Research Paper

Development of the French Tourism Using WordPress for Local Wisdom-Based Learning Media

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ABSTRACT

This study aims to discuss the development of the French tourism learning media which is based on local wisdom and uses WordPress, as well as to measure the feasibility of the media so that it can be used as a learning medium for students. Based on the results of needs analysis, students need French tourism learning media using WordPress. This media can accommodate various types of multimedia such as text, images, videos, and links. It can also be accessed online and in person. This research is adapted from Dick and Carey's theory or the ADDIE model (2009), covering analysis, design, development, implementation and evaluation. To measure the effectiveness of the product, a pre- and post- test was carried out on 12 students taking French tourism courses. The results show that there is a significant increase in student competence after using this learning media. The feasibility of materials and media is indicated by the average validation value of experts. Subject and media validation results show an average score of 96%. The effectiveness of materials and media is indicated by the students' average score of 55 in the pre-test and 86 in the post-test which means that this score is in "very good" category. Therefore, it was concluded that learning media using WordPress can contribute and improve students' competence in French tourism.

Keywords: Media, wordpress, French tourism, local wisdom-based learning

INTRODUCTION

French language for tourism course is directed as one of teaching materials for French for Specific Objectives (FOS) other than medical French, legal French, agronomy French, and also professional activity such as tourism, hospitality, banking, business, and warning[1]. Generally, learning French in the tourism course only discusses the tourist places in France, as well as its culture; however, the course discusses no aspects of local culture, specifically the culture of North Sumatra.

Students have problems in the learning process because they could not go directly to tourist attractions at pre-pandemic so they could not find valuable sources of information due to a lack of learning resources such as books, and the internet which was not informative and there were no informants in the area. In the pandemic situation like now, students need learning materials to support the online learning process. The development of learning materials is not only applied with books, worksheets, material summaries and Power Point presentation but also with learning aids such as audio, visual and multimedia aids.

To solve these problems, teachers need learning aids to enrich the material or learning aids so that students' competence can increase. The use of media in learning activities can facilitate the learning process, so the results can be better. There are a variety of media that can be used, and, in this case, the use of internet media using web. One of the most interesting websites is WordPress which can create own design

because there are thousands of ready-to-use WordPress templates; WordPress themes are also available for free and easy to install and update process.

The results from questionnaire being given to students via Google Form, about 68.2% of them argued that this course is difficult to understand. We choose to develop advanced reading comprehension learning material using WordPress because students are very close to laptops, especially in the era of a pandemic. They always use them wherever they are. In addition, using this tool will be more interesting and easier than carrying a dictionary or a book. We want to develop an advanced reading comprehension learning material using WordPress which is given to fifth semester students.

Learning French tourism in web media can be combined with learning local wisdom, such as Malay culture in Medan; the reason is simple that local people might forget Malay values and tradition. In addition, there are also historical legacies of the tradition which are rarely visited by foreign and local tourists since there is a the lack of government's attention to this tourism sector. Medan should be seen as a prospective tourism place since it will bring advantages in the students' learning process and students can promote this city which has historical values. It is necessary to bring such values as teaching materials and as a means of reviving the tradition.

LITERATURE REVIEW

Learning is a process of communication between students, teachers, and teaching materials. According to Bovee, the media is a tool for the function of expressing messages[2]. Media, when understood in general terms, might include humans, materials or events that can create conditions that allow students to acquire knowledge, skills or attitudes[3] Learning media is a tool or an intermediary to convey messages or information to the recipient of the message that can arouse interest and motivation, especially students, to support the learning process so that it can be carried out

optimally. In Malay history, Malays are famous for skills in shipping and in commercial activities and in the exchange of goods and arts in various parts of the world[4]. WordPress is an open source application widely used as a blog engine. WordPress is built with PHP programming language and MySQL database.

WordPress is one of the most widely used content management systems[5]. The features provided by the website can help simplify the work of creating a website. For beginners who want to create a website in the form of a website, a portfolio, an online store, a blog, it is highly recommended to use WordPress. This platform also has other advantages, namely that it is open source and the services for free. Due to this advantage, there is a lot of *likes* for WordPress and students can have a website in a simple way but their website appears good and has a variety of themes. The features developed by WordPress are constantly evolving and being adjusted by its users which are continuously designed so that the features developed can make it easier for the users. WordPress also provides different addresses to meet someone's needs to create a website, namely WordPress (dot) org and WordPress (dot) com; these two addresses can be used by users to create a website according to their wants and needs.

MATERIALS AND METHODS

This research is adapted from Dick and Carey or ADDIE which is a model that involves the stages of development in five phases of development including: analysis, design, development, implementation and evaluation[6]. This research focuses on the WordPress product in the form of a French language learning medium, in particular for the *Français du Tourisme* (French for Tourism) course for Indonesian students majoring in French at the department of French at Universitas Negeri Medan. This research was done in reguler class A of fifth semester; there were 12 students of all. Then, the object of this study was the media and the material experts who would validate the learning material developed.

