

# Development of Web-Based French Language Learning Media on Réception Écrite Courses

by I. Pramuniati

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## Development of Web-Based French Language Learning Media on Réception Écrite Courses

*Desarrollo de medios de aprendizaje de lengua francesa basados en la web en los cursos de Réception Écrite*

I. PRAMUNIATI

<https://orcid.org/0000-0001-9458-6695>

[pramuniatidisda@gmail.com](mailto:pramuniatidisda@gmail.com)

University of Negeri Medan, North Sumatera, Indonesia.

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RESUMEN

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Los objetivos de este estudio son desarrollar un medio de aprendizaje basado en la web, explicando la calidad de los medios de aprendizaje. El método utilizado en este estudio es la investigación y desarrollo (I & D) como un método que se orienta, contando con 30 estudiantes universitarios como muestra del programa del idioma Francés de la Facultad de Arte y Lenguaje de la Universidad Negeri Medan. Los resultados son: (1) se ha desarrollado con éxito un medio de aprendizaje basado en la web; (2) basado en el resultado de validación realizado por un experto en aprendizaje de medios, este resultado de desarrollo de aprendizaje de medios está en una buena categoría. **Palabras clave:** Adaptación cultural, estudiantes, teoría de adaptación intercultural, comunicación intercultural.

**Palabras clave:** Aprendizaje de medios, desarrollo, lectura, lenguaje basado en la web.

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ABSTRACT

The aims of this study are to develop a web-based learning media, explaining the quality of web-based learning media. The method that is used in this study is research and development (R & D) a method that is oriented to 30 college students studying at the French Language Education Program of Study, Language and Art Faculty at University of Negeri Medan as a sample. The results are: (1) a web-based learning media has been developed successfully; (2) based on the validation result done by media learning expert, this media learning development result is on a good category.

**Keywords:** Development, media learning, reading, web-based language.

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## INTRODUCTION

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In the Era of the Industrial Revolution 4.0, technology-based learning media known as e-learning are now becoming a trend in teaching and learning. That is because of the impact of the 4.0 industrial revolution shaped education 4.0. one of its characteristics is the use of smart technology and digital learning platforms (Keser & Semerci: 2019, pp. 39-49). In simple e-learning can be defined as the use of digital technology for teaching and learning. The use of e-learning in the learning process in higher education has been proven to have a positive impact, including the learning process happening faster, more efficiently in terms of time and cost, suitable for independent learning; and able to activate students (Ali et al.: 2018, pp. 352-360). Also, the possibility of e-learning uses various technologies brings a positive effect on students' achievement (Derlina et al.: 2018, pp. 147-162). Specifically, for foreign language learning, some research also shows that the application of e-learning can help the process of learning foreign languages.

E-learning can increase student involvement, attendance, and motivation to learn students who learn English. The use of e-learning has also been proven to be able to make learning more efficient in terms of time and able to help students to master English faster and more effectively (Ahmad & Ahmad: 2019, pp. 746-778). Likewise, to improve language skills specifically, the implementation of e-learning also proved effective. The use of google classroom reportedly can improve students' speaking abilities. For listening ability, the use of podcasts has been reported to improve listening and speaking abilities in English (Yoestara & Putri: 2018, pp. 15-26; Ahmad & Ahmad: 2018, pp. 44-49). In terms of improving reading skills, the use of online tools has proven to be effective in increasing students' reading abilities (Zarei & Amani: 2018, pp. 211-238). Meanwhile, the use of social media and websites can improve writing skills in English (Wil et al.: 2019, pp. 224-236).

Even language elements such as understanding vocabulary in the form of idioms can also be improved through e-learning in the form of online games (Müller et al.: 2017, pp. 1-18). Considering the benefits of implementing e-learning for learning foreign languages, the process of teaching the French Language in Medan State University it is desirable to use a variety of varied learning media. It is desirable to use a variety of varied learning media. However, the process of learning French at Medan State University still implemented using printed books. Though learning using e-learning will make students more comfortable and most adult students feel the use of e-learning and the internet is more helpful than traditional learning that only uses printed books (Ahmad & Sahar: 2019, pp. 1540-1543). This situation makes learning French less attractive to students, especially new students. Thus, many students still find it difficult to accept explanations of the material presented by the lecturer so that deep French language study is still very difficult for students to accept. This is marked by the lack of mastery of student vocabulary, mastery of French grammar structures that must still be repeated especially in conjugating basic verbs such as être and Avoir, as well as the introduction of orthography in reading and writing.

