

Student Perceptions of the Use of Android-Based Learning Media in the Production Ecrite Intermediaire Course

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Abstract

Based on the author's experience, French Language Study Program students have difficulties in learning Writing at Production Ecrite Intermediaire course. The author develops an Android-based mobile application as a learning medium to help students learn writing and increase student motivation for independent learning. This study aims to determine the perceptions of French Language study program students about the use of Android-based mobile applications as learning media in the Production Ecrite Intermediaire course. This research is in the form of quantitative descriptive research with survey method. The population studied was the 3rd semester students of the French Department of Medan State University who were taking Production Ecrite Intermediaire courses in 2019. The sample in this study amounted to 30 people. Data collection is done through the distribution of questionnaires to respondents. The results of this study indicate that students like learning media in the form of mobile applications. This is shown from the results of a survey which stated that 86.% of students had very good perceptions. More specifically, the use of Android based mobile applications as learning media makes students feel motivated to study Production Ecrite Intermediaire independently with a percentage of 86.1% in the agreed category

Keywords

writing; android; learning media; perceptions; student



I. Introduction

The use of smartphone communication devices in the past decade has not only increased dramatically in major cities, but has also expanded to all regions in Indonesia. Based on reports obtained from e-Marketers, active smartphone users in Indonesia grew from 55 million in 2015 to 100 million in 2018. With these increases, Indonesia became the country with the fourth largest active smartphone user in the world after China, India, and America. Smartphone users in Indonesia are currently dominated by productive age, which is called millennial generation in the age range of 15 to 35 years (Kompas, 2018).

In many countries the increasing use of smartphones has encouraged the use of such tools as learning media in the classroom. More and more teachers in universities and schools are implementing the use of mobile devices to support more innovative learning in the classroom to achieve maximum results. (Zhu, Dersheimer, & Bergom, 2011). Students who use mobile devices in class also feel that the use of mobile devices can help them be more focused and more efficient in learning (Kay & Lauricella, 2011). This is supported by research from Macaluso and Hughes which states that students who use mobile applications in learning get higher grades than students who only learn to use textbooks. (Macaluso & Hughes, 2016)

Unfortunately, based on the author's experience, especially in language learning related to grammar, the use of vocabulary and all the things that are very necessary in writing, there are still many students who have not used mobile devices in learning to write so that students' writing abilities are improved. Even the results of the author's survey on the 3rd semester students of the French Language Department of Medan State University showed that almost all students had never used a mobile application as a learning media in lectures, especially in intermédiaire writing courses. The e-Marketer report also states that the proportion of smartphone usage among millennials is more for entertainment needs, namely 18 hours per day to enjoy watching on demand services, playing games, or just watching conventional television (Kompas, 2018).

On the other hand students also look difficult and lack motivation if lectures are carried out conventionally. For example, learning to write in the Production Écrite intermédiaire course that has been done conventionally through printed textbooks sometimes makes the classroom situation monotonous and boring class atmosphere. Based on the writer's observation, there are weaknesses in the use of printed textbooks: sometimes students do not carry books, and are lazy to read. In addition, writing subject matter is still complex, complicated and abstract resulting in students being less motivated to learn it. This has an impact on the ability to write very weak. With the use of smartphones as learning media, the above weaknesses are expected to be minimized so that learning writing goals can be achieved.

Therefore, the author has made an Android-based mobile application as a learning medium for the Production Ecrite Intermédiaire course. This application is named Production Ecrite. Production Ecrite application contains writing theories that are presented in such a way with interesting pictures accompanied by various examples and practice assignments. This application is designed simple so that it is easy to use and can be operated on all smartphones used by students. This study aims to determine student perceptions of the use of the mobile application as learning media.

II. Review of Literature

2.1. Learning Media

Learning media have an important role in communicating between lecturers and students. The selection of appropriate learning media as a mediator can determine the desired learning objectives. Learning media according to Martin and Briggs in Sumiharsono (2018: 10) suggests that learning media includes all the resources needed to communicate with learners. This can be in the form of hardware and software used on hardware. Furthermore Sanaky in Dewi (2018: 4) states that the key words of learning media include: the presence of tools or introductory instruments, the involvement of physical instruments in distributing learning materials, the source of learning that is the origin of learning materials and the relationship between learners, instructors, material with learning objectives.

