

## FRENCH LEARNING DIGITALIZATION SERVICE THROUGH THE DEVELOPMENT OF EDUCATIONAL GAMES

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**Abstract.** When applying your knowledge of a foreign language, it is crucial to adhere to ethical and respectable linguistic rules. Grammar and vocabulary are what require in language. Students will have an easier time learning foreign languages if they comprehend grammatical conventions and become fluent in their vocabulary because these skills are crucial for performing language acts. Language skills and the fundamental abilities of kids in speaking, listening, reading, and writing both include vocabulary. It is important to maximize vocabulary development when learning French at school. Therefore, more engaging instruction is required to increase vocabulary acquisition, complemented by the best possible use of technology as a learning medium. By providing French learning materials in the form of an educational Android game that teachers may use to master vocabulary, this hopes to digitize French instruction in schools and make it more engaging for kids.

**Keywords:** PKM, digitization of learning, educational games, French.

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### 1. Introduction

To enable learners with the skills able, speak the language by their aims, language competency is a key component. Several issues come up during the learning process, including learning methods, education providers, and the capacity to transfer pupils. French language proficiency attains from these issues, however not to the best of my abilities. The content of educational games, as a sort of learning medium, might obliquely draw the player's attention to communication. Utilizing a competency discourse method, the educational game design presents representations of social situations in the actual world before virtualizing them. Players' means to develop their communication abilities, namely language, listening, and reading skills in a socio-cultural environment as depicted in the game, via voice input as the primary controller.

Although games themselves may merely think as entertainment or a way to pass the time, there are now a lot of gaming apps designed with education in mind, particularly for mobile games. Making games for learning purposes is a brilliant idea, as it allows players to have fun while learning, preventing learners, particularly kids, from being easily bored.

Games offer a huge potential for increasing learning motivation. A teacher or instructor skilled at controlling how students learn is required, as opposed to the implementation of traditional techniques to establish learning incentives as strong as incentives in games (Clark, 2006).

"Educational media are tools, methods, and techniques used to enhance communication and interaction with educators and learners easier for the educational process in schools," asserts Hamalik (1986:23).

The primary means of cultural and scholarly interchange is language. Humans use language to communicate with one another and to express ideas, messages, and feelings. Language can be spoken or written. Humans require a tool, namely language, that is universally understood to socialize and communicate information. We must therefore be able to grasp foreign languages in this increasingly evolved society, especially in the global context.

Chaer (2009:37) proposes the presence of the phrase "target language" in studying foreign languages; this term refers to the specific languages investigated and intended to be mastered. The target language spoken as one's mother tongue, a second language, or a foreign language (BA). A second language's meaning is distinct from that of a foreign language. For instance, Indonesian is the second language that students acquire after learning their native tongue for the first time.

After English, French is the most widely spoken language. Also, French makes up one of the languages taught in Indonesian schools and at several renowned universities. French represents one of the other languages that are deemed significant and that the Indonesian country must learn since French has a very crucial role, especially as a language of affiliation between nations and a method of communication. French is another foreign language that is crucial for accessing all information, absorbing, and developing science, technology, the arts, and culture.

Dita.F. (2013: 34) writes in her book "Interactive Grammar" that learning a foreign language requires the precise and accurate application of linguistic rules.

Because vocabulary and grammatical structure are essential for language development. Understanding these two concepts will help pupils learn other languages more quickly. The science of language—grammar—must be understood to acquire language abilities including speaking, listening, reading, and writing.

The four linguistic abilities typically employed for communication. Language learners need to be well-versed in the language they are learning as well as possess a variety of language abilities for communication to flow smoothly. Grammar and vocabulary, which fall under cognitive domains, are essential for language learners to know and comprehend. Additionally, they must study and practice pronunciation with writing because the two are very different in English. It is because they must comprehend the rules and apply them to that language to pronounce words like native speakers.

Teaching vocabulary mastery along with its meaning is the fundamental idea behind vocabulary instruction. The ability to effectively utilize words in sentences is only one aspect of word mastery; students must also be competent to add new words, comprehend their meanings, and commit these new words to memory because having a larger vocabulary makes learning languages, particularly French, easier for students.

As a person develops, they gradually get more proficient in their vocabulary. The vocabulary mastering phase is divided into three stages in this instance by Kerat (2009: 65), as follows:

1. Early life A youngster masters their vocabulary and usually expresses specific thoughts. Children at this age want to learn the words to describe the things they can already sense.
2. Adolescence at this point, kids start learning to increase their language proficiency. Through the process of learning, this process carries out knowingly and purposefully.
3. In adulthood a person will grow increasingly interested in acquiring novel phrases to utilize in how they interact among the surrounding community as they get increasingly involved in the method of interaction.

