

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

The learning of foreign languages, especially English, has been promoted by the Ministry of Education and Culture of the Republic of Indonesia since students are in elementary school. When students reach high school, they can study other foreign languages that can enhance their abilities and skills to compete in the disruptive era. According to data from Dapodikdasmen of the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan) Republic of Indonesia, released in 2020, there are 356 Senior High Schools and 135 Vocational High Schools in Indonesia that are studying French.

Learning a foreign language, in this case, French, has various objectives that serve as the targets of language education for learners. According to the guidelines from the Ministry of Education and Culture Republic of Indonesia (Aryanto, Purnama, Adiprima, & Ramadhana, 2022, p. 2), the benefits of learning a foreign language for high school students are expected to help them deepen their interests, talents, and abilities in the respective field.

On the website of the *Institut Français d'Indonésie* (IFI), which is a French language education institution in Indonesia under the French Ministry of Education, it is mentioned that French has more than 300 million speakers across 5 continents. Thus, French plays a very important role, including as: 1) a diplomatic language, 2) a language of education and research, 3) a business and economic language, 4) a cultural language, and 5) a tool for communication in tourism.

In the 21st century, learning French offers numerous benefits, including enhanced cognitive abilities, improved career prospects, and deeper cultural

understanding (Smith, 2023). Moreover, proficiency in French can provide a competitive edge in the global job market, as it is an official language in numerous international organizations and countries (Xia, et al., 2022). Furthermore, Smith highlighted that learning French fosters a deeper appreciation and understanding of Francophone cultures, enriching personal and professional experiences.

Despite these advantages, French language learner in high schools faces the challenges. Andriani et al. (2022) mentioned that one of the challenges is the students often struggle with understanding and applying French conjugation concepts, which are fundamental to mastering both oral and written communication. Conjugation, or *Conjugaison*, is the system of altering French verbs to indicate tense, mood, person, and number, and serves as a cornerstone of grammatical competence (Andriani et al., 2022).

The morphology of French verbs, which refers to the structure and formation of words, plays a significant role in understanding conjugation (Musar et al., 2020). Conjugation serves as a key element in the French language learning process because it forms the basis for interaction in both oral and written communication. French verbs are categorized into three main groups based on their endings: -er, -ir, and -re. Each group follows a set of conjugation patterns, but within these groups, there are still irregularities that complicate the process.

For example, while regular -er verbs follow a predictable conjugation pattern, irregular verbs such as *être* (to be) or *avoir* (to have) deviate from these patterns, requiring additional memorization and practice (Rusmawati et al., 2020). To recognize French conjugation, the researcher will provide examples in the following table.

Table 1. 1 Example of French Conjugation Table.

Infinitive Subjects			French	English	Indonesian
			<i>Regarder</i>	To watch	<i>Menonton</i>
<i>Je</i>	I	<i>Saya</i>	<i>regarde</i>	watch	<i>menonton</i>
<i>Tu</i>	You <sup>1</sup>	<i>Kamu</i>	<i>regardes</i>		
<i>Il</i>	He	<i>Dia</i>	<i>regarde</i>	watches	
<i>Elle</i>	She				
<i>On</i>	We	<i>Kami</i>	<i>regardons</i>	watch	
<i>Nous</i>					
<i>Vous</i>	You <sup>2</sup>	<i>Kalian</i>	<i>regardez</i>		
<i>Ils</i>	They <sup>2,3</sup>	<i>Mereka</i>	<i>regardant</i>		
<i>Elles</i>	They <sup>2,4</sup>				

Note: 1) singular, 2) plural, 3) masculine, 4) feminine.

During the process, learning conjugation is often challenging to implement due to the key aspect of memorization in the learning process. many French language teachers in Jakarta high schools face obstacles in integrating technology-based tools into their lessons (Alawiyah et al., 2024). These obstacles include lack access to interactive learning media and often have insufficient training or resources to develop creative, technology-based materials that support students in mastering French conjugation.

The absence of appropriate teaching media for explaining French conjugation often leads to decreased student motivation to engage deeply with the material. The fact, Jakarta high school students face significant challenges in learning three languages—Bahasa Indonesia, English, and French—due to cognitive overload, limited contextual use, and linguistic interference (Andriani et al., 2022). While their bilingual background in Bahasa Indonesia and English offers some linguistic flexibility, it also leads to grammatical and pronunciation interference when learning French, particularly in mastering concepts like conjugation. The lack of real-life opportunities to practice French and limited

exposure to authentic media further hinder their progress, compounded by a perception of French as less relevant compared to English (Andriani et al., 2022).

