

Training on Lesson Plan Development Using Language Learning Applications for French Teachers Across Lampung

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Article History

Received: 27-May-2025

Accepted: 31-May-2025

Published: 04-May-2025

Abstract

Keywords:

1. M-learning
2. language learning applications
3. learning plans

Students' learning motivation can be fostered in various ways. One of them is through the use of learning media. Choosing the right media and careful learning planning not only helps achieve learning objectives but can also increase students' enthusiasm for learning. The development of information technology (smartphones) with Android-based language learning applications such as Duolingo, Luvlingua, Memrise, etc. provides more varied and enjoyable learning options. This training aims to provide knowledge and skills to 10 French teachers in Lampung regarding French learning applications. The training, which was carried out using a combination of lecture and practice methods, succeeded in increasing the knowledge and understanding of teachers regarding these applications as shown by the difference in pre-test and post-test scores and skills in implementing them in the classroom as shown in the form of a learning plan.

1. PENDAHULUAN

Learning media is anything that can be used to present learning materials (knowledge) so that it is easier to understand (Briggs in Sadiman, 2008; Gerlach & Ely Arsyad, 2011; Gagne in Suryani & Leo, 2012). Media has a vital role in learning, so it is not much to say that effective learning is almost

impossible to achieve without its use. In addition to functioning to clarify information, learning media can also create a more interesting, interactive learning atmosphere to increase students' enthusiasm for learning. As a result, learning outcomes are optimal.

Rapid technological advances have had a major impact on the diversity of media that has never existed before. In

the past, learning media was limited to whiteboards, books, overhead projectors, or other simple teaching aids. Now, thanks to technology, teachers and students have access to a much wider spectrum of media, ranging from interactive online learning platforms, high-quality educational videos, 3D virtual simulations, gamified learning applications, virtual reality (VR), and augmented reality (AR).

In modern life, having a smartphone is common. Regardless of age, social class, or education level, almost everyone has one. It has even become an inseparable part of many people's daily activities. Not only functioning as a means of communication, smartphones can also be a means of gaining knowledge, entertainment, and even as a source of livelihood.

You can also use smartphones as a learning medium. The form of learning that utilizes mobile devices such as cellphones, tablets, laptops, or other handheld devices is called M-learning (Sutopo, 2012). This learning is unique because it can be used to access materials that are not limited by space and time (Holzinger et al., in Tamimuddin, 2007) or in other words, it has certain flexibility and portability. Learning languages can

also be done using smartphones. The part of M-learning that is specifically for language learning is called MALL (Mobile-Assisted Language Learning). MALL was first coined by Chinnery in 2006 as a development of CALL (Computer-Assisted Language Learning) (Kim, 2017 in Widiananda, et al., 2023). The main concept of MALL lies in the implementation of mobile devices and the instruments in them for learning foreign languages (McCarty, Stao, & Obari, 2017 in Xu, 2020). The characteristics of MALL include high accessibility and flexibility so that it can be done anytime and anywhere according to student needs (Kukulkska-Hulme, 2005, in Azmee, 2022; Inawati, Marbun & Pratolo, 2023; Shohor & Hashim, 2024). In addition, MALL also supports the use of various media such as text, audio, video, and images, which increase student engagement and understanding of learning materials (Rachman, Zulfikrie Taswin, Agustina, Zulfa & Manuhutu, 2023).

Since its emergence, MALL has become a trend and is considered a technology that can improve methods, approaches, and also language learning and teaching (Ridwan, 2019). The effectiveness of its use has also been shown in several studies related to

language aspects, including speaking skills by Sholihah & Julaikah (2023) using the Busuu, writing by Ananda, et al. (2019) using the Duolingo, listening by Sholichah & Ammar (2024) using the Mondly, vocabulary by Widyastuti & Kusumadewi (2018) with the Duolingo, Suyitno (2023) with the Memrise, pronunciation by Amien, et al. (2020) with the Rosetta Stone and many others. In addition to improving language skills, these studies also show that these language learning applications are proven to increase students' learning motivation.

Although there are quite a lot of language learning applications, in reality, there are still many language teachers who have not utilized them. This is shown by the results of observations by Ananda et al. (2019) and Edison, et al. (2019) in French classes in several schools in Bandar Lampung. This is also emphasized by Kusrini (2011), who stated that the minimal use of learning media is one of the factors in the failure to achieve French language competency at level A1 which is the goal of language learning at the high school level. Therefore, the training activity for preparing lesson plans using Android-based language learning applications was carried out to increase the knowledge of French teachers in Lampung on these

applications and their application in the form of lesson plans by paying attention to the language skills or aspects that are emphasized in each content and by linking them to the competency criteria at level A1 of the CECRL standard and the applicable curriculum.

