

Developing Interactive Learning Media Of Français des Affaires Using Google Slides With Pear Deck Add-On

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Abstract

Learning the Français des Affaires courses online or on-site is considerably monotonous, especially for students of French language Department of Universitas Negeri Medan. This is indicated by the stunted attention and participation of students in attending lectures. This has an impact on the poor learning achievement for the subject, which in turn is one of the causes of the low language skills of students. Developing a more interesting, interactive and creative learning media such as Google Slides with Pear Deck add-on is basically paramount in order to increase students' learning outcomes in Français des Affaires. By using Research and Development (R&D) research design with the ADDIE procedural model learning design scheme invented by Lee and Owens (2004), the development of interactive learning media in the Français des Affaires course has produced 9 products of Google presentation slides with Pear Deck-add on. The evaluation results of media experts and material experts show that interactive learning media in the Français des Affaires is very good with an average score of 3.85 (96%) for the feasibility of media and an average score of 3.83 (95%) for the feasibility of material. It means that the media of Français des Affaires is suitable for testing on 5th semester (year 2021) students of the French Language Education Study program of odd semester of the 2023/2024 Academic Year.

Keywords

Interactive; media; français; Google; pear deck



I. Introduction

Interaction is a key aspect of the successful learning. Beauchamp & Kennewell (2010) emphasized that balanced class interactions, especially those that are dialogic in nature between teachers and students in the learning process can improve the quality of learning and ultimately improve the quality of graduates. This implies that the implementation of interactive learning is the key to student's success.

Interactive learning can be carried out, among others, by the availability of learning tools that support the implementation of harmonious interactions between teachers and students. In the learning process, the media is the most important part. Gafur (2012) states that one of the determining factors for the quality of learning is a systematically arranged learning design. By using interactive, interesting and innovative media, the process of conveying messages from teachers to students can be carried out effectively.

Since the outbreak of the Covid19 Pandemic in Indonesia in early 2020, the implementation of online distance learning has become a challenge that forces teachers and students to familiarize themselves with new learning patterns and systems. Prasasti (2020) added that the Covid19 pandemic forced teachers to immediately innovate and adapt to the use of available technology that supports the learning process.

However the use of technology and online learning applications offered through various online learning sites has not been carried out optimally. Most teachers and lecturers tend to apply less interactive learning by using of conventional learning media such as the use of slides, textbooks and modules.

This certainly hinders the creation of learning interactions that are conducive, interesting and fun for students because lecturers do not provide stimuli that can build interest in learning through interactive and effective learning media that can support successful learning.

Thus, innovative teachers are needed as facilitators who allow students to develop their potential in gaining new knowledge and experiences during the teaching and learning process (Ramli et al. 2018). In addition, interactive learning media that are designed in an attractive and creative way are urgently needed to enhance teaching and learning process more effectively.

The Français des Affaires course is part of the special purpose French course (Français Objectif Spécifique/FOS) in the field of Business. This 3-credited course is a compulsory subject that is studied by of 5th semester students in the French Language Education Study Program, Medan State University. This course aims to prepare students studying FLE (Français Langue Etrangère) to be competent in communicating orally and in writing in simple and common situations in working world and business using intermediate level French (A2 – B1). The method used is the method of presentation, discussion, and question and answer through the Zoom online Meeting or on-site meeting.

The Français des Affaires course uses the book entitled *Travailler en français en entreprise 1*, published by Didier, Paris (2007) compiled by Gillmann, Bernard (2007). This course is the only course offered by the French Department of Faculty of Languages and Arts, Medan State University to international campuses in the International Credit Transfer Program (ICTP).

However, learning the Français des Affaires course is relatively monotonous and less interactive. This is indicated by lack of attention of students attending lectures, which has an impact on low quality of learning outcomes. This phenomenon might be due to limited use of interactive learning media in the classroom. The materials are mostly presented in an ordinary basis and less interactive such as textbooks, captured images, or applying the PowerPoint slides.

In particular, the online use of interactive learning media in the Français des Affaires course at the Unimed French Language Education Study Program has not been carried out optimally. Generally, the material is presented in an ordinary (mediocre) and rigid manner based on textbooks or the results of browsing various texts in the form of screenshots displayed via zoom. In addition, lecturers only use Power Point slides which are relatively monotonous and do not allow good and balanced interactions to occur because the slides are not equipped with quizzes or questions that can trigger students' creativity and reasoning power.