The data analysis technique used was a quantitative technique in which the data obtained was based on the validation of *Français du tourisme* material using WordPress in the French section. This data was collected through materiel expert validation and media expert validation. The questionnaires were given to the validator in the form of a Likert scale to which a score was assigned as indicated in Table 1:

Table 1. Criteria for Validating Responses with a Likert Scale

Categories	Score
Very Good	5
Good	4
Quite Good	3
Bad	2
Very Bad	1

The data was analyzed using descriptive statistics (average score and percentage) consisting of calculating the percentage of the *Français du tourisme* material using WordPress using the following formula.

$$X = \frac{number\ of\ score\ obtained}{ideal\ score\ number} \times 100\%$$

Calculating the research data using the formula above would produce figures in percentage (%). The score classification is then converted into a percentage classification and then interpreted with the qualitative phrases listed in Table 2[7].

Table 2. Percentage criterion of learning material indicators

Categories	Interval
Very Good	81% ≤ score ≥ 100%
Good	61% ≤ score ≥ 80%
Quite Good	41% ≤ score ≥ 60%
Bad	21% ≤ score ≥ 40%
Very Bad	0% ≤ score ≥ 20%

We calculate the average score of the students test and measure the significance of such tests. To calculate the average score of the pre-test and post-test, we use below formula:

$$X = \frac{\sum x}{N}$$

Explication:
X= average pre-test/post-test score
∑x= total pre-test/post-test score
N= number of samples

The normality test used Kolmogrov-Smirnov (K-S) via the SPSS 20 program as the basis of decision-making in the Shapiro wilk normality test with the following criteria:

a. If the *p* value is sig < 0.05 therefore the data is not considered as normal distribution;
b. If the *p* value is sig > 0.5 then the data is considered as normal distribution.

After the normality test is already done, then the data is processed to calculate the significance of the students' competence with the following conditions:

a. If the data is normally distributed, the T-Test will be used;
b. If the data is not normally distributed, the Wilcoxon Test will be used.

RESULTS AND DISCUSSION
A. Material Development Process
This section introduces the process of developing the learning media of Français du Tourisme using WordPress to students of the fifth semester from the regular class A of the French Department of Foreign Languages , Faculty of Languages and Arts, Universitas Negeri Medan. The data results are explained according to the EDDIE. This process is developed in five stages such as analysis, design, development, implementation and evaluation.

1. Analysis
Dans cette étape, l'activité principale consiste à analyser le besoin de développement le matériel pédagogique dans les objectifs d'apprentissage et les problèmes de base qui se posent rencontrés dans l'apprentissage (in this stage, the main activity is to analyze the need for development of the teaching material in the learning objectives and the basic problems that arise encountered in learning). To achieve this, a needs analysis was conducted by distributing questionnaires to students via Google Form in order to obtain information that would be elaborated. In addition, we also conducted interviews with teachers. So, the problem that arises for students is the lack of learning resources in *Francais du Tourisme* course.

2. Design

At this stage, we determine we draw the concept of learning media to be developed according to the analysis stage. First, the learning medium developed would be able to measure the competence of the students. Second, the learning media must be compatible with all student electronic devices. Third, it should have multiple types of multimedia such as text, video, audio and not use too much internet data.

The learning media that contains *Français du Tourisme* material is WordPress. It is also compatible with varieties of electronic devices such as smartphones, tablets, or computers based on android, iOS or Windows that are accessible online and face-to-face. It can solve the problem of students who do not have access to a stable internet connection all the time so, the material developed can be an alternative learning material that can improve the students' competence.

3. Development

In this step, we validate the design of the learning medium to the media experts and subject matter experts. The objective of this validation is in order the product can be developed and used correctly by the students, as well as to determine its feasibility. This validation is done using the instrument in the form of the survey. After that, we found the weakness of the product. The weaknesses would be reviewed on the suggestions of the experts before being tested on the students.

4. Implementation

At this stage, a test of *Français du Tourisme* material using WordPress is carried out by students and there were 12 students attending the class. The evaluation process was carried out from 12 September to 9 October 2022. This activity consisted of three sessions with the following stages: pre-test, first treatment, second treatment and post-test.

5. Evaluation

After all steps have been done then the next one is to determine the feasibility of all aspects of the instructional media. The first step is to determine the feasibility of all aspects of learning medi, the second is the feasibility of the media, and the third is the feasibility of the students' satisfaction questionnaire in the use of this product. The results of the validation by material and media experts show that learning materials using WordPress can be used in advanced reading comprehension learning; this means they are valid or indeed feasible. The validation results of material experts is 90.25% (very good) and 97% (very good) from validation results of media experts. In addition, the results of the evaluation of the students' questionnaire showed that the material developed received an assessment of 90% (very good) so it was valid or feasible.

B. Students' Results on Skills

The results of the pre- and post-test show an increase in student competency in the *Français du Tourisme* course. This media influences students' ability to understand local wisdom of Malay's traditions. The pre-test is given to students before they use the developed materials and media. After using the learning materials and media developed in three meetings, they are then given a post-test to determine the effectiveness results. The descriptive statistics of the pre- and post-test during the advanced reading comprehension is presented in Table 3.