Mastery of vocabulary and structure of foreign languages can be improved through reading, especially through extensive reading. That is because the mastery of vocabulary and reading skills have a very strong correlation and influence on each other. These conditions mean that mastery and vocabulary addition can be done by reading more text in the target language, and vice versa. Also, the reason why reading can help students enrich vocabulary is that through the reading process students can accidentally acquire new vocabulary (Teng: 2019, pp. 1-28). The acquisition of new words accidentally occurs more through extensive reading, because students will get exposure to the target language or examples of using the target language in more contexts. To get more maximum results in acquiring new vocabulary, students must read a lot of texts and they should focus on the same topic. This means that the more often someone reads, the higher their chances of finding and understanding new vocabulary. In terms of mastering grammar, understanding grammar for adult students is more efficient through the process of independent learning. Furthermore, independent learning through reading text written by native speakers of the target language and comparing it

with the results of one's writing is proven to be one of the effective ways of independent learning to improve grammatical understanding.

Even further, reading ability will affect the overall academic achievement of students (Al-Jarrah & Ismail: 2018, pp. 32-41; Annia et al.: 2019, pp. 1357-1372). In other words, the good reading ability will positively affect academic achievement and vice versa less reading ability will negatively affect academic achievement. If viewed from the definition, simply, reading skills can be defined as a process carried out and used by readers to obtain messages, conveyed by the writer through the media of words / written language. However, it should be understood that reading skills are complex skills and involve various components of language (Elleman & Oslund: 2019, pp. 3-11). The complexity of reading skills can be seen from the side of the linguistic component involved and the process that the reader must go through to understand a text to get its message.

Considering the importance of using e-learning in the learning process of foreign languages in the industrial era 4.0, the problems faced by students in terms of vocabulary and grammar in French are caused by learning that only uses printed books and see the importance of the role of reading skills in language acquisition and academic achievement; then this research is aimed at developing e-learning for reading skills in the Réception Écrite subjects. Also, the selection of web-based learning media development or e-learning because it can create a conducive learning environment, the advantages of the media are: (1) can be used individually so that students are freer in utilizing the process. (2) The web which becomes a learning medium is dynamic can be changed and managed as needed and can be used repeatedly. (3) Equipped with materials and information about French language lessons (4) As long as it is connected to the internet network this media can still be used where also be. For example, pre-existing French learning media such as [lexiquefle.com](http://lexiquefle.com), [free](http://free) and [bonjourdefrance.com](http://bonjourdefrance.com). However, the web-based French learning media that will be created will use the WordPress offline application so that it can facilitate the making of these media without having to connect to the internet network.

## METHODS

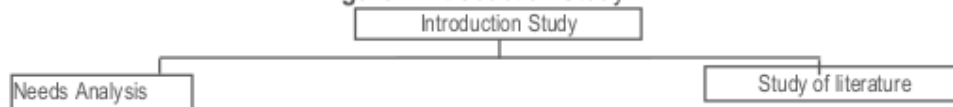
This research follows the research and development method aimed at producing a web-based learning media that is suitable for learning to read French text in UNIMED French Education Study Program students. The development model in this research consists of 3 main steps, namely: conducting a preliminary study, product development, and product testing. Preliminary studies are the initial stage of preparation for development. This stage consists of a literature study and a needs analysis. A literature study is an analysis of concepts or theories relating to the product or media to be developed. While the needs analysis is carried out to collect data regarding planning and learning in the French Language Study Program. The second stage of product development will be developed and tested. Subsequent media drafts will be reviewed by experts in their fields. The last stage is product testing, product testing is the conclusion-testing phase of the product produced.

The following will explain the stages undertaken when developing teaching language in the Réception Écrite subjects:

### Conduct an introduction study

Activities in the preliminary study include conducting a needs analysis to:

Figure1. Introduction Study



Find out information about the subject or the needs of the Réception Écrite class. Information to be collected and analyzed in this stage of interest in reading French texts, activities and problems in reading French texts, learners' opinions about learning used, learners' opinions about websites and use in learning French text reading skills, learner's opinions about learning expected to improve reading skills

### Product Development

The initial stage in product development is the product planning stage. Because this research product is in the form of web-based materials, what needs to be designed is the website and materials. The process of planning about how an overview of web content will be looked look through designing a flowchart and storyboard of a website. A storyboard is a detailed, structural, and systematic step with planning steps for how a website can be designed. Meanwhile, the planning stage for materials is the process of making designs, learning task materials, quizzes, based on the curriculum. Development is carried out when planning is complete, product content consists of various types of reading texts based on the curriculum and assigning tasks. A brief explanation is made, for example, it is the interact 36 assignments provided on the web. After the product is packaged, product evaluations are carried out by material experts and media experts who are then analyzed and revised.