2. METHOD

The conditions before this activity showed that there were still many teachers who had not used language learning applications in teaching French. In addition, teachers generally did not understand how to implement the learning media in the form of a lesson plan that was adjusted to the objectives of the curriculum and CECRL A1 level standards. On this basis, to answer this problem, training is needed that contains the provision of material through lecture methods and also practice.

French is one of the languages other than English taught in high schools. As a subject of interest, there are only a few schools that teach this language. Therefore, the participants in this activity were all French teachers in Lampung, totaling 10 people. This activity was carried out at SMAN 16 Bandar Lampung.

To measure the effectiveness of the training, several forms of evaluation

were used. The first is with a test instrument. The provision of pre-tests and post-tests in this activity aims to determine the level of understanding of French teachers by looking at the differences in the results of the two tests related to the types of language learning applications, the features available, and the basic competencies that can be targeted by adjusting the content available in the application. In addition to the test, further evaluation is applied to the results of the lesson plan prepared by the participants.

3. RESULTS AND DISCUSSION

Hasil

It has been mentioned that in this activity, pretest and posttest were used to measure the effectiveness of the training. The following graph shows a significant difference in the level of participant mastery related to the material presented at the beginning and end of the activity as seen from the number of correct answers.

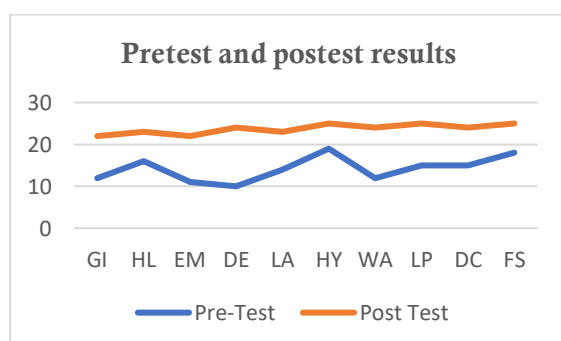


Figure 1. pretest and posttest results

The test instrument consisted of 25 multiple-choice questions that tested participants' initial knowledge of M-learning, MALL, and French learning applications. The test results were then measured using predetermined score qualifications and categories, namely 0—20% (very poor), 21—40% (poor), 41—60% (sufficient), 61—80% (good), and 81—100% (very good). The recapitulation of the scores showed that the level of understanding of the teachers reached a fairly good category with an average score of 56.8%. In general, participants answered questions about the application well but were less good at understanding the concept of M-learning or MALL. Meanwhile, the average score of the post-test carried out after completion was 94.8%, which is included in the very good category. This difference shows that this training has succeeded in increasing the knowledge and understanding of the teachers. In addition to data related to these results, the effectiveness of this activity is also demonstrated through the learning plan document by integrating learning activities in the Android application in the learning plan successfully prepared by each teacher.

Discussion

Basically, this activity aims to introduce several Android-based language learning applications as alternative media to support French language learning in high schools and their implementation in the form of a lesson plan. Some applications are already very popular, such as Duolingo, but there are still many other applications to rely on. Although some teachers are already familiar with one or two of these applications, none have implemented them in the classroom. To achieve this goal, the training materials prepared are related to M-learning, MALL, French language learning applications, lesson plans that connect them to the French syllabus for high school, and descriptions of French language competencies at level A1 CECRL standards.

There are many language learning applications that can be accessed easily and free of charge, including Babbel, Bussu, Duolingo, Elsa Speak, FunEasyLearn, Luvlingua, Memrise, Mondly, Rosetta Stone, and Tandem. Each application has features that are not always the same. The differences between them lie in the presentation or depth of the material, as well as the emphasis on certain linguistic aspects so that teachers need to know before implementing them.

In other words, each application has its own advantages and disadvantages. There are several apps that focus on vocabulary, such as Luvlingua and Mondly. Others concentrate on conversation or daily expressions with audio, including Bonjour (French Conversation Practice) and Memrise. Additionally, there are apps that focus on grammar, such as Rosetta Stone and FunEasyLearn.

This activity is in the form of training, providing theoretical and practical materials. The material is delivered at the beginning using lecture and practice methods. Although participants were introduced to many types of potential French language learning applications to support practice, only four applications were selected to be discussed in more depth, namely Duolingo, Memrise, Luvlingua, and Rosetta Stone.

