

Developing the Wordtheme-Based French Digital Dictionary for Hotel and Restaurant Industry

Lilis Novianti¹, Jubliana Lamria Sitompul², Zulherman²

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

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

Corresponding Author: Jubliana Lamria Sitompul (jublianasitompul58@gmail.com)

DOI: <https://doi.org/10.52403/ijrr.20230769>

ABSTRACT

This study aims to develop a digital dictionary in Wordtheme application package for hotel and restaurant industry. Developing such package requires ADDIE stage consisting of five phases, namely analysis, design, development, implementation, and evaluation. The data content of the dictionary was taken from textbooks and hospitality websites including French vocabulary, Indonesian translations, phonetics, genders, explanations, sample sentences, pictures, and vocabulary pronunciation. To know its feasibility before being tested on students, a validation test on the material and media aspects was held. The average scores of material validation and media value reached 88.6% and 86.1% respectively, which were categorized as "very good". Then, to know its effectiveness, pre- and post-tests were carried out and the students' average scores in the pre- and post-tests were 63 and 86 for each. The result shows that the average score of N-Gain (g) was 0.73 which was in the "high" category, and this category indicates the effectiveness on the use of the Wordtheme digital dictionary in the learning process.

Keywords: learning media, digital dictionary, French for hotel and restaurant industry, wordtheme

INTRODUCTION

French language learning program may comprise of four main skills, namely listening, speaking, reading, and writing. These skills are also applied for French for specific purposes, like for hotel industry, or

they are generally known as *Français de l'hôtellerie et de la restauration* (Branch 2009:33).^[1] According to Chibane (2015: 31), a hotel is a type of service intended to provide accommodation, catering, and other public services, which are commercially managed. Hotel and restaurant industry is closely linked to tourism, travel, business, and conventions which, in many countries, make major contributions to national economy.^[2]

L'organisation Internationale du Travail (2011: 1) explains that "tourism, hospitality, and gastronomy play an important role in job creation, especially in rural areas of developing countries".^[3] Central Bureau of Statistics of North Sumatera recorded the occupancy rate of star hotels in July 2020 is 26.92%, an increase to 35.38% in August 2021 not only in urban areas but also in areas famous for their tourist destinations, such as Berastagi and Lake Toba.^[4] The rapid development of hotel industry brings quite a positive impact in various fields, as it can increase economic activity. So, employment, and income of regional and state communities can increase because of hotel developments.

Several efforts have been made to improve this sector, for example by building the necessary infrastructure and providing reliable and qualified human resources, which can be achieved, for instance, by *Français de l'hôtellerie et de la restauration* lecture which is taught in fifth semester at the Department of French Education.

However, in the process, several difficulties are faced by students when learning the lecture. Results of needs analysis study show that students did not understand the displayed dialogue content about activities among customers and receptionist in hotel due to their lack of understanding of terms which were still strange for them. Thus, it is important to enrich French vocabulary being used for hospitality.

Achieving students' success requires a learning process by professional teachers and an appropriate learning media to help students assimilate the material presented. In this research, we will collect and compile vocabulary at hotel industry. Gunawan (2016: 122) stated that the process of looking up words in a dictionary in the form of a printed book can be a time-consuming as it is done manually. So, we need a novelty, one of which is a digital dictionary app that can make it easy to find words without needing to incur extra costs to buy printed dictionary.^[5] Moreover, the use of a conventional dictionary requires rigor and skill to look up the required vocabulary (Stephenson (2010)).^[6]

Currently, the use of digital learning media in hospitality courses is not well developed although ideally, in the digital age, technology-enabled learning media are easier and more convenient. The use of app-based dictionaries is expected to be a more effective learning medium at a lower cost in the future. The result of needs analysis showed that students revealed that to find the definition of a term, they generally searched them on Google Translate application and on the printed dictionary, which is less efficient because it only displays the translations. For example, the vocabulary 'asperge' translated into Indonesian as 'asparagus' make students

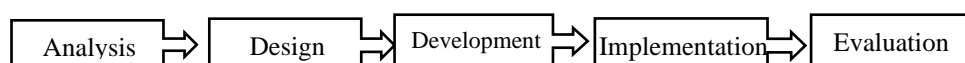
confused with the translation because it is rare to find asparagus in their daily life. For this, it is necessary to reinforce by adding the image, the gender, the pronunciation, and an explanation.

