

Using Benime to Develop the Animation Board for *Production Écrite Élémentaire* Courses

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ABSTRACT

This research is based on the observations regarding learning to write in *production écrite élémentaire* course that has not reached the target because of inappropriate media and relatively low value data from the evaluation of learning outcomes. The research aims to design and develop learning media through an animation board using benime in accordance with the demands of the A2 DELF level of French writing competence and to determine student learning outcomes. The procedure begins by carrying out four stages, namely collecting information and data, designing learning media, and expert validation of the media and of the material included. After the four stages are carried out and declared feasible by the validator, the learning media was tested on students in the classroom. The outputs are international journal publication, copyright proposal, textbook, research reports, and animated whiteboard products.

Keywords: writing, learning media, animation board, benime

INTRODUCTION

Low motivation to learn and low student's learning outcomes is due to the lack of precise learning media used so that students' interest in learning is minimal. Among various learning media, benime animated whiteboard media is a medium that is expected to influence students' motivation and learning outcomes due to the increasingly advanced development of science and technology. Benime is an animated whiteboard application that can be

used for online and offline learning. In addition to material in written format, you can also add images, mp3 audio, voiceovers from the creators, and customizable animations. This application does not require any software to be downloaded or installed, so it can be used directly by anyone with internet access. Due to its animated nature, the wall writing created can be exported in the form of videos or film slides that can be easily shared with students before and after learning takes place. Therefore, this media is considered effective if it is developed into a learning medium in writing courses. Based on the description above, the writer is interested in conducting this research.

LITERATURE REVIEW

According to Sonya [1], writing is one of the four basic skills in language learning which depends on the student's ability to apply proper grammar such as punctuation, spelling, vocabulary among others. Because of the many aspects that must be mastered, writing skills are not a simple matter. In spoken language the message that can as far as be understood and the error can be tolerated. However, in written language, all sentences must be constructed correctly, coherently and cohesively [2]. This is necessary so that readers can understand the context of the writing easily. In the French language study program at the State University of Medan (or UNIMED Medan), writing skills exist in *production écrite*

courses appearing at *intermédiaire*, *élémentaire*, and *avancée* levels.

Based on the results of the needs analysis, this course lasts 3 x 50 minutes every week and before the COVID-19 pandemic, teachers had used teaching aids, such as, books, whiteboards, speakers, pictures, videos, etc. However, during the pandemic, lecturers and students must adapt to each other with various new learning methods, namely distance learning involving face-to-face communication with tutors [3]. For this reason, technology such as computers and smartphones are needed to support the learning process.

Each format of teaching materials certainly has advantages and disadvantages, for example doc. and pdf, which are easy to use and compatible with smartphones, computers and tablets. However, they are not able to combine some multimedia such as sound and video in which the presentation of the material might become interesting. The ppt can combine some multimedia, but video and sound, and can only be used on computer [4].

From the results of the needs analysis, the model and educational support currently used have not met their needs. This can be seen through the students' learning outcomes, who are still relatively low. In

addition, through the observations, students who participate in learning are still relatively few. Therefore, with the use of appropriate learning media, information sent from teachers to students is immediately received [5].

METHODOLOGY

The method is taken from Thiagarajan et al.'s research and development [6] that is called 4D with four steps as shown in Fig. 1 below.

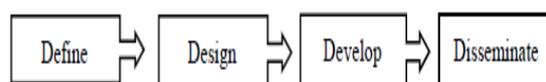


Figure 1. Steps in 4D

RESULTS

This research process uses a 4D model, which is used to develop learning tools. This model was developed by Thiagarajan et al. [6]. The results of the development can be seen from the explanation below.

A. Define

This initial step is used to determine student needs related to the use of digital images in the classroom. The results of the needs analysis can be seen in the Table 1 below.

Table 1. Results of needs analysis questionnaire

Questions	Yes-No answers	
	Yes	No
In the learning process, <i>Production Écrite Élémentaire</i> uses the learning media.	2 (6,6%)	28 (93,4%)
The learning media used by the lecturer is very appropriate to the actual situation.	5 (17%)	25 (83%)
Difficulty understanding writing learning materials because of the presentation of the material	29 (96,6%)	1(3,4%)
Learning media used by lecturers will be very interesting with clear animations, pictures, videos and audio.	29 (96,6%)	1 (3,3%)
The use of image visualization in the learning process in the classroom can increase activeness and enthusiasm for learning	28 (93,3%)	2 (6,6%)
The use of animation boards in the learning process in the classroom, can increase the activeness and enthusiasm for learning	30 (100%)	0 (0%)

B. Design

This is the initial stage in designing a benime-based animation board. In this stage the researcher begins to design teaching materials in the form of subjects and make the arrangement of the animation board as a support in the teaching materials with a

background design which is created by using the canvas application which is clicked on the appropriate design size with 16:9 landscape. Then, a plain white canvas appears and can be filled by selecting the element feature. Furthermore, the whiteboard background can be searched in

the element feature. An example of the process can be seen in Fig. 2.

