

Developing Kodular-Based Electronic Glossary of Anglicism as Teaching Tool

William Anderson Hutapea¹, Marice², Junita Friska²

¹Postgraduate Department of French Education, Universitas Negeri Medan, Medan, Indonesia

²Department of French Education, Universitas Negeri Medan, Medan, Indonesia

Corresponding Author: Marice (mega_pangrib@yahoo.co.id)

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ABSTRACT

This study aims to discuss the process of developing electronic glossary to be a product, which called *glossnique*. The development process is carried out by material and media feasibilities involving four validators in order the development results are feasible to apply by students. The research was adapted using the ADDIE model (analysis, design, development, implementation, and evaluation) proposed by Robert Maribe Branch although the research was only focused on the development stage. In the material validation process, the average value of 95% was obtained, so the development was categorized very good. Meanwhile, in the media validation process, the average value of 91.4% was gained, and the result was classified as very good. Thus, overall, the development of media which is based on augmented reality applications is said to be valid or feasible and it can be implemented for teaching and can be used by students.

Keywords: Development, Media, Glossary, Glossnique

INTRODUCTION

English has increased in power throughout history and, today, it is regarded as the most important language for communication among speakers of various native tongues. Consequently, it is regarded as a "gateway" language or lingua franca^[1]. English, as the most extensively spoken and used as foreign language in the world, has influenced many other languages and has spread to numerous nations and civilizations. New ideas have

been introduced as a result of cultural and technological changes and brought about by globalization. Every aspect of daily life uses English, including travel, business, the economy, politics, sports, and the media^[2]. Many linguistic discussions have centered on the nature and extent of English's influence on other languages, which is a vast and fascinating area of inquiry.

Education is one of the areas mostly influenced by English language. Hutapea mentioned 64 Anglicisms which is a borrowing from the English language into other languages^[3]. It is born either from the adoption of an English word following a defect in translation despite the existence of an equivalent term in the language of the speaker, or from a bad translation, as a word-to-word translation. Information is also obtained from students' questionnaire at the Universitas Negeri Medan (UNIMED). The results of the questionnaire showed that 67.9% of students knew Anglicism, 75% could distinguish a word from English in French, 64.3% used the appropriate Anglicism in a sentence or texts they could not find in the appropriate equivalent in French, and 64.3% were able to pronounce Anglicism in French.

The book used at French Education Program at UNIMED is called *tendances*, a method that has not been equipped with a list of words or terms, and that can help students and teachers fully understand the content of the method. Faced with this phenomenon, we feel the need to provide a solution. The

proposed solution is to create an electronic glossary application on Anglicism containing Anglicisms in tendances of A1-B2 method. The electronic glossary of Anglicism (EGA) is a necessary glossary for students, especially students of the French study program at the Universitas Negeri Medan. From the results of the research produced by the questionnaire, it is indicated that the level of need for an electronic glossary of anglicism is very necessary.

These days, people favor using portable or mobile devices; a mobile version of the anglicism glossary app has not yet been created for smartphones. Thus, the idea to create an application for Android phones using Kodular was born. The application has a number of benefits, including the ability to create applications even with a very little grasp of programming. This is the setting in which the author created the learning media.

LITERATURE REVIEW

Loubier defines anglicism as a borrowing word from the English language into another language^[4]. When used to replace French, anglicism is a word (or phrase) which is borrowed from the English lexicon and criticized in French-speaking countries. It leads from either the use of an English word following a faulty translation, even if an equivalent term exists in the speaker's native language, or from a poor translation, such as word-for-word. Le Colpron, a dictionary of anglicism produced by Quebec, Canada, classifies anglicism as follows since so much English vocabulary is spoken in French:

1. Semantic anglicism

The attribution of meaning to a French word with an English basis is known as semantic anglicism. In other words, the translation is exact from English, for example, the word *opportunité* comes from the English word *opportunity*.

2. Lexical anglicism

Lexical anglicism is an English word or phrase that is borrowed and employed in the same form, for instance, the English word

feedback is directly translated into *retroaction* in French.

3. Syntactic anglicism

Syntactic anglicism is an English word construction that has been copied, for example, the word *under control* (English) changes to *est sous contrôle*, although, it should be, the word *est sous contrôle* must be written as *est maîtrisé* in French.

