To Develop Basic French Learning Materials by Fr Site 123.com

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ABSTRACT

The aim of this research is to describe the process of developing basic French learning materials using Fr Site 123.com, to show its feasibility and to know its effectiveness. The research instruments were interview, questionnaire, test to measure the mastery of basic French materials by the students, validation instruments from material and media experts and student assessments, and pre-test and post-test instruments. This research uses research and development based on Branch's ADDIE model (2009) to describe the development process consisting of 5 steps. The results indicate that the developed product is declared valid with the category of very good from material experts, media experts and students as users. The average value of material and media expert validation is 93,03 % while the average value of student assessment is 83 %. The average of student pre-test results before using the product was 16.33%, while, the average value of post-test results after using the developed product was 61.33%. So, based on the results of the pre-test and post-test the N-Gain refers to the medium category with a value of 0,54. The product increased students' learning outcomes from pre-test to post-test by 45%.

Keywords: Material Learning, Basic French, Fr Site 123.com

INTRODUCTION

The development of tourism industry depends on the number of visits by local and foreign tourists to a tourist destination. Because of this, tourism workers such as travel agency employees, tour guides and hotel employees must be able to provide good service to the tourists coming to the tourist destination because they have direct contact with the destination. With the impression of good service, tourists want to return to the destination and even recommend them to others, so, the tourism industry certainly needs educated human resources to carry out everything related to service, especially tourism service.

Hillage in Arsiyana[1] said that providing service to tourists is a way to win a competition in the tourism industry. Tourists really appreciate an industry's service efforts to learn their language. Foreign language skill by tourism providers is a way to win a tourism industry competition. Therefore, mastering a foreign language is important for tourism workers in order to increase the tourist service. Therefore, Medan Tourism Polytechnic which is a vocational college tries to prepare its graduates to master foreign languages by organizing the curriculum of learning foreign languages in each section of this college. One of them is French learning in the tourism department of the tour travel section. One of these learning is presented by basic French learning. However, in the learning process three problems exist.

1. Having no textbook in French
About 88.6% of students' responses to the needs analysis questionnaire show that they

do not have a textbook to learn French. Meanwhile, the learning resources obtained by students are 25.7% using the link from YouTube, 40% from PowerPoint presentations, 14.3% from google site and 20 % from handouts or files. All these resources are provided by lecturers. This situation showed that the students were centered on the lecturer in the classroom because the students do not have independent learning resource.

2. Bad mastery of certain materials in basic French learning

Based on semester learning plan of basic French, there are eight materials taught in the learning of basic French: French alphabet and punctuation marks, greetings, self-introduction, mention nouns, numbers, time, day and date, direction of the place, and affirmative, negative, and interrogative making. The results of the pre-test done by the researcher to measure students' mastery of basic French material showed that most students did not master three materials (nouns, indicating direction, and making the affirmative, negative, and interrogative sentences) because the average students' scores are very low in these three materials. Of the five questions tested on each material, most students can only answer one or two questions.

3. Students' obstacles in media

Around 71.4% of the results of the needs analysis questionnaire showed that students have obstacles to learning French in class, and the biggest obstacle is in terms of media. Learning media is one of the learning elements that have an important role in teaching and learning activities[2]. The accuracy of the use of learning media can affect the quality of learning outcomes. During COVID 19, the presence of the media in learning is necessary because the way of teaching showed an increase and students complained about zoom meetings. They felt, they had to spend extra budget and the students' unstable network made

them not attend the classes very often. Therefore, the teacher should use the media in the process of learning French so that the learning process can work effectively and can help students in learning French.

The right solution to solve this problem is to develop basic French learning materials using the alternative media Fr Site 123.com because this media is a French web application which can also be used to publish learning materials for free on the internet. This application contains text, images, and video so that students can learn by looking the materials available on this media. Additionally, it can be used as a substitute for a textbook that students can study independently. Using this media can save students' internet data packets as it can be shared by teachers using the link and it can be accessed anywhere and anytime so the process of learning become more effective.

LITERATURE REVIEW

In the opinion of Prastowo, learning materials refers to the materials that are systematically organized and used by the teacher and the students in the learning process[3]. Next, learning materials as all objects used to help the teacher carry out teaching and learning activities[4]. Learning materials are all forms of materials that are done systematically to help the teacher carry out learning activities and create an environment that allows students to learn[5]. Furthermore, learning materials can be anything used to enhance learners' knowledge or experience in accordance with expected skills[6].

Based on the above opinions, it can be concluded that learning materials are all materials, objects or activities that are systematically organized by the lecturer and given to the students to use in the learning process to enhance learning. knowledge or experience of students in accordance with the expected competencies.