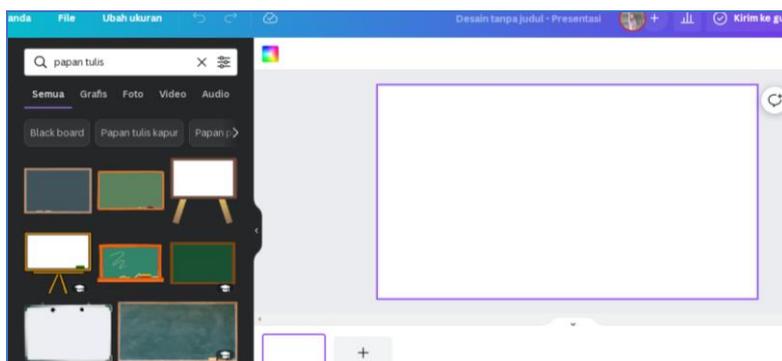


Figure 2. Board background

After an image for the background is made, the next step is to add elements of the blackboard, the first of which is writing. There are several types of fonts that can be opted.

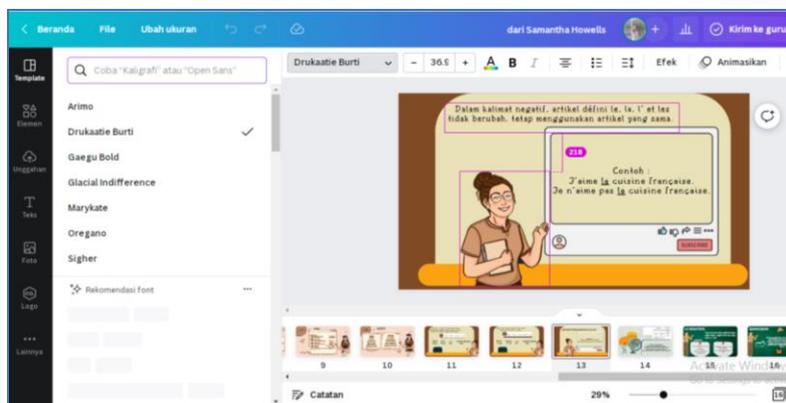


Figure 3. Selection of writing fonts

When the required writing font is determined, the next activity is to add illustrations that match the learning theme (see Fig. 4).

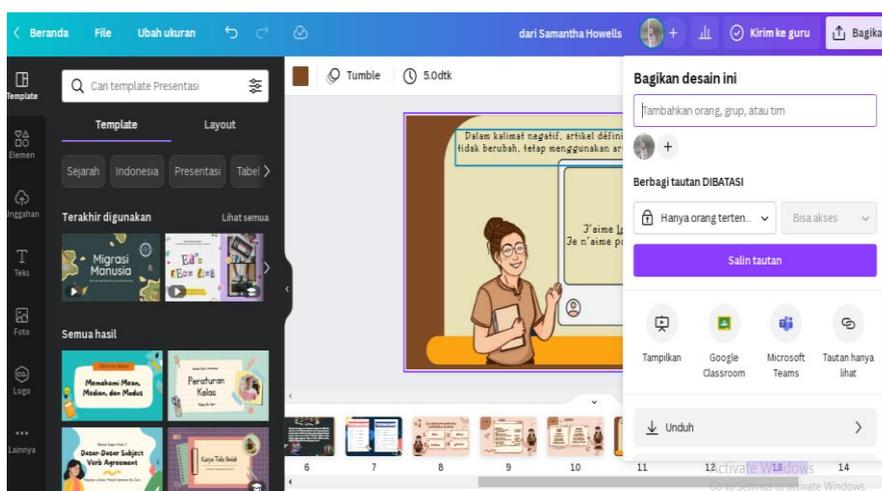


Figure 4. Adding whiteboard elements

All the elements being entered will be uploaded to the benime application for animation adjustments and the results of

which can be downloaded in .mp4 format video. To be more interesting, the video must be given a light background and a

voiceover containing an editorial of the text that has been entered. The goal is that students can listen to the learning as well as

listen to the pronunciation of the words displayed. The voiceover is done with the help of the *Youcut* application (see Fig. 5).

