

DEVELOPMENT OF PRODUCTION ORALE INTERMÉDIAIRE LEARNING MATERIALS THROUGH INTERACTIVE MULTIMODAL DIGITAL SÉQUENTIEL NARRATIVE

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Abstract: *Production Orale is one of the important competencies in French language learning that requires students to be able to communicate orally fluently, accurately, and contextually. However, learning at the intermediate level is still dominated by conventional methods so that it is less able to improve students' interaction, confidence, and speaking skills. This study aims to develop Interactive Multimodal Digital Séquentiel Narrative (IMDSN) as a learning medium to transform Intermediate Oral Production learning. The study used the Research and Development (R&D) method with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Data were collected through observation, validation questionnaires, and speaking ability tests referring to the CECRL assessment rubric. Data analysis was carried out descriptively qualitatively and quantitatively. The results of the study showed that the IMDSN media was successfully developed according to the ADDIE stages and obtained a very feasible category based on the results of expert validation. The implementation of the media showed an increase in student engagement in learning, while the evaluation results indicated an increase in oral production ability, learning motivation, and student confidence in communicating using French. Thus, IMDSN can be an effective learning media innovation in supporting the transformation of Production Orale Intermédiaire learning based on digital technology.*

Keyword: *production orale, French, digital narrative*

Abstrak: Kemampuan *production orale* merupakan salah satu kompetensi penting dalam pembelajaran bahasa Prancis yang menuntut mahasiswa mampu berkomunikasi secara lisan dengan lancar, tepat, dan kontekstual. Namun, pembelajaran pada tingkat intermédiaire masih didominasi metode konvensional sehingga kurang mampu meningkatkan interaksi, kepercayaan diri, dan keterampilan berbicara mahasiswa. Penelitian ini bertujuan mengembangkan *Interactive Multimodal Digital Séquentiel Narrative (IMDSN)* sebagai media pembelajaran untuk mentransformasi pembelajaran *Production Orale Intermédiaire*. Penelitian menggunakan metode *Research and Development (R&D)* dengan model ADDIE yang meliputi tahap *Analysis, Design, Development, Implementation, dan Evaluation*. Data dikumpulkan melalui observasi, angket validasi, dan tes kemampuan berbicara yang mengacu pada rubrik penilaian CECRL. Analisis data dilakukan secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa media IMDSN berhasil dikembangkan sesuai tahapan ADDIE dan memperoleh kategori sangat layak berdasarkan hasil validasi ahli. Implementasi media menunjukkan peningkatan keterlibatan mahasiswa dalam pembelajaran, sedangkan hasil evaluasi mengindikasikan adanya peningkatan kemampuan *production orale*, motivasi belajar, dan kepercayaan diri mahasiswa dalam

berkomunikasi menggunakan bahasa Prancis. Dengan demikian, IMDSN dapat menjadi inovasi media pembelajaran yang efektif dalam mendukung transformasi pembelajaran *Production Orale Intermédiaire* berbasis teknologi digital.

Kata kunci: keterampilan berbicara, bahasa Prancis, digital narrative

INTRODUCTION

The ability to speak a foreign language is one of the main indicators of true language mastery. It's not just about understanding vocabulary and sentence structure; speaking tests a person's ability to organize ideas, respond quickly and accurately, and express ideas confidently in real-life situations. Effective speaking skills enable students to apply language knowledge in direct communication, which is crucial for social, academic, and professional interactions.

Therefore, improving speaking skills should be a primary focus in language teaching. Learning to speak (*Production Orale Intermédiaire*) in French faces several challenges, particularly in organizing ideas and maintaining a fluent flow. One common problem faced by students is difficulty expressing their ideas clearly and in a structured manner. This often hinders the communication process, which should be the primary goal of speaking learning. Many students feel lost or struggle to construct coherent sentences when speaking because they lack clear guidance or resources for starting conversations.

To address this issue, facilities are needed to help students organize their ideas and improve their speaking skills. One potential solution is the implementation of Interactive Multimodal Digital Sequential Narrative. This approach uses digital narratives that combine various media elements (text, sound, images, and video) sequentially/continuously, allowing students to follow a structured storyline that can serve as a reference for speaking practice. With an organized and interactive narrative, students can more easily follow and express their ideas in a

more natural and organized manner.