Based on the vocabulary entry, dictionaries can be classified into extensive and intensive ones (Utami (2015:46)).^[7] For students studying hospitality and catering, the intensive dictionary is more necessary, although students at the Department French education at Unimed use general dictionary. An app-based dictionary is basically a conventional one that is run on an app technology so that it can be accessed by anyone. To overcome this, Wordtheme is used since it is a special application that can be adapted to learning conditions. Inochi (2018: 1) explain that My Personal Dictionary-Wordtheme is an android based application and facilitates the vocabulary research process with certain themes^[8]; the application was created by a French developer, Jean-Marie Moriceau of Sore Ga Inochi on January 8, 2017. To access it, one must download it from the Playstore or AppStore in free and paid versions.

There were several hotel and restaurant dictionaries in online books but we add several functionalities, namely the 'category' menu to name the word-class as masculine or feminine, a verb, an adjective, or an adverb, and the 'explanation' menu to show more specific, complete, and clear. In addition, various 'quizzes' are also added in order students can try to practice their memory on vocabulary and definitions, images, pronunciations of audio, and other explanations appear automatically. Based on the need survey, 94.4% of students are interested in using the Wordtheme digital dictionary for Hospitality and Catering course.

METHODOLOGY

This research involved Dick and Carry's Research and Development that is called ADDIE consisting of five steps.



This method emphasizes product development to be applied in a wider context, therefore, the process is described in detail and the results are evaluated. This research was located in the foreign language department of the French language education study program at Universitas Negeri Medan. The research population involved 15 active students in the sixth semester who were enrolled in 2020 and took the *Français de l'hôtellerie et de la Restauration* as their lecture.

RESULTS

The process to develop digital dictionary media based on Wordtheme in this study is divided into five stages (see the stages in § methodology).

Analysis

This is an initial step used to determine students' needs on the use of digital images in the classroom; the results of the need analysis can be seen in the table below (see Table 1).

Table 1. Results of needs analysis questionnaire

| Questions | "Yes" answer | "No" answer |
|---|--------------|-------------|
| Do you often use Android? | 94,4% | 5,62% |
| Apart from social media and communication purposes, do you also use Android in learning activities? | 88,9% | 11,1% |
| As a tool is Android more practical than printed books to access lessons? | 83,3% | 16,7% |
| Do you have difficulty in studying the <i>Français de l'hôtellerie et de la restauration</i> course because there are many terms related to hospitality? | 94,4% | 5,62% |
| Do you need a dictionary on <i>l'hôtellerie et la restauration</i> ? | 94,4% | 5,62% |
| Can application-based dictionaries minimize the cost of buying a dictionary? | 94,4% | 5,62% |
| Is Wordtheme a dictionary application that contains vocabulary about l'hôtellerie et de la restauration, complete with explanations, vocabulary categories, audio and pictures and are you interested in using the Wordtheme application as an additional learning media? | 94,4% | 5,62% |

Design

After finishing the first step, the next step is designing. First of all, students must collect reference sources that support the content for the dictionary, for example, collecting data from pedagogical material of French for Hospitality and from the sites to obtain the explanation and the image of the vocabulary. The teaching materials have

123 vocabularies of French for Tourism and 99 vocabularies on installations, and 24 names on professions in the Hotel and Catering industry. The next step is to design the drawing of the dictionary in the Wordtheme application (see Fig. 1 and Table 2 about the features in the main menu).