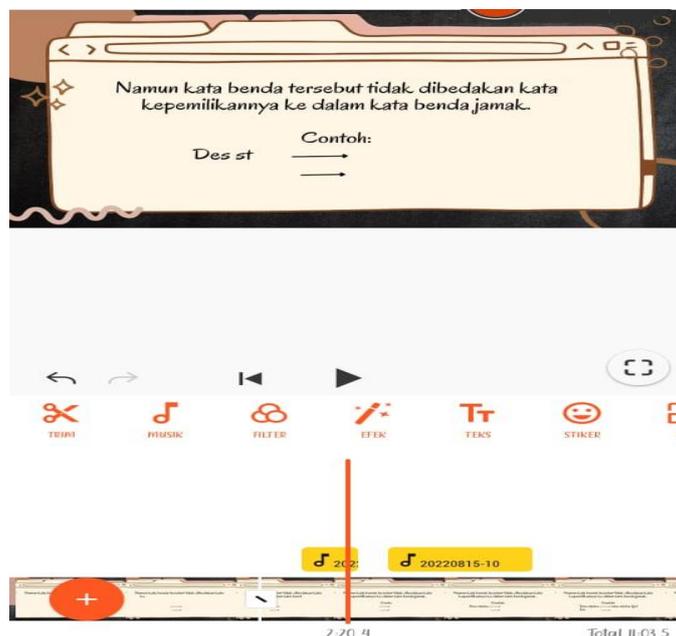


Figure 5. Audio adding to animation board

C. Develop

At the development stage, the researchers validated this digital database to the material validator (alpha test) and media validator before being tested on students. This trial involved 5th semester students in the French language education study program (beta test). Alpha tests are carried out several times until the application can meet all the assessment indicators from material experts and media experts. The development of the alpha test can be seen in the table below.

Table 2. Results of the alpha test

Validator	Alpha test I	Alpha test II
Material expert	84,6%	100%
Media expert	80%	100%
Average	82,3%	100%

D. Disseminate

After the product passes the validation stage (Alpha test) and improvements have been

made, the product is ready to be tested on students. At this stage, there is a Beta test in the form of a trial which is carried out on 5th semester students of the French language education study program with a total of 30 students in this research. Before being given an assessment, respondents got a brief explanation of the learning procedure using digital images. Then, each respondent will receive a google drive link that contains learning materials for *production écrite élémentaire*. The respondent will also answer the question by expressing or describing the image in the google drive in French. After that, they fill out a questionnaire to provide assessments, suggestions, and comments on the learning media being tested. The average beta test results are shown in Table 3.

Table 3. Results of the beta test

Aspect	Pretest	Posttest
Ability to answer questions	46,3%	75,4%
Interaction ability	46,8%	68,3%
Expression use	47,9%	78,7%
Additional abilities (Lexical, Morphosyntax, and Phonological Systems)	44,5%	67,8%
Average	46,3%	72,5%

DISCUSSION

Based on the results of the Beta Test, the indicator with the highest percentage in the aspect of content quality and purpose falls on the interest and attention with a percentage of 86.7%. This shows that the development of an animated whiteboard is able to attract students' interest and attention. The indicator that also gets a large percentage in the aspect of content quality and objectives is the completeness of the content of the learning media with a score of 84.7%. This shows that the content of the material in the picture is very clear so that it helps students in studying *production écrite élémentaire*. In terms of the quality of learning, the average percentage reaches 85.5% so that it can be categorized as very good. There are nine indicators in the aspect of learning quality, such as, 1) providing learning opportunities, 2) providing assistance for learning, 3) motivating quality, 4) learning flexibility, 5) relationships with other learning programs, 6) social quality of learning interactions, 7) quality of tests and assessments, 8) impact for students, and 9) impact on lecturers and learning.

In the aspect of learning quality, the indicators that has the highest percentage (92%) is the flexibility of learning. The value is obtained from the use of digital images which are applied in a more flexible way. The next indicator that has the highest percentage is the providing learning opportunities with a value of 89.3% and has a very good category. These results prove that the nature of digital image learning media based on local wisdom, animated whiteboards that can be accessed via laptops, computers or androids provide learning opportunities for students wherever and whenever.

The third aspect that is assessed from the *production écrite élémentaire* learning media is the technical quality which has an average percentage of 88.9% so that it can be categorized as very good. Three indicators in the technical quality aspect include 1) readability, 2) easy to use, and 3) display

quality. The second indicator gets the largest percentage value reaching 94.7%. This is because the animated whiteboard is designed in a very simple way. In addition, another indicator that has a large percentage value is the readability quality with 87.7%. This means that students can easily understand the meaning or content presented on the animated board.

CONCLUSION

Based on the data from the assessment and changes that have been described, the conclusions are drawn that the development of a digital image design in the *production écrite élémentaire* course based on local wisdom is carried out in four stages: define, design, develop, and disseminate. There are six chapters of learning material that have been included in the animation board. The evaluation of the validator on the media resulting from the digital image design is carried out in two stages of assessment. The media feasibility of the material validator gets a percentage of 84,6% while the media validator gets 80%. Improvements to learning media is carried out in accordance with the suggestions and comments of the validators until the material and media validators gave a score of 100% in the second assessment, meaning that the results of the animation boards design are very good and suitable for use. Student responses obtained from the Beta Test also showed that they liked digital image-based learning. This is shown from the survey results that reaches 86.6% of students have a very good perception. More specifically, the use of digital images makes students feel motivated to participate by expressing French sentences from the images presented that are in the agree category.

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