Interactive Multimodal Digital Sequential Narrative is a learning approach that integrates multiple communication modes (such as text, images, sound, and video) in a structured sequence, such as keywords, Alismail (2021). In sequential narratives, these media elements are arranged to follow a logical and coherent storyline, which not only helps students understand the material but also provides richer cognitive stimulation. Through interaction with multimodal materials (using various media), students can develop their speaking skills more effectively, because they can access and process information in a variety of more engaging and easily digestible forms.

METHOD

This study employed a Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, branch (2009). The R&D method was chosen because it aimed to produce a valid, practical, and effective Interactive Multimodal Digital Sequential Narrative (IMDSN) product to support *Production Orale Intermédiaire* learning for students in the French Language Education Study Program. The ADDIE model was used because it provides systematic development stages, from needs analysis to product evaluation, ensuring that the resulting media aligns with user characteristics and learning objectives.

The research subjects consisted of French Language Education Study Program students taking the *Production Orale Intermédiaire* course, a material expert, an instructional media expert, and

the course lecturer. The material expert was tasked with evaluating the suitability of the media content to learning outcomes, while the media expert assessed the media's appearance, interactivity, navigation, and technical quality. Students acted as product users during the implementation phase to determine the media's practicality and effectiveness.

Data Types and Sources

This study used qualitative and quantitative data. Qualitative data were obtained from observations, interviews, documentation, and suggestions and comments from subject matter experts, media experts, lecturers, and students during the development process. This data was used to identify learning needs, evaluate product quality, and make revisions at each stage of development, Miles (2020).

Meanwhile, quantitative data were obtained from expert validation questionnaires, student response questionnaires, lecturer response questionnaires, and oral production ability test results. Quantitative data were used to determine the level of media feasibility, practicality of use, and effectiveness of the product in improving students' speaking skills.

Primary data sources included learning observations, expert validation results, user responses, and student speaking ability test scores. Secondary data sources came from curriculum documents, Semester Learning Plans (RPS), teaching materials, and various scientific references supporting the development of learning media.

Data Collection Methods

Data collection was conducted using several techniques to obtain comprehensive information regarding needs, the development process, and product quality.

Observation

Observation was conducted at the

beginning of the study to identify the learning conditions of *Production Orale Intermédiaire*. Aspects observed included learning strategies, media use, student activities, participation levels, barriers to speaking, and interactions between lecturers and students. The observation results served as the basis for the needs analysis stage.

Questionnaire

A questionnaire was used to obtain quantitative data regarding media feasibility and user responses. The validation questionnaire was administered to subject matter experts and media experts using a five-point Likert scale, while the response questionnaire was administered to lecturers and students after the media implementation. Aspects assessed included material suitability, display, interactivity, ease of use, usefulness, and learning quality.

Oral Production Ability Test

A speaking test was conducted before and after using the IMDSN media to determine improvements in oral production ability. Assessment was conducted using a rubric covering five aspects: fluency, grammar accuracy, vocabulary mastery, pronunciation, and interaction skills.

ADDIE Model Development Stages

The development of the Interactive Multimodal Digital Sequential Narrative (IMDSN) media was carried out through the following five stages of the ADDIE model.

ADDIE Model Development Stages

1. Analysis

The analysis stage aims to identify learning needs, student characteristics, learning outcomes, and problems encountered in the Intermediate Oral Production course. Analysis was conducted through observation, interviews, curriculum analysis, and materials analysis. The results of the analysis indicated that

students needed learning media that could present an authentic communication context, provide engaging visual stimuli, and provide interactive and gradual speaking activities.

2. Design

Based on the results of the needs analysis, the IMDSN media was designed. This stage included developing learning objectives, achievement indicators, developing a storyline (sequential narrative), creating a storyboard, designing the interface, developing interaction scenarios, developing materials, speaking exercises, and developing evaluation instruments. The product was designed to integrate text, images, audio, animation, video, and communication activities in one easy-to-use digital medium.

3. Development

During the development stage, media is created according to the designed storyboard. The product is then validated by subject matter experts and media experts to assess aspects of content, language, presentation, visual appearance, navigation, interactivity, and function. Input from the validators is used as the basis for revisions to produce a product suitable for use in learning.