The following illustrates the flow of Web-based learning media development in the Réception Écrite subject

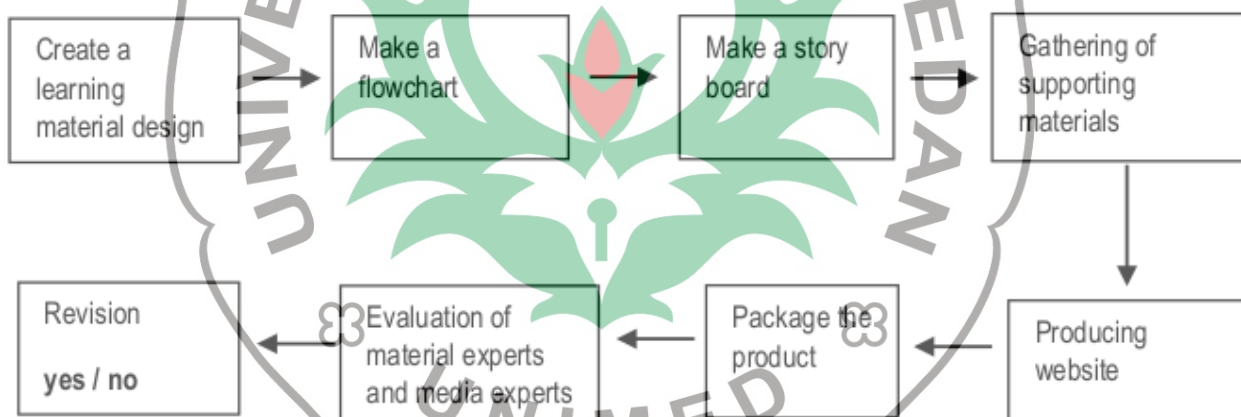


Figure 2. Product Development Steps

### Research Subject

All respondents involved in developing web products for French reading skills were the member of Écrite education subjects in the Medan State University, totaling 30 people.

### RESULTS

In this section, the process and results of developing web-based French learning media in reading skills in the Réception Écrite course are based on the development phases.

### Phase requirement analysis

In this phase, (1) analysis of various kinds of literature related to Réception Écrite learning, (2) analysis of syllabus contents, teaching materials, and evaluation instruments of Réception Écrite courses, (3) observations in Réception Écrite learning classes, and (4) interviews with students and colleagues. First, an analysis of the literature aims to obtain data on theoretical studies on the development of web-based French learning media for Réception Écrite learning.

Second, an analysis of the contents of the syllabus, teaching materials, and evaluation instruments of the Réception Écrite course aims to obtain data about the quality of the three components and their suitability for the Réception Écrite learning needs. Based on the analysis of the three components, data were obtained: (1) the contents of the syllabus were by the demands of the IQF-based curriculum, (2) the teaching material used was not by the learning needs by the demands of the KKNi and CECRL curriculum, and (3) the evaluation instruments also not by the learning needs that are by the demands of the KKNi and CECRL curriculum. Third, observation in the Réception Écrite learning class aims to get data about the implementation of learning in terms of aspects of the use of learning models, instructional media, and academic atmosphere in the classroom. Based on these observations, data were obtained: (1) the instructor gave more practice in reading French text but gave less explanation about the strategy of understanding French text, (2) the media used by lecturers still tended to use pieces of paper containing text, and (3) the academic atmosphere in the classroom is still not motivating. Fourth, interviews with students and peers aim to get data about their responses to the implementation of Réception Écrite learning. Based on the interview results obtained data that students find it difficult to understand the text due to the lack of lecturer explanation about strategies to understand various forms of text and do not provide activities to build student's initial knowledge.

