning environment, to be able to process and store it by adding them to their mental schema [3].

So, it can be concluded from the definition above that learning media are all supports related to an object, document, or activity that is built by the teacher with the aim of helping or assisting students to understand learning and assuming that a set of supporters is arranged according to the teaching objectives.

2.2. *Types of Learning Media*

The selection of materials for learning activities is increasingly complex given the rapid development of information and communication technology. according to the author [4], he divides teaching materials into four types: visual media, audio media, audio-visual media, thumbnails, and multimedia. Here's the explanation:
  a) Visual media, namely the types of media that exist, only involve the views of students. So, the learning experience depends on the ability to see.
  b) Audio media, namely the types of existing media, only involve the hearing of students. So, the learning experience depends on the ability to hear.
  c) Audio-visual media requires the vision and hearing of students. Messages and information conveyed by this media are verbal and non-verbal messages.
  d) Multimedia involves several types of media that are integrated into a learning activity. It involves seeing and hearing through print media, pictures, moving pictures, and audio media

2.3. *Padlet*

Padlet is one of the Web 2.0 applications that is currently booming in addition to Blend space, SlideShare, Voki, Story bird and others [5]. Padlet is an online learning platform that can be called a synchronous online learning platform because educators and students are present at the same time. In simple terms, padlet can be referred to as online whiteboards that allow educators and students to convey and share ideas / ideas and thoughts in the form of text, photos, and videos. This padlet is very easy to use as there is no need to download any app and its features are easy to learn. In addition, the padlet can be operated via smartphones, tablets, laptops, and computers. Users can choose the free version of the padlet or the paid version.

In addition, Padlet can be an online wall to collect various ideas and ideas from users virtually [6]. Padlet users can create walls and contribute to any existing wall indefinitely, customize and manage privacy and share walls reciprocally [7-8] Padlet can be used to accommodate discussion, brainstorming and project work [9]

2.4. *Production Écrite Intermédiaire*

The production écrite intermédiaire course is one of the courses organized by the Unimed French Education study program. This course is one of the four basic French skills (writing, reading, listening, and speaking) taught to 3rd semester students. This course aims to improve students' writing skills with an allocation of 3x45 minutes per week. There are at least 4 types of basic writing knowledge, namely fluency in linguistic aspects, writing rules, subjects, or materials. of the writing and the intended reader. [10]

Based on the Course Learning Outcomes (CPMK) compiled in the Semester Learning Plan (RPS), students are expected to be able to write texts to talk about past events, the use of the Passe tense, etc.

3. METHODS

The research method carried out this time using the Richey & Klein research method. Researchers chose it because it is oriented to the development of educational support as stated by [11]; Unlike most other research endeavours, Design Research and Development (D&D) has the potential to broaden the theoretical base of instructional techniques by going beyond the traditional foundations of educational research and research. On the other hand, this model is relatively newer than other models. Because it is relatively new, it is believed that the characteristics of the learning to be developed will be more in line with this method. In addition, the method includes four main steps, namely analysis, design, development, and evaluation.
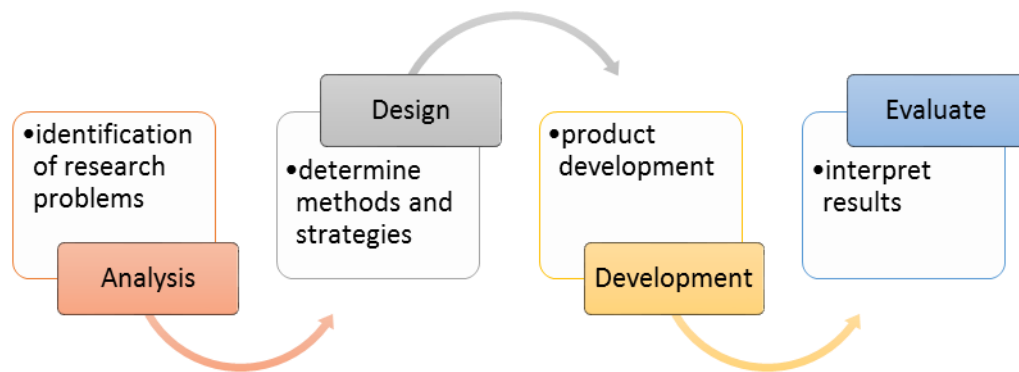
Figure 1. D&D Research Model

3.1. Analysis

In this step, the researcher has collected information that can be used to plan products that can overcome existing problems. This activity can be called literary study. Literary studies were conducted to collect data related to the conception and learning of French. The results of the literature study are used as a preliminary study of the implementation of the instrument.