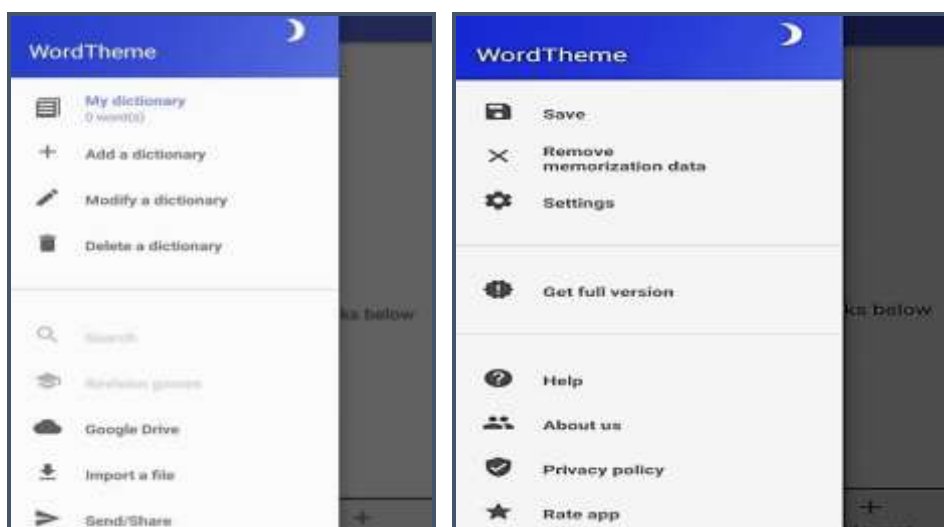


Figure 1. The principal menu

Table 2. The features of the dictionary

| Feature | Explanation |
|--------------------------|--|
| Add a dictionary | To add a vocabulary |
| Modify a dictionary | To change the file that did before |
| Delete a dictionary | To delete the file that did before |
| Search | To search for a vocabulary directly |
| Google drive | To link the dictionary with the Google drive account |
| Import a file | To put a file from other devices |
| Save | To save the dictionary |
| Remove memorization data | To delete all data that has been made |
| Settings | For audio arrangement and vocabulary order |

Then, we enter the content with the *Import a file* menu as shown in Fig. 2 and 3. After the product entered the application, we can watch the display, there is the theme entitled *Français de L'Hôtellerie et de la restauration* with 123 vocabularies.

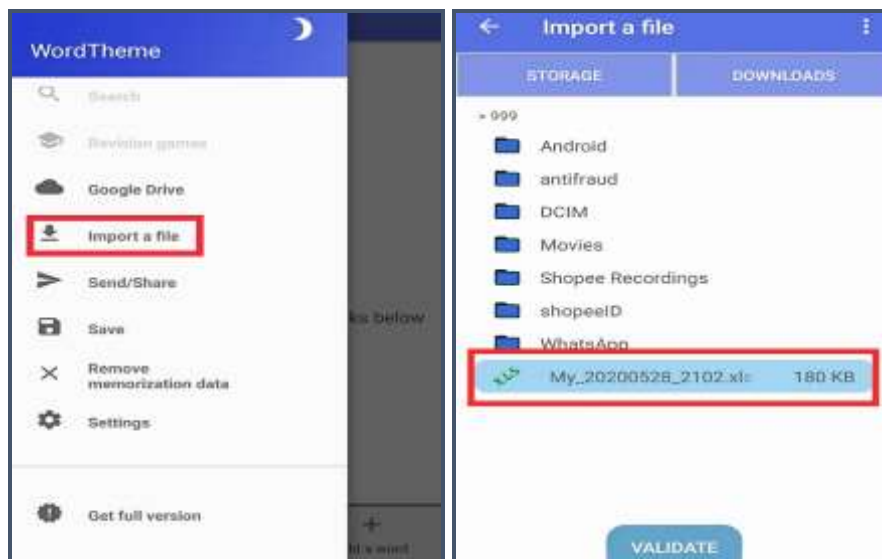


Figure 2. The import to a file menu



Figure 3. The display of dictionary material

The following is the display after the vocabulary in the product is opened. Under the dictionary theme, there are author name and dissertation guidelines. We choose the

word “*Bagagiste*” as an example. The display has two sides; first is on the left side displaying ‘*texte*’ which contains phonetics, category, explanation, and sentence example

of the vocabularies. On the right side there is 'image' which contains the image of the

vocabulary. You can also look at the description of the numbers in the image.