On the other hand, lecturers rely more on the learning process on learning media available in the Study Program so that learning to read becomes less attractive. Fifth, a pretest was conducted on students to get data about students' ability to read texts. The pretest is done on the Réception Écrite Intermédiaire course. The pretest was attended by 25 students enrolled in the course. Students are a combination of students enrolled in Regular A and Regular C classes. This pretest aims to obtain data that shows the difficulties and problems of the 3rd semester students in reading skills in French. In this pretest, the items given refer to the European standard Cadre européen commun de référence pour Les Langues (CECRL) curriculum in the form 2 a Compréhension des Écrits level reading skill sheet DELF A2-. Based on the European standard curriculum Cadre européen commun de référence pour Les Langues (CECRL), the test is carried out for 30 minutes with the number of questions between 3 or 4 parts. In each section, several questions refer to one theme or one type of text. In general, in the part of the test, 1 (Exercices 1) items are in the form of notice boards, advertisements, signs, or roadshows accompanied by illustrative pictures.

In the Test 2 section (Exercices 2) it can be in the form of letters, e-mails, or rubrics from magazines or newspapers which can be accompanied by images or not. The third and fourth part of the test (Exercices 3 et 4) is generally in the form of articles or text or quotations in the form of text consisting of + 200 words. The text or article can come from newspapers, internet sites, forums, magazines, or menus. The text or article with the theme of daily life or the world of work with a variety of languages and grammar that is simple can be accompanied by images or not. This is as found in the European standard curriculum 2 Cadre européen commun de référence pour Les Langues (CECRL) (2000): l'apprenant étant niveau A2 peut Comprendre de courts textes simples Sur des sujets concrets courant Avec Une fréquence élevée de langue Quotidienne ou relative au travail. So, it can be seen that students who already have an A2 level equivalent reading ability should have no difficulty in understanding simple texts or articles related to everyday themes in French. The results of the test analysis can be seen in Table 1 below.

Sample Number	VALUE PER PROBLEM CATEGORY				Total Value Based on the European Standard Curriculum (CECRL)	Value of Conversion Results to KKNi Curriculum	VALUE
	Exercices 1 About Panneau de Signalisation	Exercices 2 About Prospectus	Exercise 3 About short articles originating from newspapers/forums or magazines	Exercise 4 About Articles or short texts taken from advertisements			
1	4/5	3/6	3/7	4/7	14/25	56/100	E

2	5/5	4/6	1/7	2/7	12/25	48/100	E
3	5/5	6/6	2/7	7/7	20/25	80/100	B
4	5/5	6/6	1/7	4/7	16/25	64/100	E
5	3/5	5/6	1/7	0/7	9/25	36/100	E
6	4/5	4/6	4/7	0/7	12/25	48/100	E
7	5/5	6/6	1/7	7/7	19/25	76/100	C
8	5/5	4/6	1/7	5/7	15/25	60/100	E
9	5/5	4/6	4/7	4/7	17/25	68/100	E
10	3/5	6/6	1/7	4/7	14/25	56/100	E
11	2/5	4/6	1/7	0/7	7/25	28/100	E
12	5/5	4/6	1/7	3/7	13/25	52/100	E
13	5/5	6/6	1/7	6/7	18/25	72/100	C
14	5/5	4/6	3/7	5/7	17/25	68/100	C
15	5/5	6/6	3/7	7/7	21/25	84/100	B
16	5/5	4/6	1/7	4/7	14/25	56/100	E
17	4/5	6/6	3/7	4/7	17/25	68/100	E
18	5/5	3/6	1/7	5/7	14/25	56/100	E
19	5/5	3/6	0/7	3/7	11/25	44/100	E
20	5/5	4/6	3/7	4/7	16/25	64/100	E
21	3/5	6/6	3/7	3/7	15/25	60/100	E
22	5/5	4/6	1/7	4/7	14/25	56/100	E
23	4/5	4/6	4/7	4/7	12/25	48/100	E
24	5/5	4/6	3/7	6/7	18/25	72/100	C
25	5/5	6/6	3/7	0/7	14/25	56/100	E

Table 1. Student Pre-Test Value Recapitulation

From Table 1 it can be obtained data that from 25 students who took the test it was found that the average grade for the Réception Ecrite Intermediaire course was 64 or E. The highest score was only obtained by one student namely 84 points or B. And the lowest score was 24 point or E, where the value is also obtained by one student. From the table also obtained data that only 2 people or 8% of students received a B grade, then 4 people or 16% of students received a C grade. 76% or 19 students who were sampled in the study obtained an E or failed. From these statistics, it can be stated that students' reading ability is still very low. After getting the distribution of grades and percentage of reading ability, the study of this study continued with data analysis to find out the cause of the low reading ability of students in the Réception Ecrite Intermediaire course. To carry out a more in-depth analysis the following items will be attached to the items used as test instruments in the study. The form of items given is as follows:

**► Compréhension des écrits** 25 points

**EXERCICE 1** 5 points

1 point par réponse



Retrouver le sens de ces panneaux d'interdiction.  
Indiquez dans le tableau la lettre correspondante.  
Attention, il y a 6 panneaux et 5 réponses.