Duolingo is a free online language platform that provides exercises for vocabulary, grammar, pronunciation, and listening (Bende, 2017). It also employs various up-to-date techniques, including gamification strategies (Rouabhia & Kheder, 2024), which enable students to enjoy learning and better understand the material (Garcia, 2013, as cited in Herlina et al., 2021).

Memrise is a fun and effective language learning application. This application is based on three principles, namely authentic learning, a combination of technology and science, and fun content. In addition to many class-level options, it also offers a unique feature that can record the progress of the learning process. We can hone grammar and vocabulary skills as well (Paradhina & Laksman-Huntley, 2023) and speak with illustrations of pronunciation and everyday expressions (Nida et al., 2024).

LuvLingua is multimodal by combining visuals, audio, and game elements that strengthen student retention and understanding (Gajda, 2024). The application of gamification elements in it also reflects the behavioristic concept with positive feedback, such as scores (Ali & Deris, 2019). It is equipped with pronunciation features by native speakers and interactive displays so that it is effective in improving vocabulary and pronunciation skills (Windya et al., 2023).

Rosetta Stone can help the learning process, especially in improving students' vocabulary (Munthe 2023). It uses the Dynamic Immersion method that is designed to make language learning more interactive, as well as the True Accent feature, which helps users focus on

pronunciation (Rimeldi & Kurniawan, 2021). By using this application, it is expected to increase students' self-confidence and make it easier for them to learn the language (Nurhidayah & Rakhmawati, 2024).

The lesson plan (RPP) is a document that contains teaching steps in the classroom. This plan aims to make learning more focused so that goals can be achieved. Preparing a lesson plan is nothing new for teachers, but integrating content in the application into the lesson plan has not been done by teachers. The preparation of this lesson plan is part of this training and is carried out using the assignment method after the delivery of material and discussions related to what content can be used to support the material in the French language syllabus for grades X, XI, and XII. In preparing this plan, the teacher changes or rearranges several parts of the RPP by adjusting the learning activities in the application.

As is known, there are four language skills: listening, reading, speaking, and writing. Several other fundamental aspects that need to be mastered by language learners are vocabulary and grammar that support the realization of these four skills. Learning activities offered in applications can

support these skills, listening to short dialogues, repeating words, phrases, or sentences with correct pronunciation, reading dialogues or short texts, and writing by arranging words into sentences. These activities are packaged in the form of games (gamification) and can be done independently or in groups.

The basis for consideration for choosing content or other language learning activities is the suitability with the basic competencies or materials in the French language syllabus, such as telling the time/hour (*situer dans le temps*) for class X and telling directions (*situer dans l'espace*), which is the competency of class XI in the 2013 curriculum (which applies when this training is carried out).



Figure 2. Materials about telling time (*situer dans le temps*)



Figure 3. materials about giving directions (*situer dans l'espace*)

Learning apps can help teachers carry out teaching in the classroom. With its game-like nature, it also increases students' motivation to learn. Its use not only supports critical thinking and problem solving, but also supports student collaboration and literacy.

In addition to the benefits, several things also need to be criticized, including the lack of holistic materials and evaluations, the focus of content on applications that focus on grammar and vocabulary does not accommodate sociocultural aspects in depth, such as the accuracy of choosing words or sentences with the interlocutor, or some forms of forced translation, for example, "Selamat pagi Bu, satu kopi, tolong!". Other limitations include dependence on internet connections, lack of real social interaction, one-way communication, and the risk of interference or distraction

during learning, for example, by opening other applications on smartphones.

In addition, other challenges faced by teachers in using mobile-based language learning apps in the classroom include decreasing motivation over time, limited social interaction that impacts practical communication skills, and technical obstacles such as unstable internet access, limited ownership, and ability to use devices. Teachers should be aware of potential challenges like this and seek solutions, including through collaborative strategies in the classroom that support social interaction and adaptive material adjustments and feedback (Rahimi & Miri, 2014) and a holistic approach that combines technology and pedagogical strategies to maximize learning outcomes (Sun et al., 2022).

4. CONCLUSION

This training can improve the knowledge, understanding, and skills of French language teachers in Lampung regarding the concept of M-learning, MALL, and the use of Android-based language learning apps. In addition, they are also able to integrate their knowledge to plan varied and interesting learning in the form of lesson plans. The discussions also increase teachers' critical thinking in

choosing the right content/activities according to the syllabus and language competency targets, as well as highlighting the weaknesses or limitations contained therein, so that teachers are expected to be wiser in integrating them in the classroom. It can be concluded that language learning applications are very useful as teaching aids but still cannot replace the role of teachers. Ideally, they are used as a complement and not as the main learning source so that learning still contains intact pedagogical values.

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