

Utilizing the Quizlet Application to Improve the Learning of French

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Abstract. The use of the Quizlet application in improving French language learning aims to improve student learning outcomes in the electronic production course. The research method uses a pre-experimental method with a One-Group Pretest-Posttest design. The research sample was students of SMA Negeri 21 class XI IPA 1 with a total of 30 students. The instrument used is a test. The pre-test average obtained by students was 36.50 in the failure category. This figure shows the level of students' mastery of French is too low. However, after carrying out the post-test, the students' average score increased to 65.50 in the quite satisfactory category. The average difference between the pre-test and post-test was 29 points. The results obtained H_a was accepted and H_o was rejected, which means the use of the Quizlet application was effective as a French language learning medium for SMA Negeri 21 class XI IPA1 students.

Keywords: Learning media, Quizlet, learning results, French production ecite.

1 Introduction

Technological developments and advances have influenced all areas of human life. One of the media that can be used for learning is a smartphone. Smartphones are mobile devices that can be connected to the internet, so that students and teachers have no difficulty finding various fields of knowledge available on the internet to apply in the learning process to facilitate learning goals, learning and being able to access information. Through the use of smartphones, students can study anywhere and at any time without being limited by location and time. To improve mastery of French language learning, media needs to be prepared. The use of media can provide various types of facilities and offer new learning methods to increase student motivation. In addition, the use of interesting media can make students enthusiastic about succeeding and encourage them to be active in learning French, including developing learning media.

According to Arnesi (2015: 97) states that the use of online learning media has a greater influence on language learning outcomes compared to the use of offline learning media. This means that the use of online media really helps students in the process of learning French

language learning material because it can increase student motivation and can have a big influence on student learning outcomes compared to offline learning media. According to Foulquié (1971: 306) the following definition "learning material is a sequence that can be seen by the senses, and not the spirit, such as thoughts or desires". Thus, students, in an environment designed for them, and according to their needs, spontaneously engage in educational exercises, in accordance with the principle of active schooling. Due to the rapid development of technology that can be applied in the world of education, for example as an online learning medium, technological media can be used as an effective material learning tool.

he criteria for selecting learning media according to Falahuddin are as follows:

a. learning Intended User

Before choosing learning media, we need to know what goals we want achieved in learning. We can see it from competency standards and involvement sensory stimulation such as hearing or sight.

b. Target media users

The need to know who our targets are in using media. With that we can knowing the characteristics and conditions of the target users of learning media. The goal is that the message you want to convey can be achieved

c. Media characteristics

We must know the characteristics of the media we want to use, the advantages and disadvantages, and adjust the media we choose to the goals we want to achieve. We won't be able to choose media well if we don't know it well characteristics of each media.

d. Time

For time we need to look at how long it takes to create the media that will be used in learning and how much time is allocated in the learning process so that the use of time becomes more efficient

e. Cost

To increase efficiency and effectiveness in learning we need weigh the costs incurred. Because expensive media is not necessarily more effective to use compared to simple and cheap media.

f. Availability

We need to consider the availability of existing media. Does this media exist? around us. If we make it ourselves, will it take time and energy, as well. Is there a means to present the media?

From the explanation above, one of the learning media that can be used is Quizlet. Quizlet is a flashcard-based learning media application can be accessed both from the website and application. Android or IOS. As for reasons, the author chose Quizlet as a learning medium because this application is a medium can be accessed for free, its use is not complicated, it does not take up memory space.

The material doesn't take a long time to make, and we can access it these media anywhere and anytime. One of the learning media that teachers can use is Quizlet. Quizlet is a learning site

created by Andrew Sutherland. The site was designed in October 2005 and published in January 2007. As of November 2015, the site has more than 100 million "flashcards" and is visited by more than 40 million visitors per month. It was recognized as the fastest growing educational site of 2015 by Similar Web. Sari (2019: 14) said that Quizlet is a smartphone-based online learning media that is intended for use by high school students at various levels of education and in various fields. Quizlet offers a variety of programs for teachers who want to create courses, there is more than one way to learn. For teachers looking to create courses, there is more than one way to learn.

