

Nearpod Media for Development of Teaching Materials *Production Ecrite Debutante*

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Abstract. Nearpod media to improve the writing skills of students of the French Education Study Program. The target of this research is the easy and fun Nearpod interactive learning media that can improve the writing skills of UNIMED French Education Study Program students. Nearpod is one of the learning space platforms that presents student interactions with lecturers that are quite different. Meetings in virtual rooms, where teachers can create presentations containing images, text, videos, and even quizzes to play together. The resulting products can be in the form of web and applications that can be operated offline. This development research uses the ADDIE development model.

Keywords: Nearpod media, development of teaching materials, *production écrite debutante*.

1 Introduction

One of the success factors in the teaching and learning process is learning media, one of which is nearpod media and textbooks. Learning media is a component of teaching delivery strategies for the achievement of certain learning outcomes. Media is not just a teaching aid for lecturers, but is an inseparable part of the teaching system because learning media can help students understand the content of the material presented. French has several types of determinants which are usually placed in front of the noun and serve to explain the noun. Chevalier (2013: 77) stated, "En tête presque toujours, se trouve un déterminat (article, possessive adjective, démonstrative, indéfini, interrogative, numéral) qui donne au substantive son assiette dans la phrase. "French has various forms of possessive pronouns and this creates difficulties for students because of the various forms and uses that are adapted to the type and number of objects owned and the subject that has them. This is stated by Dubois (2014:55) as follows: "les formes de l'adjectives possessifs varient avec le genre et le nombre de l'objet possédé et avec la personne du passesseur. The tendency of errors in using possessive pronouns can be seen in the following examples: 55) as follows: "les formes de l'adjectives possessifs varient avec le genre et le nombre de l'objet possédé et avec la personne du passesseur. The tendency of errors in using possessive pronouns can be seen in the following

examples: 55) as follows: "les formes de l'adjectives possessifs varient avec le genre et le nombre de l'objet possédé et avec la personne du passesseur. The tendency of errors in using possessive pronouns can be seen in the following examples:

a. Il vend sa maison.

Written:

Il vend son maison.

He sold his house.

The error above shows that the mistake was made because of not knowing the use of possessive adjectives for feminine nouns.

b. *Marine et moi cherchons nos amis.*

Written:

Marine et moi cherchons ses amis.

Marina and I are looking for our friends.

An error occurs in associating the use of a possessive adjective with the subject of an object. The writer's interest in conducting research on French possessive pronouns with the development of nearpod media is caused by the mistakes that students make in using them in French sentences. Media *nearpod* is a learning media aimed at teachers and foreign language learners to answer the above problems. This research is limited to research on the development of teaching materials for the *Production Écrite Débutante* course by using the nearpod learning media on the teaching materials of possessive pronouns in French to improve the writing skills of UNIMED French Education Study Program students.

2 Method

The method used in this research is research and development. Research and development is a process used to develop and validate educational products, such as teaching materials or learning media. This study uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation), (Anglada, 2012).

3. Results and Discussion

3.1. Nearpod Learning Media

Nearpod is one of the learning space platforms that presents student interactions with lecturers that are quite different. Meetings in virtual rooms, where teachers can create presentations containing images, text, videos, and even quizzes to play together.

This platform can provide many variations of interactive learning to students, and can provide direct feedback from their learning. Nearpod also provides hundreds of learning materials whether paid or not. Educators can also design their own learning by adjusting to the material and needs of students, Atherton (2018: 76).



Fig. 1. Nearpod media preview



Fig. 2. Nearpod media page view

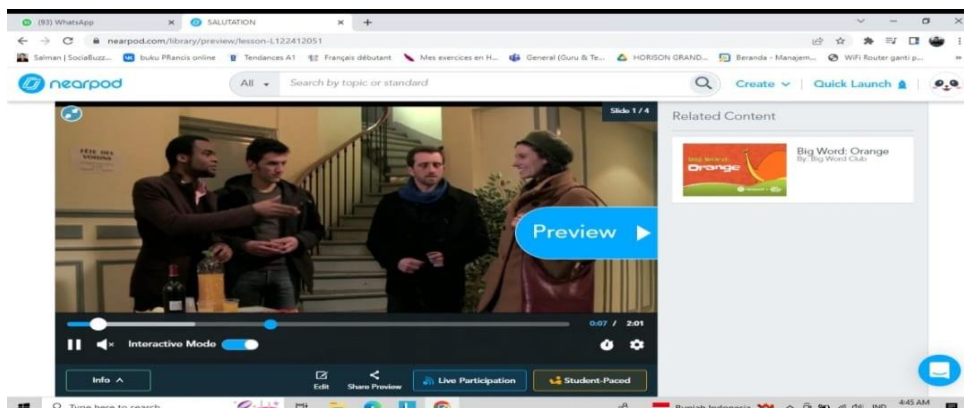


Fig. 3. Video Display On Nearpod Media

3.2. Writing Skills (*Production Écrite*)

Writing is the last language skill to be learned. This does not mean that writing skills are not so important to learn, but that learning is very complex. A language learner is required to understand the target language according to its grammar (Iskandarwassid, 2012: 248). In the European standard curriculum (CECRL) there are 6 types of language skills consisting of: *Réception Orale* (listening skills), *Réception Écrite* (reading skills),

Production Orale (skills to interact verbally, for example debate, dialogue, negotiation, and so on), *Production Écrite* (skills to interact verbally, for example replying to letters, writing letters, participating in a social network and so on), *Production Orale* (speaking skills) and *Production Écrite* (writing skills), Conseil de l'Europe (2012: 18).

3.3. Possessive Adjective

The possessive form of personal pronouns that function as a determinant.

Example: a. *mon sac*.

My bag.

b. *Son amie*

His girl friend.

French has various forms of possessive pronouns and this creates difficulties for students because of the various forms and uses that are adapted to the type and number of objects possessed and the subject that has them. This is stated by Dubois (2014:55) as follows: "les formes de l'adjectives possessifs varient avec le genre et le nombre de l'objet possédé et avec la personne du passesseur.

4. Conclusion

Research and Development aims to determine the feasibility and effectiveness of teaching materials for the DELF A1 Level *Production Écrite Débutante* course using Nearpod media. Nearpod learning media to improve writing skills of students of the French Language Education Study Program, Universitas Negeri Medan.

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