3.2. Design

To overcome the problems raised in this study, learning media was developed through a free online platform called Padlet. In the planning stage, the researcher designed several materials that were considered suitable for the media, to design the appearance of the Padlet.

3.3. Development

At this stage the experts participate in evaluating the material and product design so that it can be known whether the product design is feasible or not. This validation was carried out using instruments in the form of questionnaires and discussions. After validation, product deficiencies were found. In addition, the gaps that arise are reviewed on the advice of experts before being tested on students.

3.4. Evaluation

In this research the development produces educational support in the form of Padlet Learning media. To find out the students' prior knowledge before using the researcher's teaching aids, the researcher used a pre-test. After that, the researcher tested the product on the students. The researcher teaches the Production crite Intermédiaire course using the Researcher's product for four meetings. The theme chosen is "writing about events in the past". In the end, a post-test was carried out so that

it could be seen whether the applied product offered significant value and whether the proposed strategy was effective or not. The results of the data analysis were then concluded and presented in a written report and presented at the time of report presentation.

4. RESULTS

4.1. Analysis

In this step, the researcher has collected information that can be used to plan products that can overcome existing problems. The results of the needs analysis can be concluded that one of the supporting factors in the process of learning French online is the use of varied and digital-interactive-based learning media such as Padlet with a percentage of interest reaching 95.8%.

4.2. Design

In the process of designing the media, it is adjusted to the textbooks which are also compiled simultaneously. So that the display on Padlet is a description of the material contained in the book entitled Production crite Intermédiaire baseé sur Padlet." This book is designed with materials that have been adapted to RPS and CECRL with Niveau A-2. It contains materials that can support the learning process for the Production crite Intermédiaire course. In the development process assisted with supporting software such as Photoshop to design the display. And to display the Padlet itself, use the tools that are already available.

4.3. Development

This media development contains 7 teaching materials which will be taught in 14 meetings. Each material will be taught for 2 meetings. The materials that will be taught include:

Leçon 1
Racontre Sa Journe
Leçon 2

Parler Des Vacances
Leçon 3
Décrire Une Personne
Leçon 4
Exprimer Un Opinion
Leçon 5
Les Loisirs
Leçon 6
Prépare Un Plat
Leçon 7
 Faire Un Lettre Informelle