This is most likely due to, firstly, the Français des Affaires course is taught relatively recent to the Unimed French Language Education study program, namely in the Odd Semester 2020-2021 so that preparation and assessment of learning tools such as materials, strategies, media, and evaluations are used to support interactive learning is still not well organized. Secondly, lecturers and students are not familiar with online learning patterns where the learning process is carried out through various online media or multimedia-based media and electronic learning applications. In other words, lecturers and students have not fully been able to use let alone develop various online learning platforms that can

support interactive and effective learning such as Google Forms, Nearpod, Wordwall, Pear Deck and the like.

In other words, the use of PowerPoint slides is still conventional. It does not allow interaction among students and lecturer due to the lack of tools that can retain students' attention to the course such as quizzes or questions to trigger students' creativity and reasoning power that in parallel, can support students' successful and meaningful learning. This certainly hinders the creation of interactive learning media that are conducive, interesting and fun.

However, the development and use of it in language learning, especially French language learning has not been widely found. This was one of the first reasons for developing interactive learning media based on Google Slides with Pear Deck add-on in the course of Français des Affaires.

This article explores the development of interactive learning media of Français des Affaires based on Google slides with Pear Deck add-on. This is due to needs of students and the limited research and development studies conducting on French language learning media.

The research focused on answering these two problems: 1) How is the development of interactive learning media of Français des Affaires based on Google Slides with Pear Deck add-on? 2) What is the level of feasibility of interactive learning media of Français des Affaires based on Google slides with Pear Deck add-on?

II. Review of Literature

2.1 Interactif learning media using Google Slides with Pear Deck Add-on

Implementation of learning in Higher Education in the New Normal era demands the creativity and skills of educational actors, especially in making interactive learning media. Aji (2020) summarizes the integration of the three functions of learning media; namely 1) a stimulus that can build interest in learning, 2) a connecting medium between educational actors, and (3) explanations or information from the teacher. This indicates the need for creative, innovative and interesting learning media.

According to Seels & Glasgow (1990), Interactive-learning media is a delivery system that presents recorded video material with computer control to the audience who do not only can hear and see video. But students are also provided to give active responses, and that response determines the speed and sequence of presentation. With interactive learning media in the classroom, students do not only focus on the media or objects, but are also required to interact by responding during the learning process. The use of interactive learning media in the learning process is believed to generate motivation, exploration, and the desire of students to learn, as well as increase students' understanding of the material being studied.

This is in accordance with the opinion of Kustyarini et al. (2020) stated that one of the goals of learning with interactive multimedia is to complement and support the elements: objectives, materials, methods, and assessment tools that exist in the teaching and learning process in the conventional education system. To sum up, interactive learning media that are designed in an attractive and creative way are crucially needed to support students' learning outcomes effectively.

One alternative learning media application that supports the implementation of interactive and effective learning is the Pear Deck which is elaborated with Google Slides which can be used in online or on-site classes. Pear Deck is an interactive learning application in the form of online and offline presentations contained in the Google Slides Add-on feature, which allows students to provide direct responses to presentations

delivered by teachers. Responses are neatly arranged and can be given one response at a time. Pear Deck slides are free to use, relatively easy, and practical because they do not require additional software. In addition, Pear Deck supports interactive and community-focused classrooms that help students build confidence and understanding (Erin, M).

The use of online learning media based on Google Slides with Pear Deck Add-on is an alternative interactive learning media that can make it easier for lecturers to design learning media and make it easier for lecturers to explain learning material and provide real-time assessments of learning outcomes.

Pear Deck in collaboration with Google Slides is a navigation-based application that enables educators to create slides that are more interactive and integrated with student devices in class. This application allows teachers to make presentation slides and others. Throughout the presentation the teacher can add questions or themes as questions and answers for students to answer either individually or in groups. This allows the teacher to test the knowledge acquired by students. Student answers can be displayed on the screen by the teacher to be corrected or commented on. This knowledge test is auto-corrected and can be used for formative assessment, thereby helping teachers to guide students and improve learning with any subjects.