In the Quizlet application, we can see that the learning material can be explained in Indonesian and French so that it is easier for students to learn vocabulary, it is also equipped with pictures and sounds. Quizlet also provides a game menu containing learning material. As Sari (2019: 14) said, Quizlet is a smartphone-based online learning media that is intended for use by high school students at various levels of education and in various fields. Quizlet offers various programs for teachers who want to create lessons, there is more than one learning mode, namely Flashcard (card), Learn (study), Write (write), Spell (listen), Test (test), Gravity (gravity game), Live (live broadcast). And to organize the class well, one can create classes according to needs and classify material based on type and level. Quizlet has certain language elements that need to be achieved and required with many learning features. The results of this research are that students who use Quizlet have better performance than those who do not use Quizlet. This is because students who use Quizlet can repeat the material that has been taught and students can study independently using smartphones and computer.

2 Method

The research used is pre-experimental research with design One-Group Pretest-Posttest. The sample of this research was 30 students of SMAN 21 Medan class XI IPA 1 with a sampling technique, namely total sampling. The research instrument used was a test.

The implementation stage of this research is to carry out a pre-test. The first meeting. Next, provide treatment in the form of using an application Quizlet. This treatment was given 3 times at meetings second, third meeting, and fourth meeting. At the fifth meeting, post-test as the fifth or final meeting.

3 Results and Discussion

The first step is analysis. In this step, an analysis of student needs is carried out to find potential and problems through Google Form. They said that the Quizlet application had never been used as a media tool for studying French language material at school. After conducting a needs analysis and identifying problems related to this research, the next step is to create a general concept.

The product design stages can be seen as follows:

- a. Analyze learning materials according to the Learning Implementation Plan (RPP).

- b. After determining the learning material, the next step is to design the material in the media that will be applied to the application.
- c. Develop learning materials that are in accordance with learning indicators or objectives.

The next step is to develop learning materials and media, which is divided into two stages, namely: developing learning materials on the Quizlet application and measuring the validity of material and media experts. In the development stage, create a new learning material menu in the Quizlet application. This menu can be edited on the Quizlet editor page. After that, the learning material menu can be published. Learning materials on the Quizlet application can be viewed and shared by teachers with students via invitation codes on student media tools. Every student who enters the invitation code can study the learning material and will automatically enter the class menu in the Quizlet application. After producing the media, it is then validated by media experts and material experts. Each validation will provide a better product rating.

3.1 Materials Expert

Material validation aims to find out the opinion of material experts regarding the appropriateness of the content and appropriateness of the language.

The evaluation was carried out in order to obtain information regarding the quality of the material developed to improve the quality of French language learning for students at SMAN 21 Medan. To validate this material, two meetings were held with material experts. Subject matter expert validation entitled *Décrire une personne*, obtained an average percentage of 88% with the criteria "Very Good". Therefore, it can be interpreted that developing learning materials using the Quizlet application is suitable for use.

3.2 Media Expert

Based on the assessment results obtained from media experts during product validation of material learning tools using the Quizlet application.

Media expert validation consists of 4 evaluation indicators. Media that has been validated by experts is then reviewed again with the suggestions given by the validator. Validation of the learning media developed consists of 2 aspects, namely the media feature aspect and the media appearance aspect. So an average percentage of 94.2% was obtained with the criteria "Very Good". Therefore, it can be interpreted that developing material using the Quizlet application is suitable for use as a media tool in learning for students at SMAN 21 Medan.

After the material and media are validated, they are then tested in class. The initial step is giving a pre-test, then treatment in the classroom 3 times, after that a post-test is carried out. Based on the data received by the researchers, the average pre-test obtained by students was 36.50, which was included in the failure category. When giving treatment 1 to treatment 3, many students had unstable grades, resulting in unstable average grades. For treatment 1 the average was 40.42, the average for treatment 2 was 54.60, and the average for treatment 3 was

53.12. In the post-test, the average obtained by students was 65.50 in the quite satisfactory category. When compared with the pre-test, we can see that there is an increase in scores before using the Quizlet application and after using the Quizlet application with a difference of 29 points. After carrying out hypothesis testing starting from the normality test and the paired sample t-test, the results obtained were that H_a was accepted and H_o was rejected, which means that the use of the Quizlet application was effective as a French language learning medium for SMAN 21 students, class XI IPA1.

From conducting research from pre-test, treatment to post-test, we can see changes in the scores obtained by students, whether some have experienced an increase.

4 Conclusion

Based on the discussion, several conclusions were obtained. The first is based on the results of the pre-test before treatment is given, the average obtained students numbered 36.50 in the failing category. The figure shows that students' level of mastery of French is too low. However, after carrying out the post-test, the students' average score increased to 65.50 in the quite satisfactory category. The average difference between the pre-test and post-test was 29 points.

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