The finding of the interactive media that can support learning for teachers and students can be a solution to enhance language skills; Reading, Listening, Writing, and Speaking. Many educators continue to rely on traditional instructional methods due to a lack of training or mentoring in developing engaging learning media (Intakong, 2009). This issue creates the lack of motivation among high school students in Jakarta to delve deeper into French learning (Harianja & Fibriasari, 2021). The utilization of technology by integrating interactive multimedia includes content such as text, images, videos, audio, and animations, can help students to become more motivated to commit to completing the lessons initiated by educators (Winayah, Ningsih, Syahrurah, & Irawan, 2023, p. 216).

The integration of technology into French language instruction is essential for enhancing student engagement and learning outcomes. Emaish (2016) mentioned that interactive multimedia tools, such as PowerPoint-based media, offer practical solutions to address these challenges. PowerPoint's versatility and accessibility allow educators to incorporate text, images, audio, video, and animations, making it an ideal platform for developing interactive learning resources. PowerPoint is a widely used and easily accessible medium. By offering animations, various fonts, and engaging slides, PowerPoint has become popular in the teaching and learning process. It is often the primary choice for teachers to create interactive media in the classroom.

This media offers comprehensive features with easy access through the Microsoft Office suite, which is available on almost all computers. This medium

has become very popular because the program focuses on being user-friendly, with a straightforward interface, a basic and easy-to-understand menu, and support for a variety of language systems in addition to the standard Roman system. By integrating these tools into the classroom, educators can provide students with more engaging and effective learning experiences, fostering their motivation to explore and apply complex language patterns. Research supports that the use of information technology in teaching French significantly enhances students' language acquisition and motivation.

Considering the issues outlined above, French language educators need an interactive media that can be utilized as an interactive tool in the French learning process at schools that can help them to deliver the content of the conjugation concept by providing engaging, multisensory experiences that cater to diverse learning styles. The availability of such tools is expected to enhance student motivation, leading to improved proficiency of their learning. In particular, the focus of this study is on teaching French conjugation, a fundamental aspect of language acquisition. This research specifically targets grade 11 high school students, as they are at a crucial stage in their language learning journey, and emphasizes the importance of conjugation in their overall language development. By incorporating interactive media into the curriculum, educators can better support students in mastering French conjugation and addressing the challenges that traditionally hinder language learning.

Previous research has demonstrated the effectiveness of interactive PowerPoint-based learning media in various educational settings, with several studies showing its positive impact on students' understanding and critical thinking.

For example, Kevin Alkhairi (2023) developed an interactive PowerPoint tool for French listening skills.. However, this study was limited to the development stage. Similarly, Ahmad Baidlowi et al. (2023) found that interactive PowerPoint media significantly improved students' understanding of Arabic grammar, while Ita Musta et al. (2023) reported its positive effects on critical thinking in Japanese language learning.

Additionally, studies by Yuratin Dewi et al. (2023) and Sarah Zahra Monica et al. (2023) highlighted the tool's effectiveness in improving English language skills, particularly in narrative text reading and vocabulary acquisition. Internationally, research by Sri Wiyanah et al. (2023) and Adinda Destinova et al. (2023) further supports the use of PowerPoint in language education, with Wiyanah et al. focusing on multilingual literacy and Destinova et al. on French language learning.

While these studies show the effectiveness of interactive PowerPoint in enhancing foreign language education, there is a notable gap in research specifically targeting French language learning. Moreover, although many studies demonstrate the tool's potential, there is limited research on its comprehensive feasibility testing and long-term implementation. These findings suggest a need for further research, particularly on developing tools like the conjugation wheel for teaching French verbs to 11th-grade students.

Based on the promising results of previous studies, it is recommended to conduct further research and development (RnD) on interactive PowerPoint-based learning media to ensure comprehensive feasibility testing and implementation in educational settings. Therefore, given this gap in the research, the researcher takes

the initiative to examine the topic of "Developing Interactive PowerPoint Media for Learning French Conjugation by Using Conjugation Wheel for 11<sup>th</sup> Grade." After discussing this idea with school leaders, researcher has received their full support to proceed with this RnD initiative

Through this research, it is hoped to make a significant contribution to my and our understanding of the effectiveness and potential of interactive PowerPoint-based media in the context of French language learning, particularly in conjugation. Thus, this study can serve as a foundation for further development in this field and provide practical recommendations for teaching and learning French at the high school level, particularly for 11<sup>th</sup> graders.