Good learning media are those that meet the assessment parameters based on quality aspects of the learning media. Walker & Hess in Arsyad (2014, : 219-220) provides criteria in reviewing learning media software based on quality.

a. Quality of content and purpose

- Accuracy
- Interests
- Completeness
- Balance

- Interest / attention
- Justice
- Conformity to the situation of students

b. Instructional quality

- Provides learning opportunities
- Providing assistance for learning
- Motivating quality
- Instructional flexibility
- Relationships with other learning programs
- The social quality of instructional interactions
- The quality of the test and its assessment
- Can have an impact on students
- Can have an impact on teachers and their learning

c. Technical quality

- Readability
- Easy to use
- Display quality
- Quality of response handling
- Quality of program management
- The quality of the documentation

According to Alessi and Trollip (2001: 411-413) development steps consist of planning, design, and development. The explanation is as follows:

a. Planning

This step is the first step taken in developing multimedia. The existence of a careful and preliminary planning, making development easier in carrying out the next process. There are several processes in the planning step, namely:

- Determine the overall scope, starting from the limits of the material and the results to be achieved.
- Identifying student characteristics. Knowing the characteristics of students can be done by analyzing the needs
- Determine and collect resources.

b. Design

In this step the content of the multimedia to be developed is determined and how the user will interact. The processes carried out in this step include:

- Develop ideas
- Concept analysis
- Make a description of the program
- Setting up prototype
- Making flowcharts and storyboards
- Prepare the script
- Get approval

c. Development

This step is an implementation of planning and design. The following development steps are carried out:

- Prepare text
- Write the program code
- Make graphics
- Produces audio and video
- Assemble / combine pieces
- Preparing supporting materials.
- Perform an alpha test
- Make revisions
- Do a beta test
- Make final revisions.

2.2. Mobile Learning

Mobile learning is a new way in the world of learning to respond to the rapidly developing world of information and communication technology. According to Jalnur (2016: 219) mobile learning (m-learning) is learning that utilizes technology and mobile devices. In this case the device can be a PDA, cell phone, laptop, tablet PC, and so on. With mobile learning, users can access learning content anywhere, anytime, without having to visit a certain place at a certain time. Furthermore, Siraj in Hermawan (2017: 317) states that mobile learning is learning that provides easier and faster communication space so as to provide opportunities for students to involve themselves physically and mentally in learning. Therefore the nature of the learning gives more consideration to their own efforts and willingness.

2.3. Mobile Application

Mobile applications are software specifically created to run on tablets and smartphones. Irwansyah (2014: 61). Mobile applications allow users to mobility using communication equipment while doing activities ranging from entertainment, selling, studying, doing office work, browsing and so on (Kosidin: 273).

2.4. Writing on the Production Ecrite Intermédiaire Course

Language teaching aims to teach students written and oral language skills. Writing plays an important role in everyday life in society. Writing activities occur in many fields such as in administrative matters, in hospitals, in family relationships, friendship and social affairs, announcements, etc. Cuq (2003: 78) writes changes messages from spoken language to written language. Furthermore Cruca and Cuq (2008: 1 78) gives a detailed understanding of writing. The first understanding stated that writing is to realize a series of problem resolution processes that are very difficult. While the second description states that the act of writing aims to use something to say and be informed in writing.

Writing intended in the Production Ecrite Intermédiaire course covers the ability to write everyday situations at A2 level. According to the CECR (2001: 28-32) at this level students are able to write a series of expressions and simple sentences that are connected by simple connectors such as "et", "mais" and "parceque". Creative writing - Can write about everyday aspects of their environment, for example people, places, jobs or studies, with related sentences. - Can make a brief and basic description of an event, past activities and personal experience. - Can write a series of sentences and simple expressions about their

family, living conditions, education, current or most recent work. - Can write imaginary biographies and short, simple poems about people.