The process of increasing one's vocabulary expertise gains by a procedure that runs continually. It is inferred from the explanation above. The procedure takes place during the person's development, and various phases and processes.

The masculine (*mascula*) and feminine (*femina*) noun genders use to categorize all nouns in French. The next point that has to be made clear is which French nouns require an article to use with them. Of course, this differs from Indonesian nouns. Since this rule has been in place since old French (*ancien français*), the big question of where the French noun division originated has not yet been answered. According to Roshental (2004), students of the French language must memorize the distinction between masculine and feminine nouns.

The UNIMED community service team mentor's high school students level to improve their interest in foreign language studies. It also to educate French teachers in schools because students are beginner-level French learners who really need basic knowledge of French.

## 2. Method

There are four steps in this method for implementing community service activities.

### 1. Preparation

The PKM Team picked partner locations during the planning stage to undertake the first observations to gather targeted information and learn more about the challenges faced by partners. Each issue brought up by a partner can then follow up on according to its priority based on the findings of observations, and a solution develop to address the issue.

### 2. Application

After the problems and solutions formulate, then four activities use as solutions to partner problems.

- Support for digitizing French instruction in classrooms.
- Developing educational games for Android that will help beginners' vocabulary in French.
- Working with the instructor to create his game media so that it expanded upon.
- Create a manual for creating educational video games.

### 3. Monitoring and Evaluation

- Monitoring activities that seek to coordinate and assess the effectiveness of this servicing activity to improve participants' knowledge of and aptitude for instructing a class using the aforementioned techniques, models, and media.
- The goal of the outcomes evaluation is to assess the degree to which the program has been successful in raising the efficiency of game-based learning resources for students.

### 4. Follow up

- The outcome of the initiative is the follow-up program, which includes: expanding the digitization of French learning.
- Execute broad-based community service projects using the same idea, including those at colleges and schools in various parts of North Sumatra.

## 3. Results and Discussion

The "Best French" instructional game underwent numerous stages of development, including analysis, design, development, implementation, and evaluation. Demand analysis, hardware analysis, and software analysis are among the stages of analysis. This information uses to gather the data required to create the "Best French" application, a French language learning game.



Fig. 1. Main menu display.

The results of the educational game "Best French" in French are examined in the evaluation phase to determine the suitability of the program, advantages, and disadvantages as suggestions for applications currently creates.



Fig. 2. Game level switches.

The learning outcomes for pupils who teach utilizing media such as the educational game "Best French" also varied in their ability to speak and write in French. Thus, the discussion in this study was successful in demonstrating the validity of the following hypothesis: At the beginning level of students, there is a difference in the learning achievement of French language abilities from ones instructed with the French educational game "Best French" and those taught using textbook media.

Various game genres can be employed in language learning, according to Iskandarwassid and Sunendar (2011: 293), including Word Tracking, Crosswords, Time Travel Games, Elaboration, and is He, Random Words, Biography, Diary, and Composing Together. As a result, it can argue that this game's media can utilize to apply and practice learning French to make communication easier.

In addition to providing entertainment, this gaming media can teach students inventiveness in language learning and increase participation, notably by adding vocabulary that speaking abilities employ in straightforward dialogues relating to the topics taught. They were less engaged, less passionate, and bored than the pupils in the control group. Lastly, it can cause pupils to pay less attention to and focus less on what they are studying.

One way to deliver information is by using effective and relevant media. The capacity of the teacher to select quality media is crucial since media use, particularly in language learning material itself, can affect how successful language learning is. The French educational game "Best French" is excellent for application or application in language learning as making it simpler for students or beginner-level French learners to retain vocabulary to apply in writing and speaking skills to the research's findings.

In addition to being entertaining, this media is also well-known in the neighborhood, so kids have no trouble using this "Best French" French educational game.

#### 4. Conclusions

The observations that investigate data on past educational outcomes and learning activities that subsequently be converted into issue formulations, it is necessary to coordinate with the school as a partner. To gather data and information more effectively, the Service Team also formed many teams to conduct field observations. A mentoring program then carries out about the digitalization of learning French utilizing an android-based educational game played by students and managed by the teacher in the learning process. It does at the implementation stage. The service team also offers resources for the creation of digital media that Gusu can do alone and then incorporate into further teaching materials. After the sequence

of community service projects finish, community services carries out. The kids' French vocabulary will also grow in some of the topics evaluated. Following-up actions takes to evaluate the program by creating additional digital-based learning paradigms.

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