4. Morphological anglicism

Morphology anglicism refers to an error in the formation of words, for example, during the affixation process, types of words, or others. In the phrase *les actifs d'une société* the word *les actifs* is a direct morphological translation from English *the assets*; the process of forming the word *les actifs* comes from the basic word *l'actif*.

5. Phonetic anglicism

Phonetic anglicism is about an error or change in the pronunciation, for example, the English word *cent* (either in dollars or in euros) should be pronounced in French with /sã/.

6. Graphic anglicism

Graphic anglicism is concerned with the use of French orthography or typography which is derived from English or its Anglo-Saxon civilization, for instance, and is used during a period as a decimal marker instead of a comma.

Learning medium is anything that can be used to channel messages from the sender to the message receiver. In this case, it is the process of stimulating the thoughts, feelings, concerns, interests and concerns of students so that the learning process can be established^[5]. Based on this information, it can be concluded that the learning medium is a tool used by teachers as a teaching aid. In learning interactions, the teacher conveys instructional messages to students in the form of learning materials and a tool to convey messages from source to receiver.

Glossary means a list of words with explanations in certain areas or alphabetical

list of terms in a particular knowledge area along with definitions for those terms (Kamus Besar Bahasa Indonesia). Usually, glossary is found at the end of a book and includes terms in the books that are newly introduced or at least not commonly found. A bilingual glossary is a list of terms in one language that are defined in another or accompanied by synonyms (or at least the closest synonyms) in another language. In the context of this research, the application of glossary of anglicism designates an application containing words borrowed from English (anglicism) in which their definitions are classified according to the discipline of the term. The terms can be in the form of word types among others and the glossary application here uses made Kodular.

When using Kodular, users can simply design Android apps without any coding knowledge thanks to a block-like editor. MIT App Inventor is the basis for Kodular Creator. The method or student book is one of the widely used learning resources and teaching materials in learning. It is indeed teaching aids as well as learning resources for conventional students. However, even though it is conventional and used for quite a long time and many consider it traditional, the method is still quite capable of making a good contribution to learning. Some learning materials cannot be taught without using method or student book.

The method of learning French as a foreign language known as *tendances* was created by Jacky Girardet, Jacques Pécheur, Collete Gibbe, and Marie-Louise Parizet. It is aimed at adult novices or older teenagers. Its various levels line up with those of the CEFR (Common European Framework of Reference). The standard European terms of reference were developed as a solution to the communication issues people have when learning modern languages and those brought on by variations in educational systems^[6]. The CEFR is a standard or reference for language-learning programs developed by Europe. It governs certification and the division (competence) of language

learning, specifically listening, reading, speaking, and writing.

MATERIALS & METHODS

The research is both qualitative and quantitative; the ADDIE method is used in this development research and ADDIE method might include analysis, design, development, implementation, and evaluation (Branch 2009; 2). The ADDIE methodology is utilized to create results or active learning (see Fig. 1). Figure 1 shows that the research was carried out only for development; the rest (implementation and evaluation) were not assessed). The population of the study was the students from the Department of French Language Education, Faculty of Language and Arts, Universitas Negeri Medan. There were 44 samples from semester 6 of the 2020 academic year; they were divided into A, B and C classes.

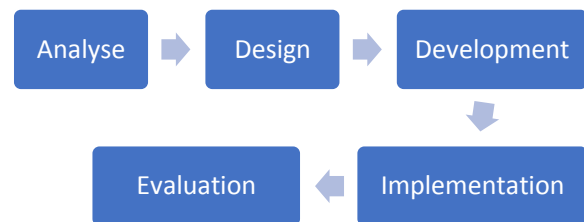


Figure 1. ADDIE Concept by Robert Maribe Branch

Referring to data collection technique, the research was applied by the use of questionnaire, literature study, and test. Data analysis technique involved Likert scale with five types of gradations for each question^[7], as shown in Table 1.

Table 1. Category of the Likert scale according to Sugiyono.