Subjects that will be the topic of writing in the Production Ecrite Intermédiaire lesson include activities about; 1. Writing recipes in French with grammatics about the use of partial articles, 2. Writing holiday activities with grammatics about using past sentences (passé composé), 3. Writing stories about parties with grammatics about using past tenses (passé composé) . 4. Writing a simple invitation letter with grammatical content in the formation of a futur sentence, 5. Writing a story about the past with grammatical content of the past sentence (passé composé and imparfait), 6. Writing a story about the past with grammatic content of the past sentence (passé composé and imparfait) , 7. Writing letters to request information with grammatic content using relative pronomics, 8. Writing letters to apologize with grammatics content using relative pronomics, 9. Writing CV letters with grammatic content using nominalisation of a verb and strengthening the formation of past sentences, 10. eglement ekspressi hope, 10. Writing Faits Divers with grammatical content of the formation of passif sentences, 11. Writing simple political news with grammatical content using verbs in a subjective form.

The writing course Production Ecrite intermédiaire is presented to students of the third semester. At this stage students already have a basic vocabulary and grammatical ability



Fig. 1. Production Ecrite Intermédiaire

sufficient to be able to communicate about everyday life both verbally and in writing.

III. Research Methods

This research is quantitative descriptive. Data was collected through a survey method of 30 3rd semester students of French Department in Medan State University who were taking the Production Ecrite Intermédiaire course. The survey was conducted after respondents used the Production Ecrite application in class for two hours of lectures.

The material in this application is the lecture material for the Production Ecrite Intermédiaire material which is presented in 14 sections, namely: 1) Ecrire une Recette de cuisine 1; 2) Ecrire une Recette de cuisine 2; 3) Réagir d'un repas. expressions' appreciations; 4) Ecrire les activités de vacances - La phrase au passé composé - imparfait; 5) Ecrire un souvenir d'enfance - La phrase au passé composé - imparfait; 6) Raconter une soirée - La phrase au passé composé - imparfait; 7) Ecrire une lettre d'invitation - Les pronoms directs et indirects; 8) Faire une action 1- verbe impersonnel et article partitive; 9) Faire une action 2 -

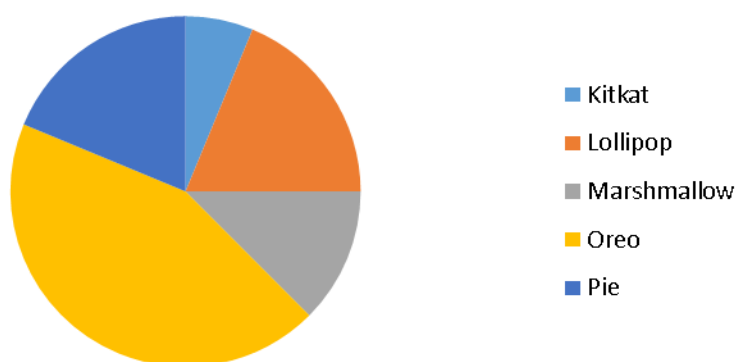
construire des phrases en gerondif; 10) Ecrire un projet ou futur - la phrase au futur; 11) Le transport en commun - la phrase utilisant le comparatif et superlatif; 12) Hiver terrible - phrase à la voix passive; 13) Loisirs - part article (renforcement) et verbe faire et jouer; 14) Ma ville - relative pronom.

The survey was conducted through a questionnaire that uses a Likert scale. Interviews are used as a complement if there are things that need further explanation related to respondents' answers to the questionnaire.

The indicators used in this survey refer to the criteria used by Walker & Hess in Arsyad (2014, : 219-220) to test learning media software which is then adjusted to the nature of the Production Ecrite application. The questionnaire measures student perceptions based on aspects of content quality and objectives, aspects of learning quality and aspects of technical quality. The quality aspects of the contents and objectives consist of: 1) Accuracy; 2) Interests; 3) Completeness; 4) Interest / attention. Quality aspects of learning consist of: 1) Providing learning opportunities; 2) Providing learning assistance; 3) Quality motivates; 4) The flexibility of learning; 5) Relationship with other learning programs; 6) The social quality of learning interactions; 7) Quality of tests and assessments; 8) Can have an impact on students; 9) Can have an impact on teachers and learning. While the technical quality aspects consist of: 1) Readability; 2) Easy to use; 3) Display or display quality; and 4) Quality of documentation.