This application allows educators and students to create or utilize existing PowerPoint, PDF or images and turn them into interactive slides. In class the teacher can present the material that has been made along with the explanations, while the slides also appear on the student's mobile device screen. Teachers can include various typologies of questions, pictures, problems to be solved or questionnaires to be answered by students. Teachers can also choose between multiple choice questions, exercises, associations, developed responses or collaborative frameworks taking into account needs and context. Each type of question allows students to engage and stimulate student performance to think. As well as educators can include multiple videos from youtube, audio, websites or other slideshows.

The advantage of this application is that it can be used anywhere and anytime, at home or in class. Students can study independently and students can make slides with their own creativity using the link or code provided by the teacher. This feature is an asset to homework.

Pear Deck is an add-on that works on top of online presentation applications, such as Google Slides. Pear Deck can change pre-made presentations to be more interactive by adding elements that make teacher and student interaction more intense. Teachers can add multiple choice model questions, open questions, after delivering one material. Teachers can also create questions where students answer by drawing or drag & drop. The Audio feature is useful, especially in Student Pace mode, for example when the teacher wants to give instructions or read lesson material.

Making interactive presentations is very easy because Pear Deck also provides a library containing ready-to-use templates, which are editable and can be adapted to pre-made presentation slides. To start the presentation, the teacher can set the Pear Deck to run the presentation in Student Pace mode (students learn on their own but are still monitored by the teacher online) or live in class. So with any mode, the teacher can immediately know if there are students who are fast or have difficulty understanding the material.

The following shows the various jobs that can be made with the Pear Deck.

1. Create online slides by adding text, images, live polls, and YouTube video listings.
2. Create a live poll during the presentation.
3. Make a live presentation

2.2 Relevant Studies

The Google Slides application with Pear Deck add-on as an interactive learning media has been widely used and developed in the fields of Science and Social Studies with positive results. Fakhriah et al. (2022) developed an interactive media based on Google Slides with Pear Deck add-on on the material of the body's defence system. The results of the study indicate that this media is feasible to be used in learning at school with the percentage of scores from media experts at 88% (very good) and material experts at 84% (good).

Based on a constructivism approach, Ulfa (2022) developed an interactive electronic worksheet using Google Slides with Pear Deck add-on. The development of student worksheets meets the requirements with proper quality and is very interesting to use as learning media for Grade VIII junior high school students with an achievement percentage of 77.5% from material experts and 78.33% from media experts, and 64% from IT experts..

At the elementary school level, Lestari et al. (2021) developed an interactive multimedia based on Google Slides with Pear Deck add-on on social studies content on heroism and patriotism. The development of this interactive multimedia is suitable for use as a medium in Social Studies learning material on Heroic Attitudes and Patriotism for Grade IV Elementary Schools with a percentage of 92% from material experts and 86.66% from media experts, and 92% from linguists. While the results of the validation of the expert's assessment get a product feasibility score of 90% (very good).

Royalialia et al. (2021) examined the use of interactive media Pear Deck and Zoom-assisted Quizizz associated with motivation and student learning outcomes in science learning. The results of this study were 91.6% for student seriousness, 83.3% for student discipline, and 86.1% for student agility. As for student motivation, 86.1% for effort, 94.4% for perseverance, and 88.8% for self-confidence and for student learning outcomes obtained an average score of 88.3. This shows that the use of interactive learning media Pear Deck and Quizizz assisted by Zoom can increase student motivation and learning outcomes.

From several studies that have been carried out previously, it can be concluded that the development and use of interactive learning media based on the Pear Deck application is research that has a high novelty value and is importantly carried out in learning Science and Social Studies.

III. Research Method

This research design uses Research and Development (R&D) research design with the ADDIE procedural model learning design scheme by Lee and Owens (2004) with a model cycle consisting of 5 stages consisting of: analysis (Analysis), design (Design), development (Development), implementation (Implementation) and evaluation (Evaluation). The products are evaluated by using 2 evaluation forms and Likert scale (1-4) assessed by media expert and material expert.

IV. Discussion

Presentation of research results according to the research stage based on the flow of development of learning media model ADDIE Lee and Owens (2004:3).

4.1 Need analysis

The screening of needs analysis data was carried out through a questionnaire containing 10 open and closed questions, which were sent via the Google Form link entitled Applied Research for the *Français des Affaires* 2022 (<https://bit.ly/PenelitianTerapanEsy2022>). This form was sent via the WhatsApp group to the students of year 2019 class A, B and C, with a total of 43 respondents, which means that 43 answers were received.