4. Implementation

The media, which has been deemed suitable, is then implemented with students in the *Production Orale Intermédiaire* course. Implementation takes place in several sessions according to the developed learning scenario. During the implementation process, observations of student activities, user responses are collected, and speaking ability tests are administered to determine the effectiveness of the media.

5. Evaluation

The evaluation stage is conducted in both formative and summative forms. Formative evaluation is

conducted at each stage of development based on the results of expert validation and user trials so that the product can be continuously revised. Summative evaluation is conducted after implementation to assess the effectiveness of the media based on improvements in *Production Orale* test results, student responses, and the achievement of learning objectives. The evaluation results serve as the basis for final refinements to the IMDSN media.

RESULT AND DISCUSSION

The development of the Interactive Multimodal Digital Sequential Narrative (IMDSN) was conducted using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage produces outputs that serve as the basis for the next stage, ensuring that the developed media meets the aspects of validity, practicality, and effectiveness in supporting *Production Orale Intermédiaire* Oral learning.

Analysis Stage

The analysis stage is the initial stage, aimed at identifying learning needs, student characteristics, learning outcomes, and problems encountered in the Intermediate Oral Production course. Analysis was conducted through observation of the learning process and analysis of learning documents in the form of Semester Learning Plans (RPS), Graduate Learning Outcomes (CPL), and teaching materials used. Observations indicate that the learning process is still dominated by the use of textbooks, printed dialogues, and simple oral presentations. Students generally practice speaking based on provided texts, thus limiting opportunities for spontaneous speech production. This situation causes students to rely on memorization, lack confidence when speaking, and experience difficulty developing ideas in

more complex communication situations.

Analysis of the Lesson Plan (RPS) shows that the learning outcomes of the *Production Orale Intermédiaire* course emphasize students' ability to describe an event, express opinions, provide arguments, relate experiences, and participate in conversations according to the communication context. To achieve these competencies, media are needed that not only present material but also provide authentic communication experiences through ongoing speaking activities.

Design Stage

The design stage aims to translate the results of the needs analysis into a design for Interactive Multimodal Digital Sequential Narrative (IMDSN) media. The design was carried out systematically to ensure that the developed media supports students' achievement of speaking competency. Learning objectives were formulated based on course learning outcomes and intermediate-level speaking proficiency indicators.

The IMDSN media was designed using the sequential storytelling concept, consisting of several episodes. Each episode presents a series of interconnected illustrations that form a coherent story. The media structure consists of:

1. Opening page;
2. User instructions;
3. Learning objectives;
4. Vocabulary introduction;
5. Sequential illustrations;
6. Native speaker audio;
7. Pronunciation practice;
8. Image-based speaking practice;

This sequence is designed to ensure that students gain a gradual learning experience, from context recognition to independent language production. The media was developed by integrating various multimodal elements, namely:

1. Color digital illustrations as visual stimuli;
2. Supporting text to introduce new

vocabulary;

3. Native speaker audio as a pronunciation model;
4. Simple animations to clarify the storyline;
5. Interactive buttons for learning navigation;
6. Student voice recording exercises; and
7. Interactive quizzes to assess understanding.

Each story is structured into several panels depicting the chronology of events. In each panel, students are asked to perform a different activity, such as describing an image, predicting what will happen next, explaining the relationship between events, or developing dialogue based on the presented situation. This storyboard model aims to train narrative thinking skills and improve speaking fluency because students produce speech gradually, rather than memorizing pre-existing dialogue.