Where all these materials are materials that are suitable to be taught in the Production crite Intermédiaire course. Furthermore, each joke will be loaded into the Padlet media which can be directly linked to videos, photos, and others. Figure 2 shows display of the contents in the book. Figure 3 shows dashboard View on Padlet. Each chapter in the book will then be displayed on a padlet with a more varied and interactive design as shown in Figure 4-7.
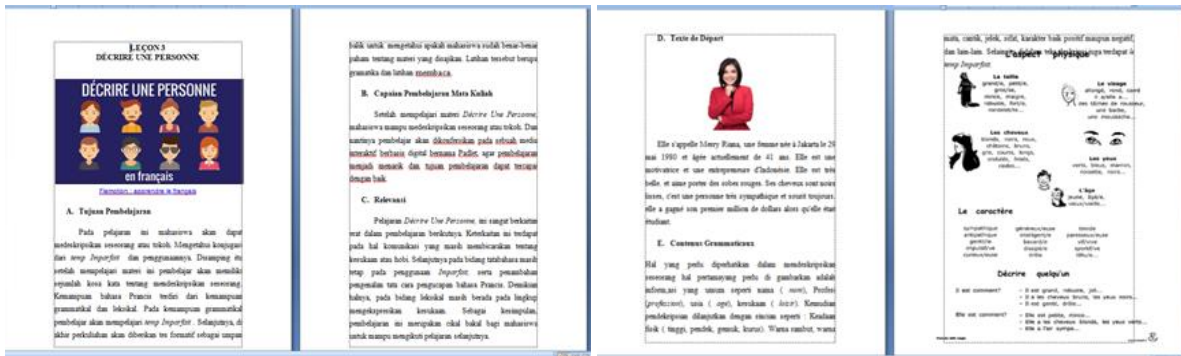
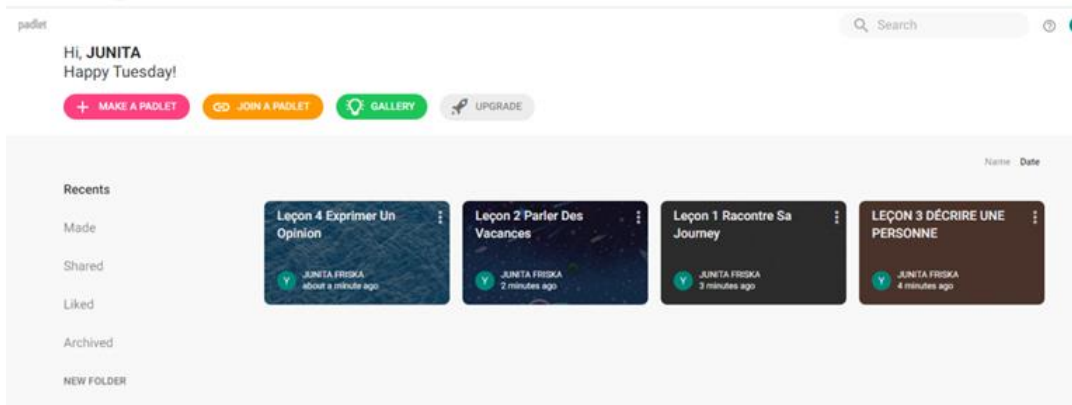**Figure 2**. Display of the contents in the book
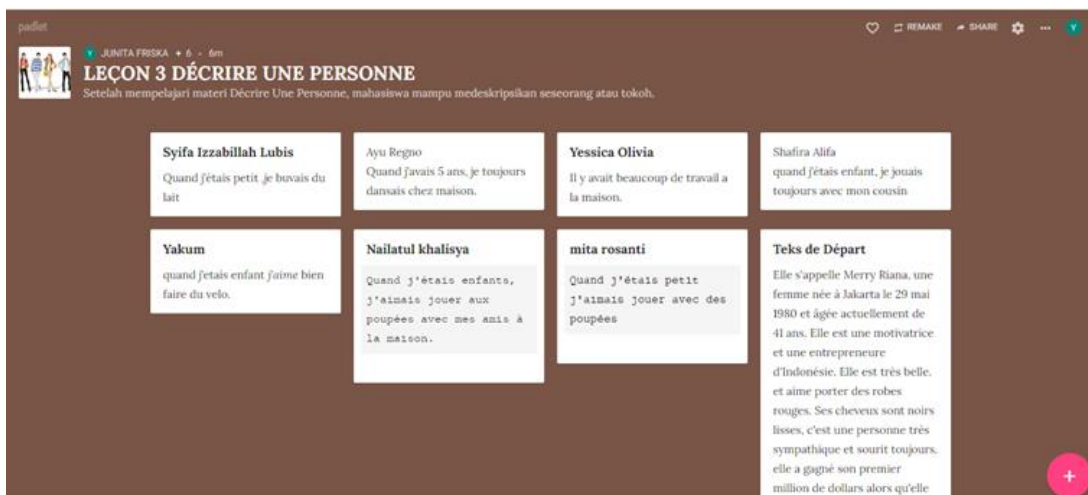