No	Criteria	Score
1	<i>Absolutely agree (SS)</i> ,	5
2	<i>Agree (ST)</i> ,	4
3	<i>Doubt (RR)</i> ,	3
4	<i>Disagree (TS)</i> ,	2
5	<i>Absolutely disagree (STS)</i> .	1

The formula to analyze the material and media validation data is written in the following formula:

$$P = \frac{\Sigma}{N} \times 100\%$$

Description:

P = Presentation of the category

Σ = Total answer score

N = Total score

In the research, the media feasibility value was determined in the SS (absolutely agree) or in the ST (agree) categories, which were checked both material and media experts. If the final rating was found to be above the minimum value, the developed medium was considered suitable for use. The evaluation to questionnaires by validator was organized according to the quality of the media including several indicators, such as, the use of grammar, the accuracy of the media in relation to the material, and the appearance of the media. The test consisted of feasibility test instruments by media and material experts.

RESULT AND DISCUSSION

This section describes the results and process of electronic glossary media producing products such as the new *glossnique* application, textbooks, and guidebooks. The development process is described in three stages, namely analysis, design and development.

Analysis

This phase was carried out based on the results of the needs analysis shared by students, with the following conclusions: 1) there is no glossary in tendances method, 2) the lack of electronic learning media that could help to learn French in the French Language Department, and 3) anglicism is not used as a context at all in language teaching.

Design

At this phase, the researcher began developing the assistance in accordance with the findings of the prior analysis that have been done. The design step entails choosing the aspects that must be present in the glossary application, such as the first layout of the application interface, the development platform for the glossary, and the glossary content. The validator helps to improve the design results by independently evaluating the results of the steps.

Development

The following are the stages of media development producing products, namely *glossnique*. Here are the steps:

- 1) Creating the background of a Kodular application (see Fig. 2)

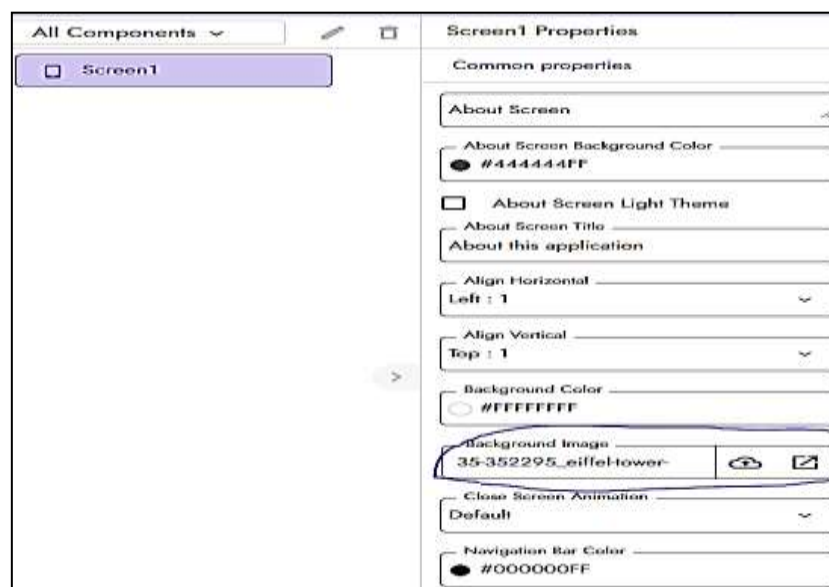


Figure 2. Creating background for Kodular application

- 2) Making *glossnique* writing, along with the font size and color of the background of the writing (see Fig. 3).

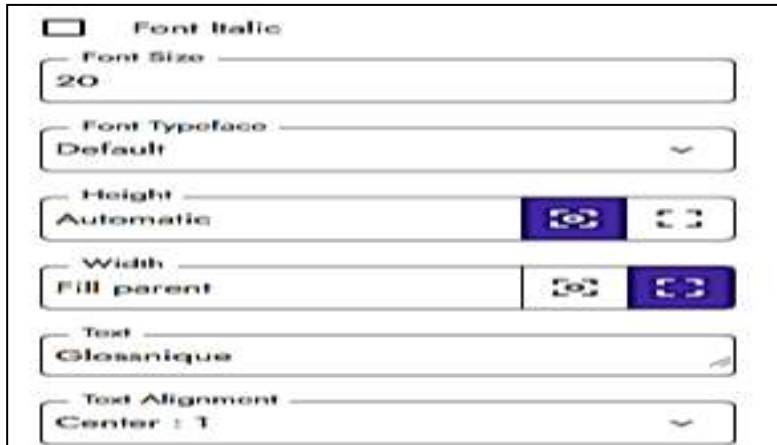


Figure 3. Making glossnique writing

- 3) The image below is the process of making writing from *anglicism de tendances*, along with the font size and color of the writing.