Figure 1 Storyboard

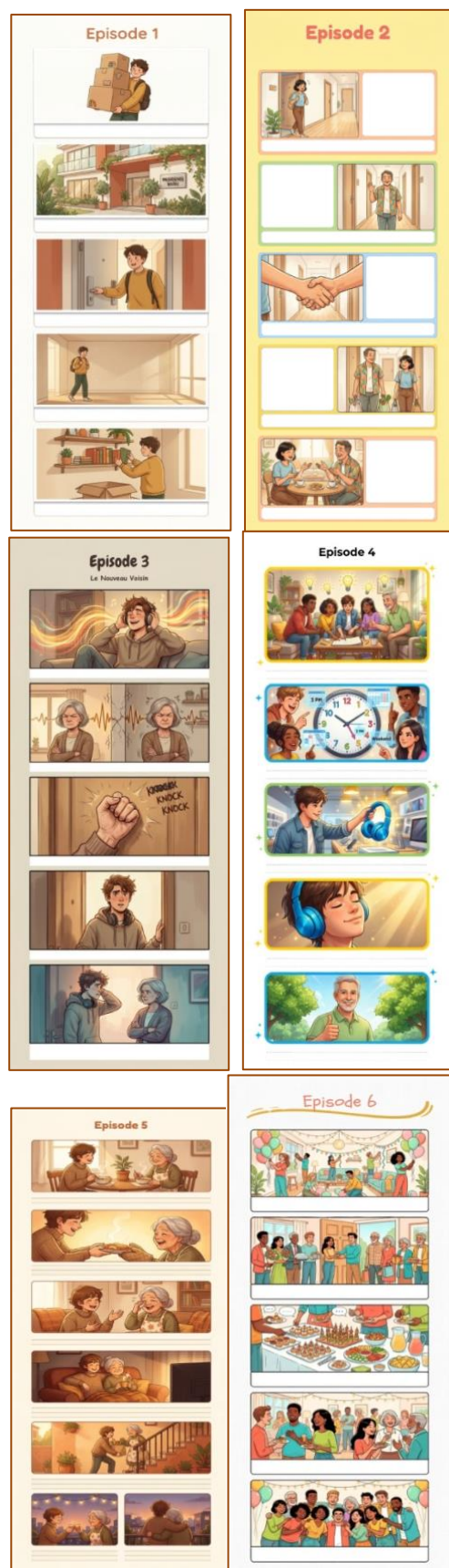


Figure 2 Sequential image-based speaking practice

Development Stage

The development stage is the process of realizing the media design developed during the design stage into a ready-to-use learning product. After the media is developed, validation is conducted by subject matter experts to assess the suitability of the content to the learning outcomes, the appropriateness of the use of French, the relevance of speaking activities, and the appropriateness of the presentation. Based on the validation results, the media received an average score of 94i.40%, categorized as very appropriate. The validator stated that the material aligns with the *Production Orale Intermédiaire* competency, uses communicative French, and facilitates students' gradual speech production through a series of illustrations.

Table 1 Media Expert Validation Results

No.	Assessment Aspect	Percentage	Category
1	Interface	96.00%	Very Good
2	Navigation	95.00%	Very Good
3	Interactivity	97.00%	Very Good
4	Visual Quality	96.00%	Very Good
5	Ease of Use	95.00%	Very Good
6	Average	95.80%	Very Good

The validator also provided several inputs, including simplifying some French instructions, adding pronunciation examples for new vocabulary, and adjusting the difficulty level of some speaking activities. All of this input was used as the basis for revisions before the media was tested with users.

Revisions were made based on input from material and media experts. Improvements focused on pedagogical and technical aspects to ensure the product met eligibility standards before implementation in learning.

Table 2 Product Revisions Based on Validator Input

Validator Feedback	Follow-up
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Instructions are too long. sentences.	Instructions are simplified using conversational
Pronunciation examples are not yet available.	Native speaker audio is added for each new vocabulary word.
Navigation is unclear.	Navigation icons are added to each page.
Transitions between scenes are not smooth.	Animations for moving between scenes are improved.
Interactive button sizes are small.	Button sizes have been enlarged for ease of use.

After revisions were made, the media was re-examined to ensure all components were functioning properly. The results showed that the media could be run smoothly on both computers and mobile devices.

Results from the development stage indicated that the IMDSN media met the requirements for content validity, design validity, and technical validity, making it suitable for the implementation stage to test its practicality and effectiveness in improving students' *Production Orale Intermédiaire* skills.

Implementation Stage

The implementation stage is the process of applying the Interactive Multimodal Digital Sequential Narrative (IMDSN) media in *Production Orale Intermédiaire* lessons to determine the practicality and effectiveness of the developed media. After the media is deemed suitable based on validation by material experts and media experts, it is implemented with French Language Education students taking the *Production Orale Intermédiaire* course over several sessions in accordance with the Semester Learning Plan (RPS). In the initial stage, the lecturer explains the learning objectives, how to use the media, and the activities to be carried out during the learning process. Next, students study

each episode of the story, presented in the form of a sequential digital narrative that combines illustrations, text, native speaker audio, animation, and interactive exercises. Each story sequence is designed to encourage students to describe images, predict future events, retell the storyline, and develop dialogue appropriate to the communication context, providing students with the opportunity to practice speaking gradually and contextually.

