

Best French Android-Based Educational Game For Beginner-Level French Language Learners

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Abstract: In this study, the product that will be produced is in the form of an android-based "Best French" Educational Game Media Application designed to make it easier for beginner-level learners in learning, especially learning vocabulary intended for French is a language that is in great demand after English. In addition, French is one of the languages studied in many schools and universities in Indonesia. Although it is in great demand by many people, in the early stages of introducing linguistic rules, it is still difficult to learn French because the grammatical structure and vocabulary are very different from Indonesian. French learning in the early semester, especially in vocabulary learning, needs to be optimized. Therefore, to improve vocabulary mastery, it is necessary to have more interesting learning supported by an appropriate learning medium, namely the maximum use of technology accompanied by interesting material. One of the developments of learning media that can help beginners in learning French is educational games. This study aims to: (1) to design and implement the Best French Android-Based Educational Game. (2) to find out the user's response to the Best French Android-Based Educational Game. The research method used is research and development with the ADDIE (Analysis, Design, Development, Implementation, and Evaluations) model. The features contained in the Best French Educational Game include learning and playing features. In the learning feature, there are letter recognition materials, vocabulary, and conversation patterns while in the playing feature, the material studied is tested in game mode.

Keywords: Educational Games, Android, French Language

1. INTRODUCTION

In an effort to socialize and exchange information humans need a globally understandable disclosure tool, namely language. Therefore, in this increasingly advanced era, especially in the international arena, we are required to be able to master foreign languages, one of which is French. French is a language that is in great demand after English. In addition, French is one of the languages studied at several well-known universities in Indonesia. Thus, choosing French as one of the study programs taught in a higher education level environment is an effort to produce French scholars or linguists in Indonesia.

French language learning, especially vocabulary learning, needs to be optimized. Therefore, to improve vocabulary mastery, it is necessary to have more interesting learning supported by an appropriate learning medium, namely the maximum use of technology accompanied by interesting learning. Vocabulary is the underlying thing that mastering the language because vocabulary is needed by a person to carry out language activities, namely listening, speaking, reading,

and writing. The basic concept of teaching vocabulary is to teach mastery of vocabulary with its meaning. However, word mastery is not only limited to being able to use words in sentences but also being able to add new words and understand their meanings and attach these new words to the student's memory because the more vocabulary the student has, the easier it will be to convey and receive information in the process of learning languages, especially French. Each nomina in French is classified into two categories, namely the masculine nomina and the feminine nomina. The next thing that needs to be understood is that the French nomina cannot stand alone without the word clothing accompanying it. This is certainly different from nouns in Indonesian. The big question of where the french noun type division came from has not been solved until recently, since this rule has existed since the use of old French (ancien français). Roshental (2004), states that French language learners are required to master (memorize) the classification of masculine nomina and French femina.

Based on the responses of students, especially new students in the analysis questionnaire in the first semester that

in the aspects of learning methods and tools, "enough" scores were obtained with the statement that during the Covid-19 pandemic, which has been two years of lectures and online learning with all existing obstacles, both internal and external, making learning less interesting and lacking clarity about the material being studied, and does not take place interactively. The need for interactive media and learning aids for students can be understood because the illustrations provided are not always adequate, not continuous, for mastery of contextual French grammar. This fact has an impact on some students who do not master grammar and lack the vocabulary of the French language that has been learned. This shows that there is still a C grade in the final exam results of the odd semester of the last year. Researchers found several factors that may be behind students' difficulties in learning French. These factors include (1) students' assumptions about French learning that is less useful for daily life, (2) the lack of use of technological media by students in French language learning, (3) online learning conditions that do not provide direct vocabulary feedback from lecturers, this causes a lack of understanding of students in the French learning process.

Based on the description above, researchers will develop French learning media that can be used by applying French learning using the game method. French language learning facilities with the game method are one of the innovations that are much loved by young people. Android-based educational games were chosen because currently, mobile phones with their operational systems are very close to students. The use of Android-based educational game media for learning les articles with the theme of Les goûts and La Vie Quotidienne in French is still relatively rare. The reality on the ground prompted researchers to develop Android-based educational games to assist students in learning French tutoring in the first semester.