Figure 4. Writing from *anglicismes de tendances*

- 4) Spacing between the words *anglicism de tendances* and the button tendances for A1 and B1

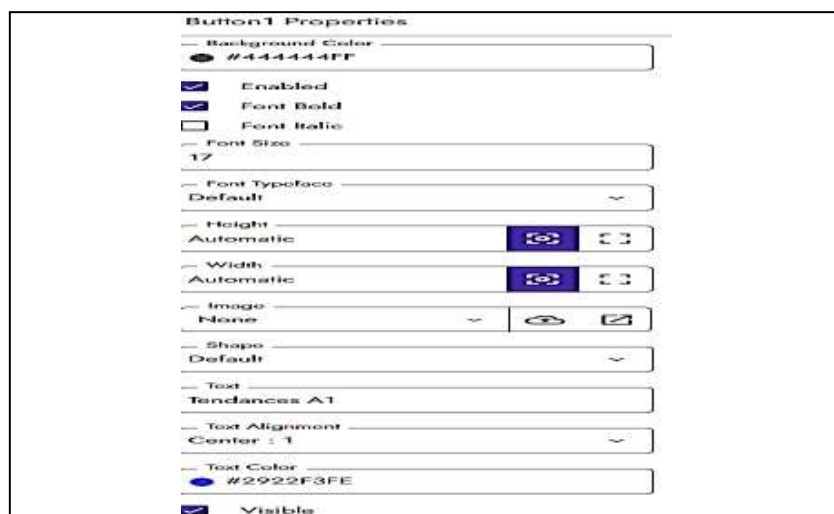


Figure 5. Spacing between the words *anglicism de tendances*

- 5) Making a tendances A1 button

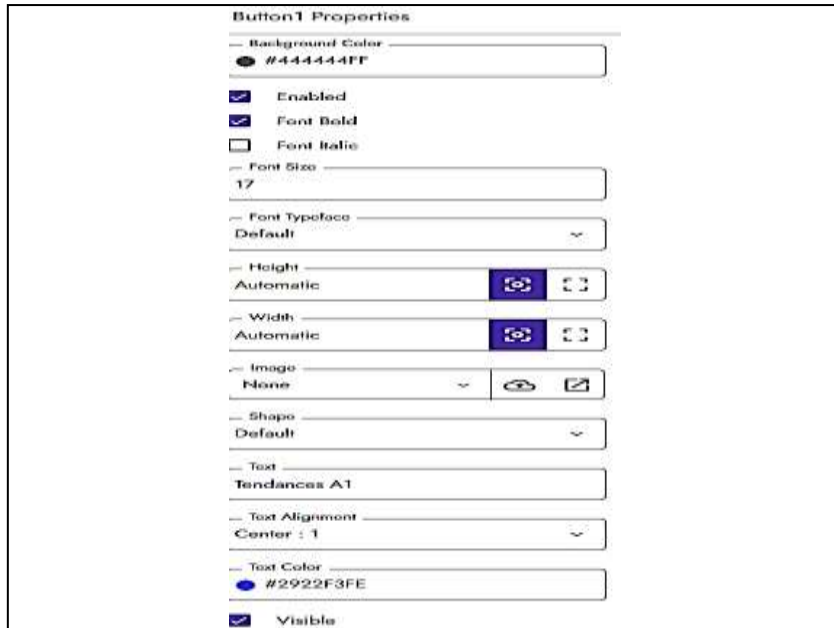


Figure 6. Making a button for tendances A1

6) Writing code for the tendances A1 button to connect to the Google Drive link