1 Interdit aux véhicules puissants.	
2 No gas fumer.	
3 Passage interdit aux vélos.	
4 Eau non potable.	
5 Merci d'éteindre vos téléphones portables.	

Figure 3. form of items

Source: <https://www.ciap.fr/delf-tout-public/delf-a2-tp-sj/exemples-sujets-a2-tp>

This part I test is the lowest item of difficulty level because based on the question instructions, students are only asked to match pictures with statements. But there are still 8 students who are still unable to answer the questions correctly. The following is given an analysis of errors and their causes. In the first part of this test, it can be seen that the form of the questions given is in the form of pictures of signs commonly found in public areas not only in France but also almost all over the world. In other words, the signs are general except for the signs in the letter "A". Signs in the letter A will not be found in Indonesia. Cultural differences between France and Indonesia are also one of the causes of reading errors in students. The sign on the letter "A" contains instructions on the prohibition of drinking tap water that is nearby «Eau non-potable». This can be seen in the picture of flowing tap and glass in question line number 4. Signs such as in the letter "A" are rarely found in Indonesia, and it shows cultural differences or habits that in Indonesia there is not much tap water that can drink so that no need to give septic signs on each tap. While in France, almost every tap water can be drunk, so that if there is tap water that cannot be consumed then the sign will be made.

This lack of understanding of cultural differences is proven to be the cause of students' mistakes in answering 25 students who answered questions in part I, 8 people, or 32% answered incorrectly on the "A" sign. Mistakes for matching images with statements also occur with the "C" sign. Signs in the letter "C" are essentially quite clear and international. Signs are found in almost all public places where visitors are prohibited from smoking. However, there are still students who answer incorrectly as many as 6 people or 24%. When the analysis is done by comparing the choices of answers they make, it is known that the problem is that they do not recognize the vocabulary "Ne pas fumer" which means "No smoking" about number 2. This sentence is a form of command sentence in the form of a negative or meaningful denial. So it can be concluded that the lack of vocabulary that is owned by some students causes the inability to match the picture with the right statement. Weaknesses in terms of the number of vocabularies also cause errors in giving statements about number 3. For question number 3, the sign "B" should mean Passage Interdit aux vélos. However, 3 students who answered incorrectly gave an 'E' sign. The 'E' sign functions as a question distractor to assess the accuracy and breadth of the students' vocabulary. It can be understood that the mistake in selecting the sign comes from the word "Passage" which means the path traveled, and on the "E" sign there are bland people who are walking or passing so that the answer becomes possible if they do not know what the word "vélo" means "bike".

In the second part of the test, students are asked to match pictures with themes. In the matter, there are 6 magazine cover images and 6 themes. But the ability to be honed in this case is not only the wealth of vocabulary but also cultural insights that are owned by students. The richness of the vocabulary is drawn through the field of meaning in the form of the possibilities of words that will be present when we discuss a theme. For example, with the theme "Economie" Economy, the word that might appear is "Fiscale" which



means fiscal, "Capital" which means Capital, "Commerce" which means trade. Based on the results of the student answer sheet, the distribution of answers was found as in Table 2 below:

Sample Number	Exercise 2 About Prospectus
1	3/6
2	4/6
3	6/6
4	6/6
5	5/6
6	4/6
7	6/6
8	4/6
9	4/6
10	6/6
11	4/6
12	4/6
13	6/6
14	4/6
15	6/6
16	4/6
17	6/6
18	3/6
19	3/6
20	4/6
21	6/6
22	4/6
23	4/6
24	4/6
25	6/6

Table 2. Distribution of Test Values Part II

From Table 2 it can be seen that 16 students or 64% are unable to answer matchmaking by the given theme. If each picture is examined carefully and analyzed then there are several words contained in the same field of meaning, for example, the word "20 ans" contained in image number 4, may be included in the theme "Jeunesse". Likewise, the word "Première" can be related to the theme "Cinéma" or "Télévision".

After analyzing the possibilities of the emergence of one word with a different theme, it can be ascertained to be the cause of students' mistakes in determining the theme of the six magazine cover images.