Teaching material is one of the important elements in the learning process, therefore, a

lecturer must be able to develop it. The development of learning materials is an area that consists of the principles and procedures of designing, implementing and evaluating learning materials[7]. The development of learning materials is a practical effort that involves the production, evaluation, adaptation and exploitation of materials intended to facilitate the acquisition and language development[8]. It is also an academic field of study that studies these principles and procedures for the design, writing, implementation, evaluation, and analysis of learning materials. Additionally, materials development involves the process of creating, selecting, or adapting and compiling materials and activities so that learners can achieve the learning objectives expected in the course[9].

Based on these three opinions, the researcher simplifies that there are four activities in the development of learning materials. The first refers to the designing activity of the learning materials. In carrying out this activity, teachers must follow the criteria for selecting learning materials. The criteria for selecting learning materials are[10]: materials should be authentic and meaningful and describe recent knowledge, must be relevant to social and cultural realities so that students are able to understand global phenomena, including the changes that are occurring, materials should contain a balance between width and depth of the materials, materials should cover a variety of purposes, materials should match the skills and experiences of the students, and materials must be adapted to the needs and interests of the students.

The second is related to production activity. This activity presents results of the learning design and compilation of the learning materials based on the criteria for selecting the learning materials that have been described earlier. Satrio formulated that there are four stages in the production of learning materials[11]: identify and determine materials that are relevant to the expected skills, break down topics and subtopics, seek various sources of learning materials to obtain relevant and contextual materials with each sub-topic, and identify and determine the learning material that is really relevant for each subtopic to be conveyed in the learning process.

The third concerns the adaptation activities. These activities include subtraction, addition, modification, and replacement. The way to adapt learning materials in this study use the theory of teaching materials development techniques from Islam and Mares offering five techniques for developing learning materials[12]: add other materials to increase in terms of quantity and deepening in terms of quality, throw away some parts (quantitatively) and eliminating some parts and focusing on other parts (quality), simplify by reducing the length of the text so that students can understand the text more easily, sequence the activities that make learning more systematic, replacement of the existing materials with certain considerations.

The fourth relates to evaluation activities. This activity is an activity to assess the quality of learning materials that have been systematically designed and organized so that the learning materials can be better than before. In this study, learning materials are evaluated by materials experts and students as users of learning materials. The material to be developed in this study is basic French learning material. Based on the semester learning plan, learning basic French is general French learning whose materials are the basic materials of French which is used for daily activities. It is aimed at students in tour and travel management who are learning French for beginners (level A1). In the semester learning plan, it is also known that the skills to be achieved in learning basic French are: to have the ability to communicate orally and in writing in French using simple sentence structures and also common vocabulary, and able to conduct a simple interview in basic French.

The material taught in learning basic French on campus is French pronunciation of

alphabet and punctuation marks / accents, greet each other, introduce yourself and introduce someone, mention noun, time, day, and date, indicate the direction of the place, make sentences affirmatives, negatives, and interrogatives.

This basic French learning material was developed in a media. There are several theories about media, such as, from Sukiman who argued learning media is anything that can be used to convey messages from sender to receiver to stimulate students' thoughts, feelings, attention, and interest and will so that the process of learning occurs in order to achieve the learning objectives effectively[13], from Arsyad who stated that learning media are human, materials or an event that creates conditions and can enable students to acquire knowledge, skills or attitudes[14], and from Ibrahim and Syaodih who believed that learning media are anything that can serve to disseminate the lesson's message or content, stimulate students' thoughts, feelings, attention and ability, so that it can encourage the teaching and learning processes[15]. From these three definitions, it can be concluded that learning media are anything that can be used to convey learning information in teaching and learning processes. The media in this study is used to upload basic French language learning materials that researchers develop. The media is Fr Site 123.com.

Based on *https:fr.site123.com*, Fr Site 123.com is an application to facilitate the creation of a website without having any knowledge of design or coding. It was created by a private company from France[16]. The operation is similar to Microsoft Word, but here, document design features are available and you can also share these documents with other users. In this media students not only learn by reading material but can also view videos, pictures, and so on available on the media.

MATERIALS AND METHODS

This research uses research and development method with ADDIE model.

The reason for choosing this model is in accordance with the opinion of Pribadi saying that ADDIE is a learning system drawing model that shows the basic learning system design steps which is simple and easy to learn[17]. Further, according to Branch, ADDIE's model is product development with the concept of building performance-based learning with student-centered, innovative and inspiring learning[18]. This evaluation aims to assess the quality of the product and the teaching process, before and after the implementation stage (see Fig. 1).