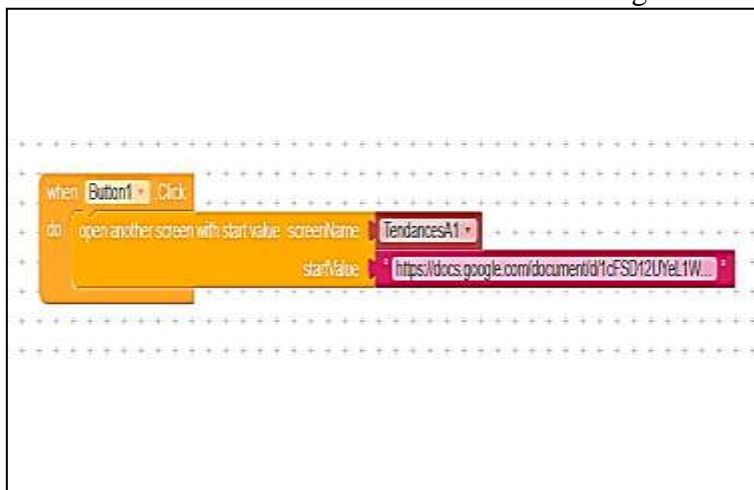


Figure 7. Tendances A1 button to connect to the Google Drive link

7) Making tendances B1 and tendances B2 buttons

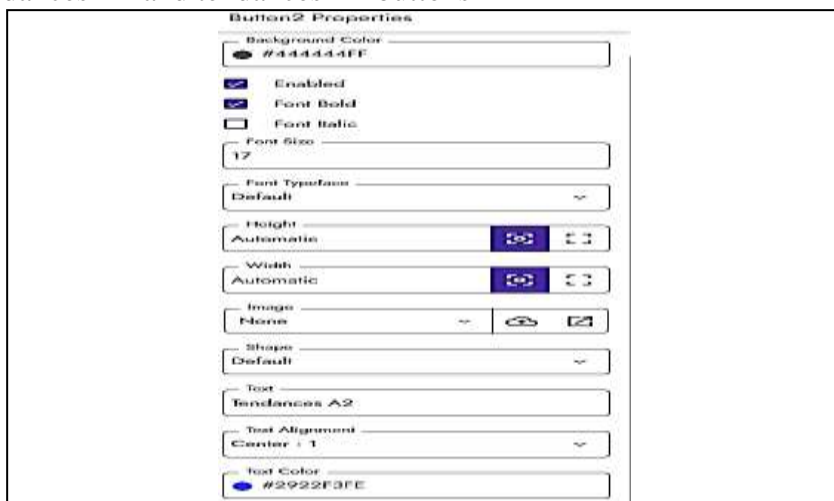


Figure 8. Making tendances B1 and tendances B2 buttons

8) Making a code for the tendances A1 button to connect to Google Drive link (the same process also for tendances B1 and tendances B2 buttons)

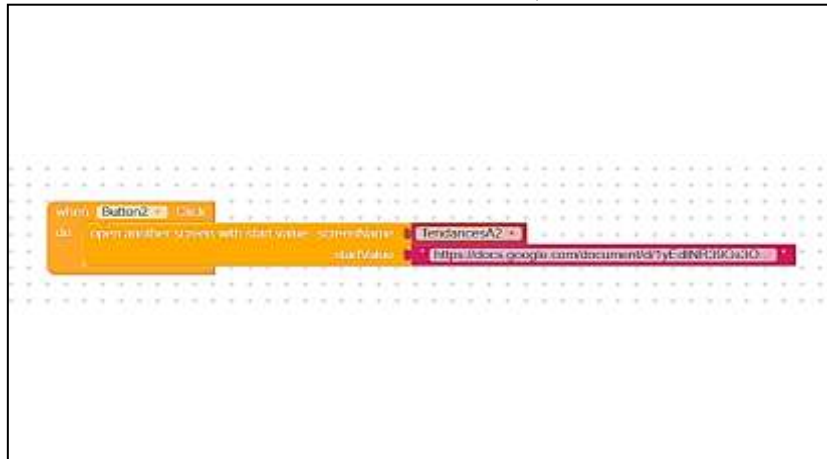


Figure 9.