2. METHODS

Research using a research and development process that tests the effectiveness of the product is carried out in the Unimed French Language Education Study Program. The research time was carried out in January-September 2022. The research subjects in this development research consisted of 2 media experts, 2 material experts, and 35 students in field trials. Some of the stages carried out in this English genius are as follows:

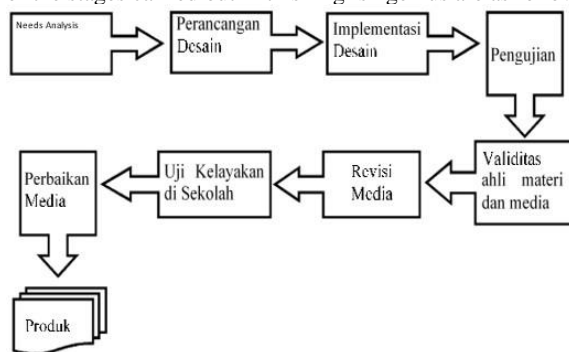


Figure 1. Steps on how to research and develop

1. Analysis Stage. This stage is carried out by exploring the problems that exist in schools that are a priority so that this educational game will be able to help alleviate these problems. At this stage, a classroom observation is

carried out as a place for research. In addition to interviews with lecturers to explore information related to problems in class. The information unearthed between courses is an obstacle and whether the existence of educational game media can help alleviate the problem.

2. Design Stage. At this stage, the formulation of materials and content that will be the main material in educational games, the formulation of levels in the game, and the content in each level are carried out. At this stage, a storyboard is created that contains navigation buttons between pages. From this design, an interface design is then made including background, navigation buttons, material drawing assets, layouts, and so on. In making the design and content of the material, it should be carried out in coordination with the teacher so that if there are shortcomings, they can be corrected immediately so that they do not work twice.
3. Development Stage. The implementation in this process is the provision of program codes of various designs already created. In making program code, it can be formulated into several functions including navigation functions between pages, game interaction functions, score functions, leveling functions, feedback functions, voice functions, and several other functions. After all these functions are created, they are inserted into several pages as needed. After the process is complete, the application will be tested by yourself first until everything goes with the plan. This is in order to work more effectively and when constituted to Media experts and material experts there will not be many revisions that will have to be corrected. The results of suggestions for improvement from media and material experts will be accommodated and will be an improvement of this educational game.
4. Implementation Stage. At this stage, it is carried out by showing the final results of improvements from media experts and material experts. After this educational game is considered feasible, the next step will be for the students to be walked. At this stage, it will also get responses from lecturers and students which will then be improved at the evaluation stage. These responses can be in the form of notes or even assessment results from the exam results before and after running this educational game.
5. Evaluation stage. At this stage, it is aimed at measuring the success of this program which can further become a record for the development process of future versions. At this stage, it is also to capture input from the target audience for the improvement of this game in the next version. To get the data results, it is used using an instrument which in this case is a form to get data from a team of experts and from the audience.

3. RESULTS

Validators for media experts studying researchers entrust to Mrs. Tansa Trisna Astono Putri who is an expert in the field of Informatics and Computer Engineering and is a lecturer in the Informatics and Computer Engineering Study Program, at Medan State University. The assessment aspect in the media expert validation sheet instrument consists of aspects of guidance and information, software operations as well as systematics, aesthetics, and media principles.

The revised results of all errors in the learning media were reviewed by the media expert validator at meeting two, then the validator gave an assessment on the validation sheet instrument. The result of calculating the percentage score from learning media experts at meeting III was 91.4% with an excellent classification. Validation at this meeting of learning media experts gave a positive response to the educational game "Best French".

A. Material Expert Validation Results

The assessment of the French educational game "Best French" in terms of material was assessed by Mrs. Dr. Hesti Fibriasari, M.Hum who is a lecturer in the French language education study program and teaches at the Postgraduate Program at Medan State University and is an expert in the field of linguistics. The purpose of material expert validation is so that the content of the material in the learning media is in accordance with the learning objectives, the actualization of the material content, the usefulness of the learning material, the suitability of the material to the needs of students and the quality of presentation in conveying the concept of the material. The result of the percentage score with 4 aspects assessed by the material expert at the second meeting was 90.6% with a very valid classification. It was concluded that the learning media is worth testing in the field without any revision.