Figure 1. ADDIE's model of development procedures.

The population in this study were students in section of tour and travel of Medan Tourism Polytechnic and there were 15 samples chosen. Data was collected using questionnaires, interviews and tests. For data analysis technique there are two data to be analyzed in this study, namely the feasibility analysis of the material by material and media experts. This data is analyzed with a Likert scale (see Table 1).

Table 1. Likert scale for analysis

Answer	Scores
Very good	5
Good	4
Good enough	3
Bad	2
Very bad	1

Source: Sugiono (2011: 118) [19]

The formula for calculating feasibility data is shown in Fig. 2. The G value is calculated on the basis of post- and pre-test (see Fig. 3), meanwhile, the product effectiveness data is measured by the N-Gain formula (see Fig. 4).

Score percentage:

$\underline{\text{Number of indicators per category}} \times 100\%$
Total number of category indicators

Figure 2. Calculating score percentage

G: $\dfrac{\text{Postest score} - \text{Pretest score}}{100 - \text{Pretest score}}$

Figure 3: G value

Value de N Gain	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low

Figure 4: Score category N – Gain

RESULTS AND DISCUSSION

1. Description of the process of developing basic French learning materials using Fr site123.com.

Research for the development of basic French learning materials using Fr. 123.com is aimed to produce basic French learning materials effectively using Fr Site.123.com as the resource of online learning. To carry out the development stages, the researcher applies the ADDIE model of Branch which consists of analysis, design, development, implementation and evaluation. The description of the research development process is as follows.

1.1. Analysis stage

There are three needs at the analysis stage. During the first needs students have to analyse questionnaire and do interview with a French teacher at the polytechnic. Based on the research results, the researcher discovered three students's needs in the basic French learning. The first is the need for a textbook because 88.6% of them did not have a textbooks. During this time, they used teacher's PowerPoint (40%), YouTube link (25.7%), handout or Softcopy (20%), and Google website (14.3%).

In the second need, 71.4% of students need media to study. This was also supported by the professor's response in the interview who said that during the Covid 19 pandemic the learning process took place via zoom meeting. The students' internet network was unstable, so they did not often enter the zoom meeting class. Moreover, teachers only used YouTube and Google media to teach and never tried to use other alternative media.

The third need refers to the alternative learning materials. About 97.1% of students need alternative learning materials to learn basic French. Later, at the time of the interview, a teacher also stated that she had not developed French learning materials for a long time. Until now, the teacher teaches from the French learning resources that are already available such as trend method book, Google and YouTube.

Learning materials that are developed by others is less suitable for students[20]. Because these materials are not suitable for the characteristics of the students, and only the teacher knows more about the characteristics of the students. Thus, a teacher must be able to make his own learning materials that he teaches so that they can be used in classroom learning. The materials of various references used by the teacher to teach in the learning of basic French must be innovated and adapted to the needs of the students.

Therefore, the three results at the analysis stage support the production of basic French learning materials using the Fr 123.com site for students because they really need Core French materials that are developed using the media so that students can be motivated to learn Core French. These materials are equipped with pictures and videos. They are accessible through the internet online and do not drain the internet data packet of students quickly. They are used free of charge and can be used as a substitute for the textbook so that students can study in class or independently outside of class. In addition, teachers and 100% of students agree that there would be a development of core French materials using Fr Site 123.com.

The second analysis is to analyze the core French materials that will be developed through the results of the pre-test which aims to know which materials are most

needed to be developed. From the pre-test results, there were three themes of the materials selected to be produced in this study, namely mentioning names, indicating directions of place and making affirmative, negative and interrogative sentence because the three materials were not mastered by the students.

The researcher carried out an analysis of the semester learning plans which aimed to find sub-materials that had been selected to be produced in this study. Based on the analysis of the materials in the semester learning plan, it was determined that for the material theme of mentioning nouns, the sub materials were the indefinite article (one, an, des), the definite article (the), the demonstrative adjective of masculine, feminine and plural nouns, and expressions of asking and mentioning nouns. For the theme of the material to indicate the direction of the place, the sub-materials produced were preposition of place, the contracted article, conjugation of the irregular verb 'go and come', expression to ask for a place and to indicate the direction of the place, place name and sign indicating a place. The last for the material theme of making affirmative, negative, and interrogative sentences, the sub-materials produced were affirmative sentences, negative sentences, interrogative sentences, and interrogative words.