The summary of mistakes made by students can be seen in Table 3 below:

Number of students who answer	Télévision	Mode	Cinéma	Géographie	Jeunesse	Économie
Correct	17 (68%)	24 (96%)	20 (80%)	25 (100%)	12 (48%)	2 (08%)
Wrong	8 (32%)	1 (0,4%)	5 (20%)	0 (0%)	13 (52%)	4 (16%)

Table 3. Distribution of Wrong Answers in Tests Part II

From Table 3 above can be seen that, around 52% of students make mistakes when analyzing the field of meaning "Jeunesse" which means youth. The answers given are often confused with "Television". This shows that one particular word may refer to several fields of meaning. To avoid these mistakes requires a wealth of vocabulary and cultural insights about the language being studied. This is because if students know the type of magazine or reading both in terms of the target reader (the object of the reader) and its contents then they will not make that mistake. Each magazine in French has specifications both in terms of readers or the contents of the magazine. For example, Marie Claire magazine usually has a female target audience. The contents of the magazine also discuss women's lives, for example, fashion, cooking, career, and family, etc. Therefore, mastering vocabulary and good culture once again play an important role in improving students' reading skills.

It seems like every level reading skill level DELF A2, in sections 3 and 4 contains questions in the form of multiple choices and closed or open questions that require written answers and justification of answers taken from the text being read. The analysis results are presented in Table 4 below.

Sample Number	Exercise 3 About short articles from newspapers/forums or magazines	Exercise 4 Articles or short texts are taken from advertisements
1	3/7	4/7
2	1/7	2/7
3	2/7	7/7
4	1/7	4/7
5	1/7	0/7
6	4/7	0/7
7	1/7	7/7
8	1/7	5/7
9	4/7	4/7
10	1/7	4/7
11	1/7	0/7
12	1/7	3/7
13	1/7	6/7
14	3/7	5/7
15	3/7	7/7
16	1/7	4/7
17	3/7	4/7
18	1/7	5/7
19	0/7	3/7
20	3/7	4/7
21	3/7	3/7
22	1/7	4/7
23	4/7	4/7
24	3/7	6/7
25	3/7	0/7

Table 4. Distribution of Test Values Part III and IV

From Table 4 above it can be seen that in the third part of the test, only 3 students or 12% were able to get 4 out of 7 total points. Then 8 people or 32% get 3 points, 12 people or 48% get only 1 point, 1 person 0.4% get 2 points and 1 person is also completely unable to answer all the questions given correctly. Based on these calculations it can be seen that from 25 students only 3 people or 12% who managed to answer 50% of the questions correctly, 88% of students were declared to have low reading skills.

After conducting an in-depth analysis, it is known that the greatest difficulty of students is not being able to justify the answers given. Justification is done by writing a piece of text that is evidence of a right or wrong answer. At level A2, in the question/statement true/false (Vrai ou Faux) the value will not be given if the justification does not match. This means that students will get points if the choice is right and justification is right. If only the right or wrong choice is correct but the justification is wrong, then it does not get points. Questions or statements that are used as questions on true/false (Vrai ou Faux) types of questions are usually formulated or paraphrased with different words or sentence patterns. So that if you understand the reformulation or paraphrase contained in the problem, then certainly it will not be able to determine the meaningful part of the text or contain the same as it. The form of questions in this section can be QUESTIONS or STATEMENTS.

The best way to find the answer is to understand the question or statement and find parts of the text that have the same meaning or that confirm the contents. If the contents are not contradictory then the answer is TRUE (VRAI), whereas if the content is contradictory then the answer is FALSE (FAUX), then write the part of the text that confirms it is true or false. If the text is too long, then just writing 3 words beginning then followed by punctuation marks [...] then 3 words that contain the end of the sentence.

	VRAI	FAUX
1. L'exposition en hommage au professeur Jonas Salk est organisée à Pittsburgh. Justification: ..... .....		

**Table 5.** Cochez VRAI ou FAUX et recopiez la phrase (ou la partie de phrase) Qui justifie Votre réponse

The statement in question number 1 above is not entirely wrong, but there are parts of the sentence that finally make the statement in the sentence above is wrong or does not match the contents of the text. The sentence "L'exposition en hommage au Professeur Jonas Salk" is a reformulation of the sentence contained in the text "Le Musée National de l'Histoire Américaine inaugure aujourd' hui une exposition en l'honneur du Professeur Jonas Salk" the word honneur has replaced the word hommage both means honor or honor, then the sentence pattern in the problem is changed to the passive sentence «est organisée» which means that it is held temporarily in the text in the form of the active sentence «Inaugure» which means «formalize». But the reason why the statement does not fit the contents of the text is the word «à Pittsburgh», which means in Pittersbourg, while in the text is «à Washington», in Washington. Thus, the statement is false and the justification is the sentence "À Washington le Musée National de l'Histoire Américaine Lnaugure aujourd' hui une exposition en l' honneur du Professeur Jonas Salk".