B. Results of Lecturers' Assessment of Interactive Multimedia

The assessment of lecturers who teach the initial semester course on the educational game "Best French" the results of the assessment of the educational game "Best French" carried out by the lecturer obtained the following results. The overall average number obtained results of 91.8% with excellent criteria with a score of 228 out of a maximum total of 250. The conclusion of the student results on Android-based interactive multimedia using Adobe Animate CC "Best French" in students of the French Language Education Study Program in the Production écrite avancée course that has been developed is declared feasible and meets the needs with the overall criteria of "Excellent". This means that the learning media developed has increased development and can meet the demands of needs in learning. More fully, the results of the data acquisition are shown in the graph diagram in the following diagram.

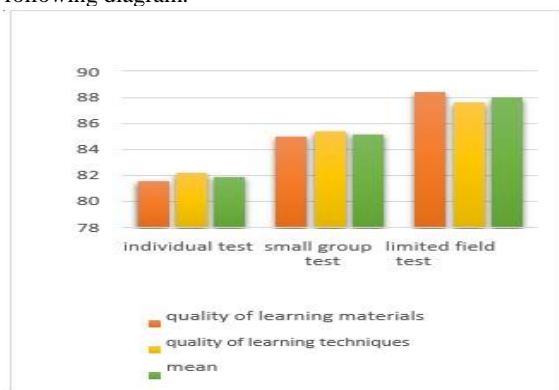


Figure 2. Diagram of The Results of Each Test

The development of the French educational game "Best French" has gone through several stages, namely analysis,

design, development, implementation, and evaluation. The stages of analysis include demand analysis, hardware analysis, and software analysis. This information is used to collect the information necessary to develop the application of the French educational game "Best French". In the evaluation phase, the results of the implementation of the French educational game "Best French" are reviewed so that it can be known the adequacy of the software, advantages, and disadvantages, and suggested applications that are being developed.

Then there is the difference in learning achievement in French speaking and writing skills in students between those taught using the French educational game media "Best French". The results of the study using the t-test on the post-test data showed that there was a difference in learning achievement in French speaking skills in students between those who were taught using the game media mots croisés and those who were taught using textbook media. This is evidenced by the results of data analysis and t-test, it is known that the value of the t-count is greater than the t-table ($t\text{-count} = 5.847 > t\text{-table} = 1.784$). Thus, the discussion in this study succeeded in proving that this hypothesis states that there is a difference in learning achievement in French language skills between those taught using the French educational game "Best French" and using textbook media in early-year students. It can be seen the difference in learning achievement in the form of scores, where the experimental class before getting treatment, has a pretest average score of 70.80 from the total score of 100 assessments. While the control class had a pretest average score of 87.38. and those taught using textbook media. This study shows that there is a significant improvement in student learning achievement. From the results of the study, it can be concluded that this game media can help in making it easier to convey material, and can help improve french acquisition skills.

In addition to causing a sense of joy, this game media can also train students' creativity in learning languages and make students more active, especially being able to increase vocabulary so that they can be applied to speaking skills in simple dialogues related to the themes that have been taught. In contrast to the class students in the control class, they look less active, less excited, and feel bored. The use of appropriate and practical media can be a solution in delivering a material. The ability of teachers to choose good media is very necessary because the use of media can determine the success rate of language learning, especially in the language learning material itself. Based on the results of the study, it can be concluded that the French educational game "Best French" is very good to be applied or applied in language learning as well as making it easier for beginner-level French students or learners to remember vocabulary to be applied in writing and speaking skills. In addition to being fun, this media is also very familiar to the public, so students do not have difficulty in this French educational game "Best French".

4. CONCLUSIONS

Game edukasi Bahasa Prancis "Best French" meliputi pengujian kompeten alat, kompeten materi dan implementasi sebagai berikut: Penilaian kualitas tes disiplin permainan yang diujikan oleh kompeten media tergolong sangat cukup, dengan persentase sangat baik sebesar 96%, penilaian percobaan dari ahli materi telah memperoleh hasil yang baik dengan persentase kecukupan 86%, hasil pelaksanaan terhadap siswa tergolong baik dengan persentase kecukupan

83,83%. Therefore, the French educational game "Best French" can be said to be quite a French learning medium. For further research and development, this application can function together with the database so that users can gain experience in playing score music and interacting with mobile multiplayer, multi-platform servers so that players can establish connections with other players.

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