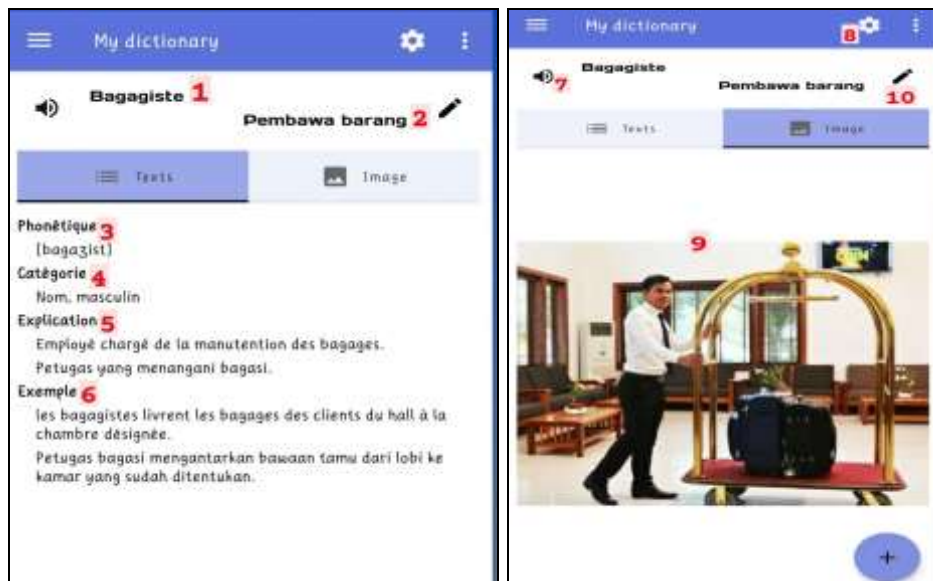


Figure 4. Product entry

Note: Number 1, French vocabulary, *Bagagiste*; Number 2, Indonesian vocabulary, *Pembawa barang*; Number 3, phonetics, *[bagaʒist]*; Number 4, vocabulary category, noun, masculine; Number 5, the explanation of *bagagiste*; Number 6, example of the sentence with the word *bagagiste*; Number 7, the symbol in the form of a volume of sound to listen to the pronunciation of vocabulary; Number 8, the symbol in the form of a nut for the

audio parameter and the order of the vocabularies; the symbol in the form of a pen to modify the translation; Number 9, the vocabulary illustration; and Number 10, the symbol in the form of a nut for the audio parameter and the order of the vocabulary. For quizzes, there are simple games. They are flashcard, find the translation, find the word, mixed letters, Spelling test, and find the translation.