## **1.2. Problem Identification**

Given the context provided, the problem the researcher aims to address can be identified as follows:

1. Grade 11 High School Students have weaknesses in understanding French both in written and oral communication, they encounter difficulties in understanding French conjugation concept.
2. Grade 11 students in High Schools in Jakarta are not motivated to delve deeper into learning French because there is no supported media that they can use for learning deeper about French conjugation.
3. French language teachers in High School in Jakarta lack interactive learning media to aid in French conjugation teaching in and outside classroom.
4. French language teachers in High School in Jakarta lack sufficient insight to create creative technology-based learning media for accommodate the students in learning French conjugation.

### **1.3. Problem Limitation**

In light of the identified issues, the researcher will focus the study on 11th-grade classes in five High School offering French language courses in the South, West, and East Jakarta. This research will develop an interactive PowerPoint-based learning media in the form of a French verbs conjugation wheel.

### **1.4. Research Problem**

In accordance with the background provided, the researcher formulates several problems, they are:

1. What are the learning needs of students in understanding French conjugation?
2. How can the design of interactive PowerPoint media aid students in learning French conjugation?
3. How does the developed PowerPoint media support the learning of French conjugation?
4. How do students engage with the interactive PowerPoint media during French conjugation lessons?
5. How effective is the interactive PowerPoint in improving students' French conjugation concept?

### **1.5. Objectives of the Research**

The objectives of this research, which aim to address the identified problems, are as follows:

1. To elaborate the needs analysis results from school leaders, French teachers, and students that will be the researcher's point of reference in developing an interactive PowerPoint and its learning module for 11th-grade students in High Schools in Jakarta.



2. To design and develop an effective interactive learning media based on PowerPoint to aid 11th-grade students in High Schools in Jakarta in mastering French conjugation.
3. To implement the developed interactive PowerPoint learning media for 11th-grade students in High Schools in Jakarta in the classroom and evaluate its impact on students' language skills.
4. To assess the effectiveness of the French conjugation learning materials and media in the teaching and learning process for 11th-grade students in High and Schools in Jakarta.

#### **1.6. Significances of the Study**

This study is poised to offer advantages to a range of stakeholders by enhancing knowledge, encompassing both theoretical and practical benefits, as outlined below:

##### **1.6.1. Theoretical Significances**

This research aims to significantly contribute to the theoretical landscape of language education by examining the development and effectiveness of an interactive PowerPoint-based learning module for French verb conjugation. By exploring innovative teaching strategies and investigating the impact of technology integration on language learning, this study aims to enhance the understanding of effective teaching methodologies in foreign language education.

Through thorough research, this study will provide insights into the theoretical foundations of interactive learning media and their role in enhancing student engagement, motivation, and learning outcomes in language education. Additionally, the findings of this research can inform curriculum development

efforts by emphasizing the importance of incorporating interactive learning tools to enhance students' language proficiency and mastery of verb conjugation skills. Ultimately, this research seeks to support evidence-based language teaching practices, thereby contributing to ongoing discussions in educational theory and practice.

### **1.6.2. Practical Significances**

#### **1. For the researcher**

This research offers a chance to deepen expertise in language education and instructional design. Engaging in module development enhances research skills, while outcomes contribute to the researcher's professional portfolio and reputation in the field.

#### **2. For the senior high school**

This Interactive learning materials for French conjugation offer practical benefits for senior high school students, enhancing language proficiency, fostering engagement, improving academic performance, preparing for higher education, and providing a competitive edge in the job market, thus equipping students for success in their academic and professional endeavors.

#### **3. For the educators**

Educators can gain practical insights to enhance teaching practices. The interactive module provides a valuable tool to engage students, catering to diverse learning needs and styles. Integrating interactive media improves learning experiences, leading to better outcomes and satisfaction.

#### 4. For the companies

Companies can find collaboration and product development opportunities. Research outcomes inform the design of interactive learning platforms and digital content, meeting the evolving needs of language learners. Collaborations with researchers create innovative solutions, expanding market reach and competitiveness.

#### 5. For the government

Government investment in language education research informs evidence-based policies and initiatives. Research findings can guide curriculum reforms, teacher training, and funding allocations, promoting technology integration in education.

### 1.7. Thesis Overview

In this thesis, the writing will consist of 5 chapters aimed at explaining the purpose, objectives, process, and findings of the research conducted by the researcher. The division of chapter content is as follows:

- a. Chapter I – Introduction, covering; background of the study, problem identification, problem limitation, problem formula, objectives of the research, and benefits of the research.
- b. Chapter II – Literature review, including; theoretical description, previous studies, and conceptual framework.
- c. Chapter III – Research Methodology, explaining; research and development model, research location, research subject, research procedure, data collection. research instrument, and data analysis.

- d. Chapter IV – Research Result and Discussion, including; need analysis result, design concept and development, implementation of the research, evaluation of the research.
- e. Chapter V– Research Conclusion and Recommendation of the research.