IV. Discussion

Of the 40 respondents all of whom have smartphones (smartphones)



Based on the questionnaire the majority of students use Android-based phones Oreo (43.75%), while the rest use the Android operating system Pie (18.75%), Lollipop (18.75%), Marshmallow (12.5%) and Kitkat (6.25%). The majority of respondents use smartphones for entertainment purposes such as listening to music and videos. In addition, they also use smartphones to browse the internet to get information and material related to their lectures and general information such as daily news. All respondents have used a smartphone as a medium for independent study or work on a lecture assignment. In addition, all respondents admitted that they often use smartphones during lecture hours to find references related to the

material being studied. Based on the results of the questionnaire, students felt the use of smartphones during lecture hours had several shortcomings, namely:

- a. The use of smartphones can disrupt focus when studying because of notifications coming in from messaging applications, social media, games and other applications.
- b. Internet tariffs are still quite expensive for some students while the internet facilities provided by the university are slow.
- c. The use of smartphones makes students feel lazy to read textbooks more fully and look for additional references in the library.

Although there are weaknesses, all students agree to install learning media applications on their mobile phones and agree that the use of learning media applications can make them motivated to learn independently.

Based on the survey results, the indicator with the highest percentage in the aspect of quality of content and objectives is the interest and attention which gets a percentage of 86.7%. This shows that the development of learning media application Production Ecrite is able to attract students' interest and attention.

The indicator that also gets a large percentage in the aspects of the quality of the contents and objectives is the completeness of the contents of the learning media with a value of 84%. This shows that the contents of the material and other features in the media are complete so that it helps students in studying electrochemistry.

The indicator with the lowest percentage in the aspect of content quality and purpose is importance, the intention is how important is the use of Production Ecrite learning media in learning Production Ecrite Intermediare material. The percentage of student assessment results was 81.94%. These results indicate that students consider the use of Production Ecrite learning media as important and needed to be a source of independent learning and help them understand learning.

In the aspect of learning quality found in the Production Ecrite Intermediare learning media has an average percentage of 86.5% so it can be categorized very well. There are nine indicators on this aspect, including; 1) Providing learning opportunities, 2) Providing assistance for learning, 3) Quality motivating, 4) Flexibility of learning, 5) Relationships with other learning programs, 6) Social quality of learning interactions, 7) Can have an impact on students, and 8) Can has an impact on lecturers and learning.

In the aspect of learning quality, the indicator that has the highest percentage is learning flexibility which has a percentage value of 92%. This value is obtained because the Android-based learning media is able to implement mobile learning so that learning becomes flexible.

The next indicator that has the highest percentage is providing learning opportunities with a value of 89.3% and has a very good category. These results prove that the nature of the learning media based on android learning media that is paired on a smartphone device is able to provide learning opportunities to students wherever and whenever.

While the indicators that have the lowest percentage in aspects of learning quality are social quality and learning interaction, which is 80.7%. The interaction given by the media is limited between media and users. But social and learning interactions will be obtained if students get instructions to discuss the material and the problems contained in the media.

The third aspect assessed from the Production Ecrite learning media is technical quality. Technical quality has an average percentage of 87.56% so it can be categorized very well. A

total of five indicators contained in the aspects of technical quality, including: 1) Readability, 2) Easy to use, and 3) Display or display quality.

The easiest indicator of getting a percentage value is 90.7%. This is because the Production Écrite application is designed very simple. In addition, another indicator that has a large percentage value is the quality of readability, which is 88.7%. This means that the quality of readability is very good. This shows that the type and size of letters is easy to read.

V. Conclusion

The development of learning media based on mobile applications for students in the eyes of the Écrite Intermédiaire Production is carried out in three stages, namely: planning, design and development. The resulting learning media is named Production Écrite and can run well on Android-based smartphones. Student responses to learning media based on mobile applications in the Production Écrite Intermédiaire course students like learning media in the form of mobile applications. This is shown from the results of a survey which stated that 86.1% of students had very good perceptions. More specifically, the use of an Android-based mobile application as a learning media makes students feel motivated to study the Production Écrite Intermédiaires independently with a percentage of 86% in the agreed category.

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