During the implementation process, the lecturer acted as a facilitator, providing guidance and feedback on aspects of fluency, pronunciation accuracy, vocabulary use, grammatical accuracy, and the ability to maintain interaction. Learning took place actively, placing students at the center of learning activities, while the IMDSN media served as a stimulus, facilitating the development of natural oral communication. Observations during implementation revealed high levels of enthusiasm for the learning process. The sequential presentation of stories facilitated student understanding of the context of the conversation, increasing their confidence in developing their French speech. Visual illustrations and audio recordings from native speakers also helped students grasp meaning, improve pronunciation accuracy, and enrich their vocabulary.

After the entire learning process was completed, an evaluation of the media's practicality was conducted through student and lecturer questionnaires. The results showed that students responded very positively to the use of IMDSN, with an average percentage of 93.6%. This reflects the media's ease of use, attractive appearance, increased interaction during learning, and helped students understand the material and develop their speaking skills. The lecturer also gave the program an excellent rating, with an average score of 96.0%, particularly for the appropriateness of the material, ease of use, usefulness of the media, and implementation of the learning. These

results indicate that the IMDSN media has a high level of practicality and can be implemented effectively in *Production Orale Intermédiaire* learning.

The effectiveness of the media was further analyzed by comparing the results of the oral production ability test before and after use. The results showed that the average student score increased from 64.20 in the pretest to 85.60 in the posttest. This improvement occurred across all assessment aspects, namely fluency, grammar, vocabulary, pronunciation, and interaction. Analysis using N-Gain yielded a score of 0.60, which is in the moderate category, indicating an improvement in students' speaking ability after using the IMDSN media.

Evaluation Phase

The evaluation phase aims to assess the quality of the Interactive Multimodal Digital Sequential Narrative (IMDSN) media based on validation results, implementation, and user feedback. The evaluation was conducted both formatively and summatively. Formative evaluation was conducted during the development process through validation by subject matter and media experts, as well as product revisions based on the suggestions provided. Revisions included refining learning instructions, adding pronunciation audio, improving the interface, navigation, and interactive features to make the media easier to use and align with learning objectives.

Summative evaluation was conducted after implementation to determine the media's feasibility, practicality, and effectiveness. The results showed that the media received excellent ratings from validators, lecturers, and students and was able to improve students' oral production skills, learning motivation, and confidence in communicating in French. However, some students still needed time to adapt to digital narrative-based learning, and the effectiveness of the media was also influenced by device availability and

internet connection quality.

Overall, the evaluation results indicate that IMDSN meets the criteria for validity, practicality, and effectiveness as *Production Orale Intermédiaire* learning medium. The integration of sequential digital narratives with multimodal elements such as illustrations, text, audio, animation, and interactive activities creates a more communicative and contextual learning experience. Therefore, this medium has the potential to be an innovative alternative to support the transformation of French language learning based on digital technology.

Discussion

Research findings indicate that the use of sequential digital narratives helps students construct more coherent speech because each illustration provides a related communication context. The gradual presentation of the story makes it easier for students to develop ideas before delivering their speech, reducing reliance on memorizing dialogue. This suggests that visual narrative-based media can function as scaffolding, helping students organize ideas more systematically during the speaking process.

However, this study has several limitations. The media was tested in a single study program, so the results cannot be broadly generalized. Furthermore, the media's effectiveness is still influenced by the availability of digital devices, the quality of the internet connection, and the varying initial abilities of students.

Therefore, further research is recommended to involve a larger sample of respondents, implement an experimental design with a control group, and integrate artificial intelligence-based technology to provide automated feedback on pronunciation, fluency, and grammatical accuracy.

CONCLUSION

The development results indicate

that the IMDSN media meets the criteria for validity, practicality, and effectiveness based on expert validation, learning implementation, and user evaluation. The integration of sequential digital narrative with multimodal elements such as illustrations, text, audio, animation, and interactive activities creates more communicative learning, increases student engagement, and supports the development of oral production skills.

This research contributes to the development of digital transformation-based French language learning media through the application of the Interactive Multimodal Digital Sequential Narrative concept. The developed media can be an alternative to more contextual and student-centered speaking learning

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