	VRAI	FAUX
1. L'exposition en hommage au professeur Jonas Salk est organisée à Pittsburgh. Justification: À Washington le Musée National de l'Histoire Américaine inaugure aujourd'hui une exposition en l'honneur du professeur Jonas Salk <b>OR</b> À Washington le Musée [...] l'honneur du professeur Jonas Salk		X

**Table 6.** Example of the right answer:

From the explanation above it can be understood that the material developed in this study considers the needs and problems faced by students in the Réception écrite course.

### Design Phase

In this phase the learning material grids are designed, the learning media grid, the practice questions grid, and the learning outcome evaluation grid. Based on the results of the design phase, it is determined (1) that teaching material must contain a theoretical basis for reading French texts in various forms with examples of analysis, (2) the learning media used must be web-based and equipped with teaching materials, practice questions, assignments, and evaluation by the principles of Réception Écrite learning, (3) practice questions must be able to be used to improve text reading skills, and (4) learning outcome evaluation questions must be able to measure students' ability to read texts according to their level (Niveau) French language skills in the Cadre Européen Commun de Références pour les Langues (CECRL). The design of web-based learning media can be seen on the following site: <https://blogpembelajaranReceptionecrite.blogspot.com/>.

The grids arranged in this stage will be a reference in the process of developing teaching materials, media, and practice questions. The grid as a reference in the planning process becomes an important thing in the development of material because good teaching material must be developed in a planned and systematic manner and based on learning objectives.

### Development Phase

This phase is the realization phase of various designs that have been prepared in the design phase. The output of this phase is a draft learning media that has been completed with the contents (instructions and material) of all the components forming a learning media. This phase also validates the draft learning media that has been developed. The learning media validation was carried out by three media experts and three French learning experts. The media expert must validate the quality of the developed media, while the French learning expert must validate the quality of the material contained in the learning media.

Based on the results of the validation carried out by media experts, the following data were obtained:

Aspect	Rating Indicator	Validator Rating Score			Average Value%	Information
		1	2	3		
Media Format	The developed media is easy to operate for students and lecturers.	3	4	4	3,6	Valid
		4	4	4	4	
Media Display	The media facilitates the smooth learning process of Réception Écrite. Figures or tables are easy for students to understand.	3	3	3	3	Valid
		3	3	3	3	
	Image size proportional.	3	3	3	3	Valid
	Able to explain concepts correctly.	3	3	4	3,3	Valid
	Selection of letters accordingly.	4	3	4	3,6	Valid
	Font color is appropriate.	3	3	3	3	Valid

	Appropriate font size.	4	4	3	3,6	Valid
	Posts can be read.	4	4	4	4	Valid
	Color selection is appropriate.	3	3	3	3	Valid
	Color selection does not make students difficult to study.	3	3	3	3	Valid
	The layout of objects on the media is appropriate.	3	3	3	3	Valid
	The layout of objects is not confusing.	3	3	4	3,3	Valid
	Able to explain concepts.	3	3	3	3	Valid
Concept Presentation	The concept is by the learning objectives.	3	3	3	3	Valid
	The concepts are presented in order.	3	4	3	3,3	Valid
	Following the level of student thinking.	3	4	4	3,6	Valid
	There is a concept of truth.	3	3	3	3	Valid
Average Score		3,22	3,33	3,38	3,29	
General Assessment						
<b>COMMENTS VALIDATOR</b>						
	Validator 1	Validator 2			Validator 3	
	Web-based learning media developed can support Blended Learning.	Learning media developed are interesting			Learning media developed are feasible to use	

Table 7. Learning Media Validation Results

Furthermore, based on the results of the expert validation of the material/content in the learning media obtained data as follows.