Figure 3. Dashboard View on Padlet

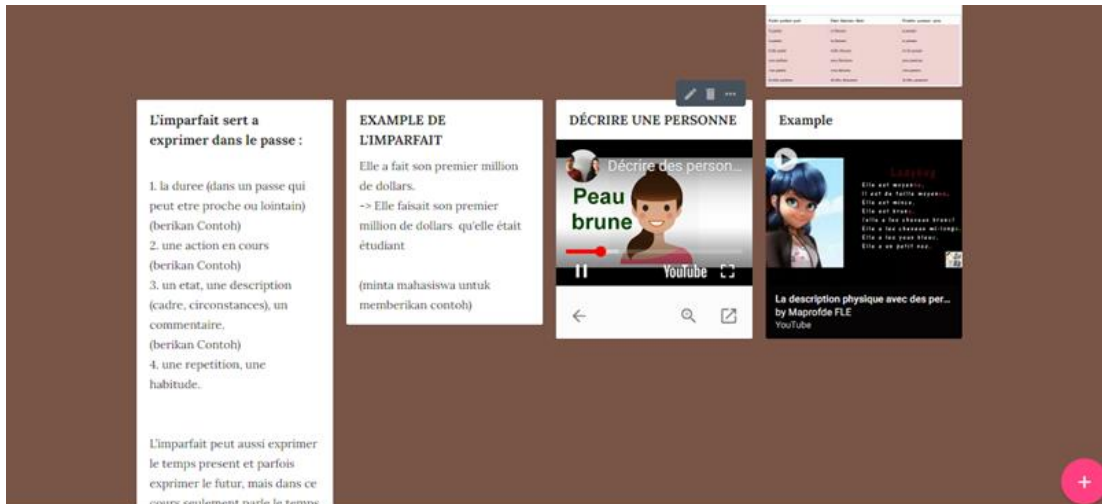**Figure 4**. Material Display on Padlet
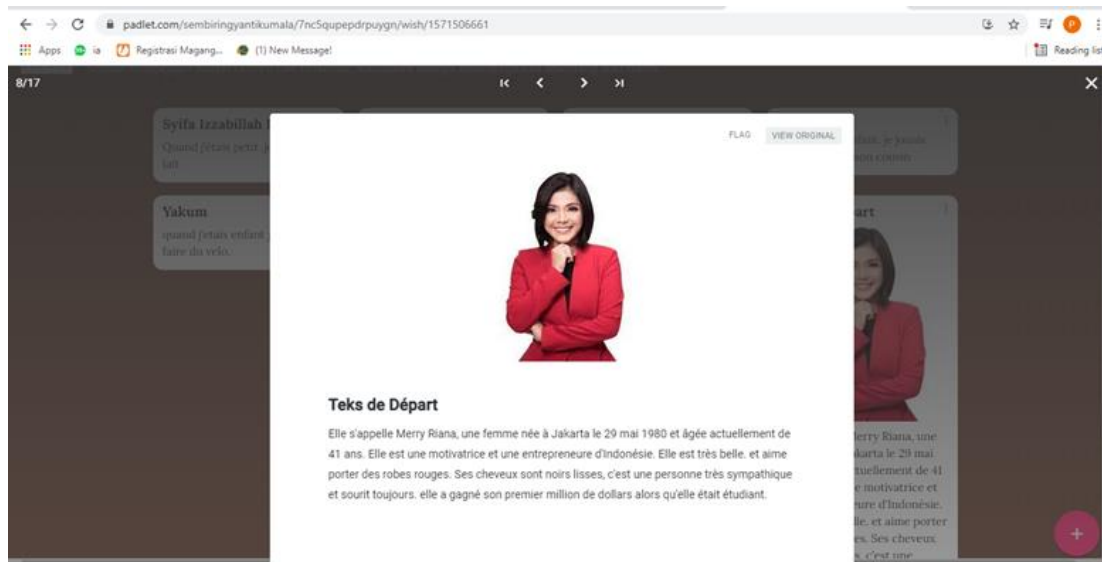
Figure 5. Video Display on Padle
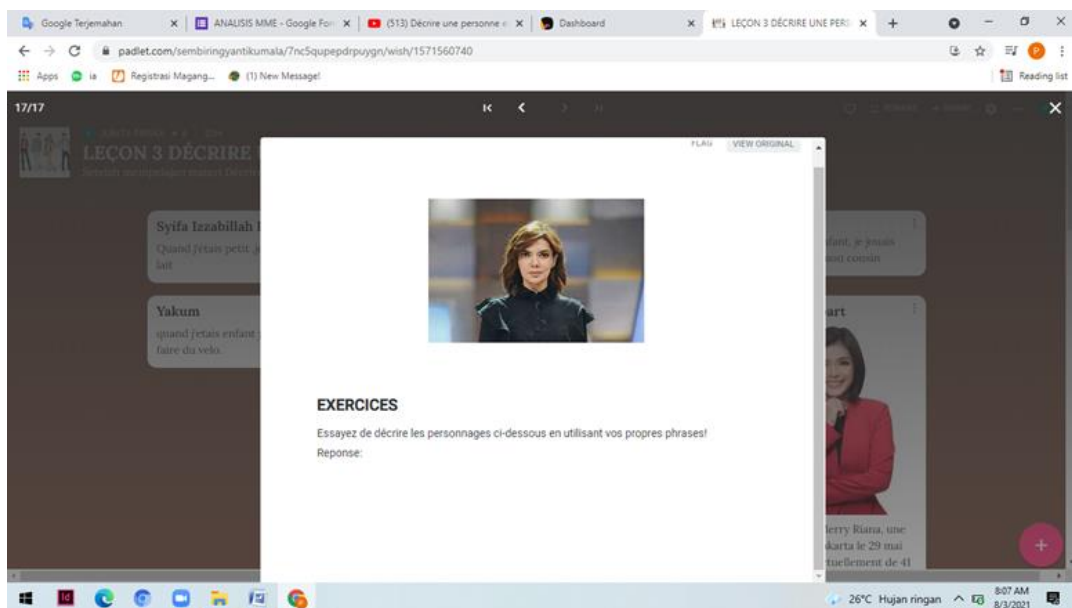