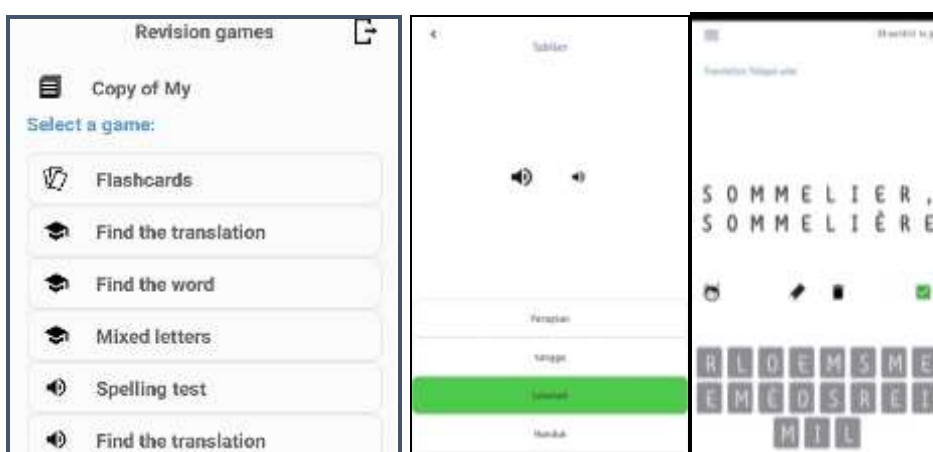


Figure 5. Procedures for simple games

Development

After drawing the digital dictionary using Wordtheme, then the product is validated by experts. Before the material is feasible,

several revisions are made based on the opinions of experts. This step is useful for correcting errors found and adding if something is not in line with expert

evaluation. The validation was carried out in order to obtain information on the quality of the learning medium developed. The result of validation by the experts is shown in Table 3.

Table 3. Validation results

| Validator | Score | Category |
|-----------------|---------|-----------|
| Material expert | 90, 81% | Very good |
| Media expert | 89,15% | Very good |
| Average | 90,48% | Very good |

Implementation

In the implementation, the digital dictionary should be already declared valid or feasible by experts. There are fifteen students who participated and the evaluation process took place from May to June 2023. Implementation are carried out in four sessions from A to D.

A. Pre-test

The first session--the pre-test--is given students to know their preliminary skills on the facilities and the trades and to find hotel and catering industry. The questions consist of ten multiple questions and ten matching questions; the average score of the pre-test result is 63.

B. First treatment

The theme of the course in the first treatment is “the facilities are in the hotel.” The class begins by asking the students what hotel facilities they are familiar with. For clarity, a video of hotel content is also posted via YouTube. After listening to the video which has been played several times, they are prompted to open the Wordtheme app and search for information about the facilities they have seen in the video. Then, after understanding the meaning of the vocabulary they are looking for, they try to apply it in a short dialogue with their friends.

C. Second treatment

The theme of the course in the second treatment is “the professions in the hotel.” The class begins by asking the students what jobs they know of as hoteliers. For clarity, a video of the hotel trades is also posted via YouTube. After listening to the video which has been played several times, they are prompted to open the Wordtheme

app and search for information about the facilities they have seen in the video; then, students compete to solve quizzes in the review games menu in the app.

D. Post-test

At the last session, the post-test is distributed to the students to know their contribution on the use of the digital dictionary using Wordtheme and to improve the skills of the students’ vocabularies and the questionnaire on the use of the product so that the feasibility of the base product from the student's point of view can be understood. Ten multiple questions and ten matching questions are made; the average score of post-test result is 86. Based on the questionnaire result from fifteen students, the score for learning medium to be developed obtains 94.6% which is in the "very good" category; so, it can be concluded that the digital dictionary of Wordtheme, after being tested to the students, is feasible and satisfactory as learning media.

Evaluation

In this phase, the discussion follows the summaries of the results presented in the previous sections. The students’ result on vocabulary proficiency in French language for *l’hôtellerie et la restauration* course with Wordtheme has been measured on the basis of the pre-test and post-test assessment which are given to regular students of Class A. The pre-test is done before they use the learning medium to be developed and the post-test is given to determine the results of media effectiveness.

DISCUSSION

Normality test

Ho: the data is normally distributed

Hi: data is not distributed normally

Table 4. Normality tests

| Test-type | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|-------|--------------|----|------|
| | Statistics | df | Sig. | Statistics | df | Sig. |
| Pre-test | .147 | 15 | .200* | .945 | 15 | .448 |
| Post-test | .289 | 15 | .001 | .788 | 15 | .003 |

* Il s'agit d'une limite inférieure de la véritable signification (This is a lower limit of true meaning)