Table 3. Descriptive Analysis of Students' Pre- and Post-Test Results

	N	Minimum	Maximum	Average Score	Standard deviation
Pre-Test	12	40	65	55	8.257
Post-Test	12	75	95	86	6.077

Based on Table 3 above, the students' minimum and maximum scores in the pre-test are 40 and 65 with an average score is 55. Their minimum and maximum scores during post-test are 75 and 95 with an average score is 86. Thus, there is an increase in students' knowledge during *Français du Tourisme* learning after using Wordpress. So, students

can increase their ability after using this media.

Table 4. The Result of the Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	0.144	12	0.200	0.927	12	0.350
Post-Test	0.169	12	0.200	0.940	12	0.495
a. Lilliefors Significance Correction *This is a lower bound of the true significance						

The results of the effectiveness of *Français du Tourisme* learning using WordPress media are calculated using statistical tests so that the results are valid, such as: normality test and N-Gain test. The normality test can be used to determine whether the students' pre- and post-test results are normally distributed. The normality test is first performed to determine whether the data set is statistically close to a normal distribution. To test the normality of the data, the Liliefors test was used.

Table 5. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55	12	8.257	2.383
	Posttest	86	12	6.077	1.754

Based on the result of the normality test using SPSS software, one can discover the result of the Shapiro-Wilk normality test with the value of data is <50. The pre-test data has the value of Sig. 0.350 and the post-test is sig. 0.495. Since the sig. value for both data is > 0.05 then, as the basis for decision-making in the Shapiro wilk normality test above, it can be concluded that the data from students' pre- and post-test are normally distributed. Since the above data is distributed normally, the T-test (independent sample test) can be performed as the assumption of data normality which was fulfilled by the Shapiro Wilk test.

Based on the output group statistic in Table 5, it is known that the average value is 55.45 in the pre-test and 78.45 in the post-test, so, statistically, it can be concluded that there is a difference in the average learning outcomes of students before and after they use the learning media based on Google Sites. In addition, to prove whether the difference is significant or not, the following matched sample test output (see Table 6) must be interpreted.

Table 6. Interpretation of the Paired Sample Statistics

Paired Samples Test								
	Paired Differences					t	df	Sig.(2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Post-test	-31.250	11.894	3.433	-38.807	-23.692	-9.101	11	.000

Based on the above output, the value Sig. is 0.001 < 0.05; hence, there is a progression in the mean value before and after the treatment and an influence on the use of *Français du Tourisme* using WordPress. Based on the paired sample test output, the value of T-count is -9.101. the T-count is negative because the mean value of the pre-test is lower than that of the post-test. In this context, negative T-count can mean positive, so the number of T-count is 9.101.

Since the T-count value is 9101 > T-table 2228, then as the basis for making the decision, the H_0 is rejected and Ha accepted. This, therefore, means that there is an improvement in the average learning results seen from the results of the pre- and the post-test; all this means that there is an influence on the use of *Français du Tourisme* learning media using Wordpress to increase students' tourism knowledge during the course.

C. Efficiency Result

From the result of the N-Gain Test, the average score of N-Gain (g) is 0.68 and based on the criteria of the gain index, the (g) are <0.3 (low), 0.7 > (g) > 0.3 (medium), and (g) ≥ 0.7 (high). So, all this indicates that the effectiveness of using *Français du Tourisme* is in the average category.

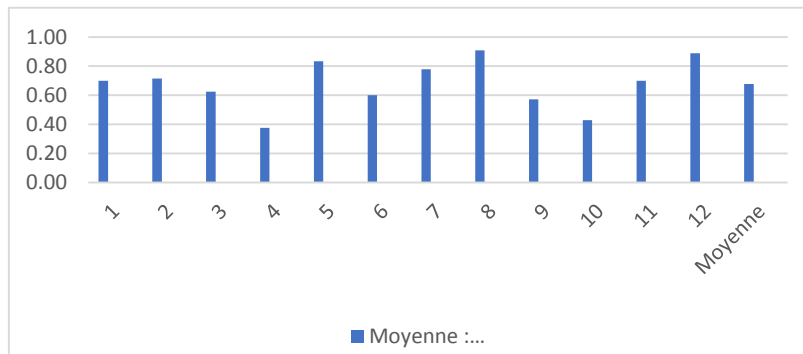**Figure 1. The N-Gain Test Result**

CONCLUSION

The process of developing *local wisdomm-based Français du Tourisme* as learning media assisted by WordPress is valid or feasible. The results of the pre-test and post-test shows that the students' average score is 55 in the pre-test and 86 in the post-test. This shows that there is an increase in students' abilities before and after using the local wisdom-based *Français du Tourisme* and WordPress as learning media. This is in accordance with the results of the normality test. The pre-test and post-test data has a Sig value. 0.350 and 0.495 respectively. Because the value of sig. for both data is > 0.05 then as a basis for decision making in the Shapiro Wilk normality test where the sig. > 0.05 indicates a difference between before and after using learning media. The students' pre-test and post-test data are normally distributed and this learning material improves students' skills. The efficiency results using the N-Gain Test show that the average value of N-Gain (g) is 0.68 which means it is in the average category. This means that the effectiveness of the use of learning media during *Français du Tourisme* and WordPress is effective.

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