Figure 6. Teks De Depart Display on Padlet

Figure 7. Exercises Display on Padlet

In the development of the media, a feasibility test was carried out to test whether this media could be declared feasible as a medium for learning French in the Reception Ecrite Intermediaire course with the results:

Table 1. Validation Result Table

No	Validator	Percentage (%)	Criterion
1	The material expert	87.50	Very Good
2	The expert in learning media	90.00	Very Good
	Average	88.75	Very Good

The results of expert validation on both aspects: materials and teaching aids indicate that teaching materials using Padlet are valid or feasible and can be used in intermediate level writing learning. This can be seen from the validation results with an average of 88.75% which is in the "very good" category.

4.4. Evaluate

After the pedagogical support was declared valid or feasible by the experts, then we tested the learning media on students. In this study, we teach the Reception Ecrite Intermediaire course using teaching aids that will be developed during the empathy session. Before using Padlet media, we used a pre-test to determine the students' prior knowledge. And at the last meeting, we distributed post-tests and questionnaires to students so that we know the effectiveness and appropriate learning media to be developed based on the point of view. From the results obtained from the four steps of development research by Richey and Klein, it can be found that the Reception Ecrite Intermediaire learning media using Padlet meets the requirements and effectiveness of the learning media.

5. DISCUSSION

In the aspect of learning quality of learning media in the Reception Ecrite Intermediaire course, the average percentage is 88.75% and is categorized as very good. There are eight indicators from this aspect, namely 1) Providing learning opportunities, 2) Providing assistance for learning, 2) Motivating quality, 4) Learning flexibility, 5) Relationship between this learning program and others, 6) Quality of social interaction. during the learning process, 7) able to have an impact on students, and 8) able to have an impact on lecturers and the lecture process.

After being validated by experts, this media was then tested on students of the Reception Ecrite Intermediare course. Students gave a positive response to this media; it can be seen in a survey conducted with a percentage of 95.8% of students giving positive responses to the media used.

6. CONCLUSION

Based on the data obtained in this study, it can be concluded that the development of Media Padlet in the digital-interactive-based Reception Ecrite Intermediare course is carried out in 4 stages, which include the process of analysis, design, development and evaluation. Learning media was validated by material experts by 87.5% and media experts by 90%. Revisions are made based on suggestions and comments from the validator. Revisions are carried out until the learning media is assessed 100% by the two validators, which means that the Reception Ecrite Intermediare course is declared eligible.

This media received a positive response from students in the Reception Ecrite Intermediare course. These results can be seen in a survey conducted with a percentage of 95.8% of students responding positively to the media used. In addition, the application of learning using Padlet media can encourage and motivate students to study the material in the Intermediare Reception Ecrite course independently considering that the media has also provided supporting references in the form of text, audio, images, and videos.

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