1.2. Design stage

At the design stage there are three activities that the researcher carries out, namely selecting the materials according to the themes and sub-themes that were chosen at the analysis stage through various references available in French books, Google and YouTube, as well as images and videos that match the materials theme. Then, the researcher makes a draft arrangement of the materials to be produced on the Fr Site 123.com media, the materials of which are organized into two parts of the page, namely the introductory and the main pages. The introductory page consists of the cover, foreword, description of core French learning materials, and menus of core French learning materials. While the main page is the menu content of basic French learning materials that have been developed. It starts with the pre-test and ends with the post-test.

A part from that, in the content of materials, there are also materials to produce which is grouped into three sections of lesson, namely lesson 1 is naming the names, lesson 2 is indicating the direction of the place, and lesson 3 is making the affirmative, negative, and interrogative sentence. Each lesson arrangement consists of learning objective to be achieved, relevance, description of materials, summary, exercises, and references. The last activity refers to the designing the layout of the materials on the Fr Site 123.com media. Here, the researcher uses a subdued color layout.

1.3. Development stage

At the development stage, the researcher produces materials that have been designed using the Microsoft Word document. The development of these materials takes the form of compiling and modifying materials already available both in French books, Google, and YouTube. The description of the materials in each lesson begins with a dialogue video adapted to the theme of the material. The purpose of providing this video is for students to learn how to listen to dialogue in French. Then, she continued to produce the explanations of the sub-themes of the material, and the exercises according to the sub-themes. summary and references of materials. The materials which have been produced in the Microsoft Word document are uploaded to the Fr Site 123.com media according to the layout designed earlier. After the production stage is completed, the next activity is the validation of the materials developed by the materials and media experts. These experts are the competent French teachers in their field but before validating, there are some suggestions to revise both material and media experts.

Materials experts call for improvements in typing and in the use of punctuation such as periods and commas. Next, there were too many spaces between the paragraphs. The last, they ask for corrections for the exercises in each material. While the media experts have requested that all the exercises be done in the form of a quiz indicating corrections and the score. Therefore, the researcher decided to use the Google form application. Corrections and scores will be seen after students complete the exercise. Thus, all the exercises of each material are made in the form of Google Form links and they are placed after the explanation of each sub-theme. In addition to this, the pretest and posttest have also been changed into a quiz form using the Google Form link. After completing the review, the results of the materials that have been developed are validated by experts so that they can be tested on students.

1.4. Implementation stage
The implementation stage is the stage of applying the product results that have been developed and validated by experts to students. This stage of implementation followed 15 students from the tour travel section at Polytechnic of Tourism of Medan. This stage begins by giving a pre-test and ends with a post-test to the students.

To explain the 3 lesson themes that have been developed, it takes 5 class meetings. Each explanation of the topic of the classroom lesson begins by explaining the learning objectives to be achieved, the relevance and ends with a summary of the materials that have been explained. When explaining the description of the materials in each lesson, the researcher always begins by playing a dialogue video related to the theme of the lesson. The video function as an oral comprehension lesson for students. As a result, this video also serves to attract students' attention to focus on learning. Here, the researcher is shown expressions contained in the video which become the materials to be taught. After that, the researcher explained all the sub-themes

contained in the lesson and provided exercises contained in each sub-theme. This implementation activity ends by asking the students for an evaluation of the experimented product by distributing questionnaires to be completed by the students using the Google form.

1.5. Evaluation stage
Evaluation is addressed to the the product that has been developed, like evaluation of the feasibility of the product which has been developed based on the evaluation of material and media experts and students as users. Moreover, this stage try to see how effective the product that has been produced based on the results of the pre-test and the post-test using the N-Gain test.

2. The feasibility of basic French learning materials using Fr Site 123.com
The feasibility of the products that have been developed in this study are tested by materials and media experts at the development stage who validated the materials products that have been made and revised based on expert suggestions. The result of the validation given by the materials experts shows that the feasibility of the content is 97%, of linguistics is 97%, of the presentation is 95%, and of the contextual is 94.5%. Meanwhile, the average percentage results for the four aspects are 95.88% which means very good. In addition, the results of validation by media experts on the feasibility of display is 87.5%, the feasibility of readability is 96.5% and the feasibility of programming is 86.5%. The average of the media experts is 90.17% and is considered very good. Next, the average of the validation of the experts in materials and media is 93.03% which is categorized as very good.

Moreover, the feasibility of the developed product is also measured by the students who are the test subjects in this study as the users of the products that have been developed. Students' product reviews are done at the implementation stage where

students are asked to give their opinions on the product that has been developed by filling out a questionnaire that has been provided through a Google form.

According to the students' answers, the products that have been made by the researcher are in the very good category with a percentage of 83%. Thus, based on the descriptions of feasibility by materials experts, media experts and students as users of the products that have been developed, it can be concluded that the materials for learning basic French in using Fr Site 123.com already meets the criteria of the feasibility of a product and they can be used as a source of learning French.