Based on the SPSS output in the Normality Tests using the Kolmogorov Smirnov in Table 4, the results are that for the pretest, the value is $\text{sig.} = 0.200$ where $0.200 > 0.05$ means that H_0 is accepted and H_1 is rejected, thus, the pre-test variables are normally distributed; for the post-test, the value is $\text{sig.} = 0.001$ where $0.001 < 0.05$ means that H_0 is rejected and H_1 is accepted. The post-test variable is therefore not normally distributed. Wilcoxon's non-parametric rank correlation test is then used to verify whether the teaching material to be developed has an impact on students' learning outcomes. The criteria of the data test are said to be significant or there are differences in the level of skills of the students before and after the use of the digital dictionary if the value of p-value or $\text{sig.} < 0.05$. From the N-Gain Test result, it can be seen that the average N-Gain score (g) is 0.73. Based on gain index criteria by Meltzer (2002: 1260) where $(g) < 0.3 = \text{low}$, $0.7 > (g) > 0.3 = \text{medium}$, $(g) \geq 0.7 = \text{high}$ indicates that the efficiency of using Wordtheme is in high category.

CONCLUSION

Conclusions can be drawn that the process of developing digital dictionary with Wordtheme for hotel and restaurant can take in analysis, design, development, implementation, and evaluation stages. The average rating of material experts is 88.6% (very good) and media experts is 86.1% (very good). This means that this dictionary is valid or feasible to use. Finally, the evaluation phase is carried out in four sessions: pre-test, treatment 1, treatment 2, and post-test. By comparing the results obtained before and after the treatments, we conclude that Wordtheme can give a contribution and improve the students' vocabulary competence. Based on the students' result of pre-test and post-test assessment, the average score in pre-test is 63; then, the average score in post-test is 86.

The post-test shows that there is a significant increase in students' proficiency after the digital dictionary use. This proposition is in agreement with the result of the Wilcoxon test, where p-value or sig. amounts to 0.001 or lower than the threshold $\alpha < 0.05$. This means that there are impacts on students' learning outcomes. The result of the digital dictionary efficiency is measured based on the result of the N-Gain Test and the result shows that the average score of N-Gain (g) is 0.73 which is in the high category. This indicates that using the number dictionary with Wordtheme is effective to in the learning process.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

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

REFERENCES

1. Branch, R. M. Instructional design: The ADDIE approach. USA: Springer; 2009: 33.
2. Chibane. 2015. La gestion de crises dans le secteur du tourisme: applications pratiques dans certains pays arabes. International Journal of Development and Economic Sustainability, 3: 31.
3. Organisation International du Travail. Outils sur la reduction de pauvreté par le tourisme en zone rurale. Genève: Bureau International du Travail, 2011: 1.
4. Badan Pusat Statistics. Angka pertumbuhan akomodasi hotel; 2021. <https://www.bps.go.id/publication/2021/06/30/f82e59c5b5ede42bf72caf1e/s-tatistik-hotel-dan-akomodasi-lainnya-di-indonesia-2020.html>.
5. Gunawan. Aplikasi kamus istilah ekonomi (Inggris-Indonesia) menggunakan metode sequential searching. Jurnal Universitas Muhammadiyah Bengkulu. 2016, (3); 122. ejournal.unib.ac.id.
6. Stephenson. Addresses the question of social media as facilitators of language learning. Teaching English with Technology. 2010, 19(1): 56-71, <http://www.tewtjournal.org>

7. Utami, A. D. Leksikografi kamus dwibahasa Prancis-Indonesia khusus bidang bisnis. *Jurnal Linguistik Indonesia*. 2015, 37(1).
8. Inochi, Sore Ga. My personal dictionary - Wordtheme.Esplanade Christian Hauvette; 2018.

How to cite this article: Lilis Novianti, Jubliana Lamria Sitompul, Zulherman. Developing the wordtheme-based French digital dictionary for hotel and restaurant industry. *International Journal of Research and Review*. 2023; 10(7): 585-592.
DOI: <https://doi.org/10.52403/ijrr.20230769>