Based on the data obtained from the questionnaire at the needs analysis stage, it can be concluded the importance of developing interactive audio-visual learning media based on Google Slides with Pear Deck add-on. This requires systematic and measurable planning as described in the design stage.

Several key points can be drawn as a basis to develop interactive learning media of *Français des Affaires* using Google Slides with Pear Deck add-on.

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

4.2 Design

Based on information from respondents about the importance of developing Interactive Audio-visual media in the *Français des Affaires* course, a Google Slides-based with Pear Deck add-on Interactive was designed with the following product development plan.

- a. Deciding the target product of this research that is the creation of 9 product designs for interactive learning media based on Google Slides with Pear Deck add-on.
- b. Selecting the materials from the book *Travailler en Français en entreprise Niveau A1/A2* (Gillman, 2007)
- c. Designing materials and types of products to be designed:
 1. Online slides with added text and images (1 product),
 2. Live Polls (2 products),

3. Online slides with the addition of live polls (1 product),
 4. Live Presentation (2 products),
 5. Online presentation with added YouTube video listings (2 products),
 6. Online slides with the addition of text and images (1 product).
- d. Creating a Google account at www.google.com
 - e. Synchronizing Pear Deck add-on in Google slides

4.3 Development

This stage of development is a creation of the products designs of interactive learning media based on Google Slides with Pear Deck add-on on themes *Vie professionnelle, Traiter un problème, Voyager pour affaires, Exchanges hors bureau, Vendre, Collaborer, Commercialiser, Organiser, and Compétences*.



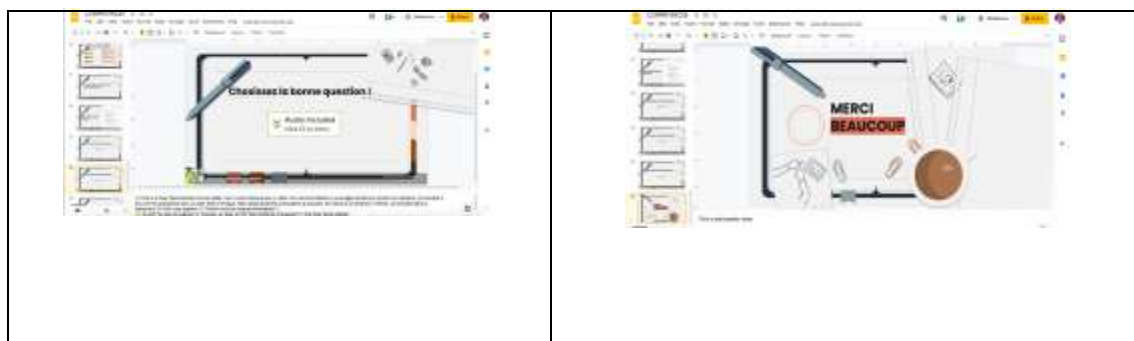


Figure 1. Slides of product 9 *Compétences* (sample)

V. Conclusion

The development of interactive learning media in the *Français des Affaires* course has produced 9 set of Google slides with Pear Deck add-on in accordance to those in the design stage on the themes of *Vie professionnelle*, *Traiter un problème*, *Voyager pour affaires*, *Exchanges hors bureau*, *Vendre*, *Collaborer*, *Commercialiser*, *Organiser*, and *Compétences*.

The evaluation results of media experts and material experts show that interactive learning media in the *Français des Affaires* is very good with an average score of 3.85 (96%) for the feasibility of media and an average score of 3.83 (95%) for the feasibility of material. It means that the media of *Français des Affaires* is suitable for testing on 5th semester (year 2021) students of the French language education study program of odd semester of the 2023/2024 Academic Year.

Since products for the development of interactive learning media of *Français des Affaires* can be elaborated with the use of Google Classroom, Sipda Unimed, Schoology or other online learning platforms, research on the use of combinations between these platforms can provide insight in terms of creating interactive and more varied online learning media.

The application of interactive learning media based on Google Slides with Pear Deck add-on is expected to have a positive impact on lecturers and students. Lecturers can prepare more interesting online and offline learning media through interactive slides that show the professionalism of the lecturer. By developing an interactive learning media that can stimulate enthusiasm and active participation of students, it is hoped that the achievement of French language competency and student learning outcomes, especially in the *Français des Affaires* will simultaneously increase.

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