3. The effectiveness of using core French learning materials using Fr site123, as seen by the results of the pre-test and post-test learning assessments.

Effectiveness is the success of a product that has been developed. Knowing the effectiveness of a product is important as it would provide a description of the success of the product that has been developed. The effectiveness of the products that were developed in this study is measured on the basis of the results of the pre-test and the post-test that were given to the students before and after the application of the products that were developed for the students during of the implementation stage. The effectiveness of the developed products is tested using the N-Gain formula.

Based on the research results, it was found that the average value of the students' pre-test results before using the product was 16.33%. While the average value of post-test results of students after using the developed product was 61.33%. The results of the pre-test and the post-test showed an increase in students learning outcomes, namely by 45%. However, based on measuring the effectiveness of the product using the N-Gain test, it has been found that the level of effectiveness of the product that has been developed is in the medium category with a N-Gain value is 0.54. Then the percentage of effectiveness of the

product that was developed is 54.11%. The result of this percentage indicates that the product that has been developed is less effective because it is around the value of 40% - 55%.

Nevertheless, the product that has been developed can significantly increase learning outcomes from pre-test to post-test by 45%. Thus, it can be concluded that the development of basic French learning materials using FR Site 123.com is less efficient and falls in the average category, but the results of the products that have been developed by the researcher can improve the student learning outcomes in learning core French with a 45% increase in learning outcomes.

CONCLUSION

It can be concluded:
1. The process of developing basic French learning materials using Fr Site123.com has five stages: analysis, design, development, implementation, and evaluation. At the analysis stage, there are two that are analyzed in depth. The first is an analysis of students' needs through the distribution of a needs analysis questionnaire to students of the tour travel section and an interview with a French teacher. The second is the analysis of materials by analyzing the themes of materials that would be selected for development in research through the pre-test. This pre-test was carried out to find out which material themes of basic French were not mastered by the students and therefore had to be developed in this study. After analysis based on the results of the pre-test, it was found that there were three materials to be developed, namely the materials of mentioning the name, indicating the direction of the place and making the affirmative, negative and interrogative sentence. The following is by analyzing the sub-materials related to the theme of the materials that have been selected through the semester learning plan used by the professor. At

the design stage, the design of the materials is carried out by selecting the materials to be developed in accordance with the material themes chosen from the various references of French books, Google, and YouTube as well as by organizing the materials to be developed and by designating the layout of the materials on media Fr Site 123.com. At the development stage, the production of the materials is carried out on the basis of the design of the materials that have been made previously After that, a review of the materials that have been developed is based on the suggestions of experts in materials and media and after the review is complete, validation of the materials that have been developed is carried out by material and media experts. In the implementation stage, processing of products that have been developed for students is carried out. There are three stages in this implementation, namely the initial stage is the pre-test, then continued to the treatments of products which have been developed for the students with five times in class meeting and ends with a post-test. The evaluation stage is carried out by an evaluation of the feasibility of the materials based on the validation results of materials and media experts as well as the evaluation of the students as users. In addition, the measurement on the effectiveness of the product that had been developed was also carried out based on the results of the pre-test and the post-test with the N-Gain formula.

2. In this study, it was informed that the feasibility of developing basic French learning materials using Fr Site 123.com received the grade of a very good from materials experts and media experts. Based on the results of validation by material experts, the material content feasibility score is 97%, the linguistic feasibility score is 97%, the material presentation feasibility score is 95%, and the feasibility of the context is 94.5%. The average validation value of the materials experts is 95.88% with the criterion of very good. However, the display feasibility is 87.5 inches, the readability feasibility is 96.5 inches, the programming feasibility is 86.5 inches. Then, the average value of media experts is 90.17%. So, the average validation of materials and media experts is 93.03% with the criterion of very good. While, the average value of students as users of the developed product is 83% with the category of very good. Thus, it can be concluded that the product of the development of basic French learning materials using FR Site 123.com can be declared feasible to be used as a learning resource for students.

3. The average of students' pre-test results before using the product was 16.33%, while the average value of post-test results after using the developed product was 61.33%. Based on these results, the effectiveness of developing basic French learning materials using Fr Site 123.com is in the level of medium with an N-Gain value of 0, 54 and a percentage of N-Gain values is 54.11%. This shows that the product that has been developed is considered less effective as it is in the value of $40 - 55\%$. Nevertheless, the product that was developed was able to improve students' learning outcomes in learning basic French. This is indicated by an increase in pretest and posttest scores of 45%.

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