9) Making vertical arrangement for writing tendances A1 to B2

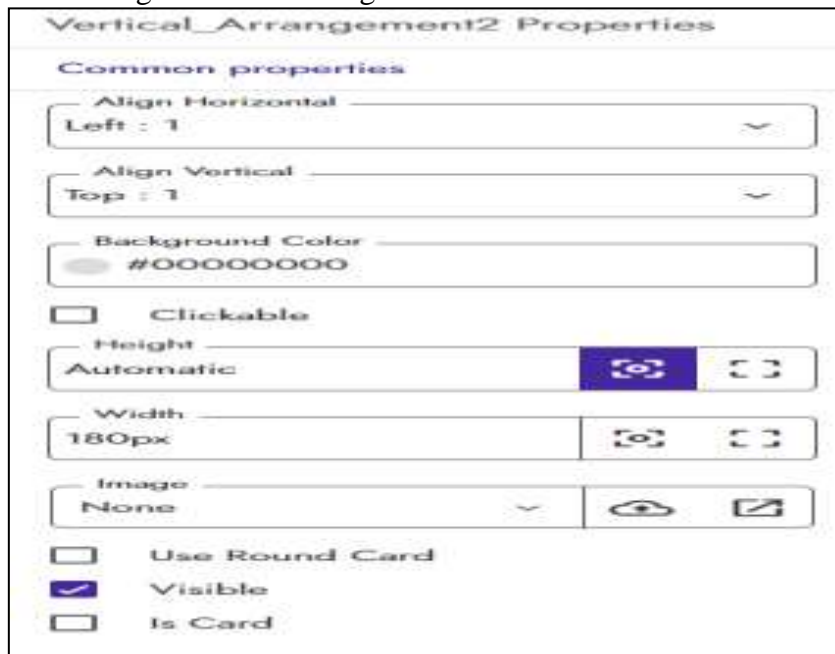


Figure 10. Making vertical arrangement for writing tendances A1 to B2

10) Making the name of the supervising lecturer and the application maker

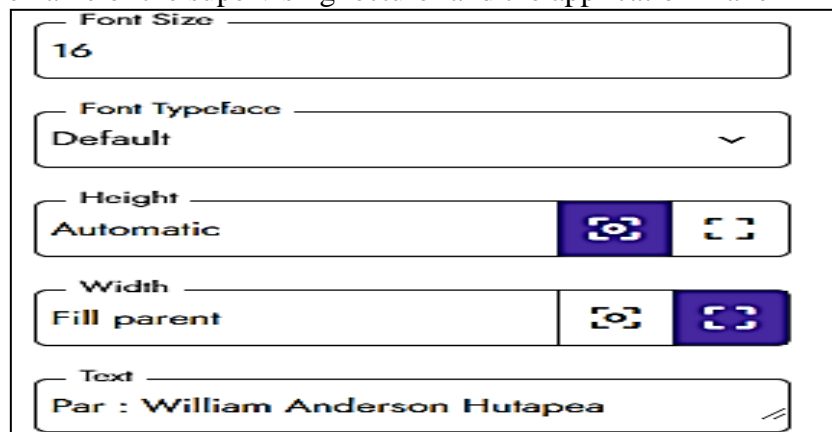


Figure 11. Making the name of the supervising lecturer and the application maker

After the results of the media development is obtained, distributing questionnaires to the four experts is done; they are grouped into two: material experts and media experts consisting two experts respectively. The questionnaires are given to the first material expert who makes one revision (she did not agree), to the second who argues it is feasible but has to be revised, and to the third who said it is suitable for use without revision with a final score of 96%. Furthermore, the questionnaires given to the second material experts show two revision processes, namely the first is feasible to use but has to be revised, the second is feasible to use without revision with a final score of 94%.

The questionnaire given to the first media expert carries carried one process with a result of 91.4% with a note that it is feasible to use but there is a slight revision. Furthermore, the second given to the media expert undergoes one process with a result of 91.4% with a note that it is suitable for use but there is a slight revision by adding only the bigger font. Based on expert validation results on the feasibility of the product with an average of 94%, all this means that it is rated in the *very good* category.

Table 2. Expert validation summary on product feasibility

No	Validator	Expert 1	Percentage	Criteria
1	The material experts	Expert 1	96	Very Good
		Expert 2	94	
2	The media experts	Expert 1	91,4	Very Good
		Expert 2	91,4	
	Mean (average)		93,2	Very Good

CONCLUSION

The term electronic glossary of anglicism or *glossnique* refers to a collection of meanings for words used in the publications that have been translated from the English language (also known as *anglicism*). Kodular for the glossary application is applied successfully

for teaching. The block-like editor in Kodular can be easily created in Android apps without any prior coding experience. Kodular creator is based on MIT App Inventor. For the feasibility results section, the material gets an average score of 95% in the very feasible category and the media feasibility results get an average value of 91.4% with a very decent category. Thus, the development of electronic glossary is feasible to use or implement in class.

Declaration by Authors

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Conflict of Interest: The authors declare no conflict of interest.

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