Aspect	Rating Indicator	Validator Rating Score			Average Value%	Information
		1	2	3		
Content/Material	The material is arranged by CP and KD on the Syllabus.	3	4	3	3,3	Valid
	Teaching materials are arranged on the web media and do not contain elements of plagiarism.	3	3	3	3	Valid
	The Materials contain the knowledge and skills of Réception Écrite based on the ability to write on the CECRL Niveau A-2.	3	3	3	3	Valid
	The material can encourage curiosity	3	3	4	3,3	Valid

	about French.					
	34					
	The material is easy for students to understand.	4	3	4	3,6	Valid
	The material can encourage critical thinking and problem-solving activities.	3	3	3	3	Valid
	Teaching material can encourage the use of information and communication technology.	3	3	4	3,3	Valid
	The evaluation of learning outcomes on web media has fulfilled the elements of Higher Order Thinking Skills (HOTS).	3	3	3	3	Valid
Presentation Techniques	There is systematic presentation consistency in teaching material.	3	4	3	3,3	Valid
	Concepts are presented coherently from the easy to the difficult.	3	4	4	3,6	Valid
	The format of the content of teaching materials supports the implementation of critical thinking and creativity activities.	3	3	3	3	Valid
	The format of the content of teaching materials supports the implementation of activities' use of information and communication technology.	3	4	3	3,3	Valid
Language and Readability	There is accuracy in sentence structure.	3	3	3	3	Valid
	Sentences are arranged effectively.	3	3	3	3	Valid
	Use standard terms.	3	3	4	3,3	Valid
	Information is delivered in an interesting and easy to understand way.	4	3	4	3,6	Valid
	The language used can arouse learning motivation.	3	3	3	3	Valid
	There is compatibility between the use of language with the intellectual development of students.	4	3	3	3,3	Valid
	There is grammatical accuracy.	3	4	3	3,3	Valid
	There is spelling accuracy.	3	4	4	3,6	Valid
	There is consistency in the use of the term.	3	3	3	3	Valid
	The size of the writing can be read clearly by the reader.	3	3	3	3	Valid
Average Score		3,1	3,2	3,3	3,2	
General Assessment						

THE CHARACTER BUILDING UNIVERSITY

COMMENTS VALIDATOR		
Validator 1	Validator 2	Validator 3
Teaching material contained in web media is well used for learning.	Teaching material is quite interesting to use in learning.	The aspects required for good teaching materials are in this teaching material.

**Table 8.** Results Validation of Learning Media Content

From the above findings, it can be understood that e-learning developed has fulfilled the validity requirements from the viewpoint of media and content.

## DISCUSSION

### Phase requirement analysis

When viewed from a theoretical and empirical point of view in general, teaching materials must at least meet several criteria, namely: simple, easy to understand, reflecting real life, and easy to be revised and updated (Aydın & Aytakin: 2018, pp. 27-38). In terms of foreign language learning, the important thing to remember is that the material must be by the needs of students and reflect the use of language in daily life outside the classroom.

When viewed from a more specific perspective on learning to read, then reading material in a foreign language must teach culture in the target language to avoid misunderstandings due to differences in student culture with the culture of native speakers of the target language. (Ahmed: 2017, pp. 181-202). That is because language cannot be separated from culture when language learning is separated from the original culture of the target language then what will happen is a failure of understanding.

By frequently reading text in the target language, a student can get the new vocabulary and know the meaning of the word by looking at the context of the use of the word in the text without having to explain where the word is before starting to read the text (Elgort et al.: 2020, pp. 7-32). However, it should be remembered that in teaching students to acquire and understand new vocabulary by reading and seeing the context of the use of the word in the text, the instructor needs to pay attention to the level of language ability of students to adjust the strategies that will be used for teaching. Students with different target language mastery levels will likely need different strategies so they can get optimal results.

Another problem faced by students is the problem of lack of motivation and learning achievement in the Réception Écrite course due to the learning media that is limited to printed books. It should be understood that students who are currently active in class belong to the Generation Z group, namely the generation born after 1995. Generation Z is born with technology and is very good at using technology, always connected to the internet, hoping for something instantaneously, and they can't wait. From their characteristics, they will prefer the learning process which involves the use of the latest information technology that is not limited by distance and time, so that e-learning is the right choice.

In addition, e-learning has a better impact on student learning success than traditional learning. There are several reasons why the application of e-learning is more successful than traditional learning. First, the interactive features of e-learning have proven to make students of generation z more motivated to learn than to use printed books. Second, the application of e-learning can change the learning styles of adult students into more active students. Third, a positive response to the use of e-learning can make student learning outcomes better (Mahajan: 2018, pp. 501-507) even more so if e-learning is combined with face-to-face learning or what is known as blended learning (Nortvig et al.: 2018, pp. 46-55). Fourth, the success and motivation of students in the implementation of e-learning are influenced by the ability in the operation of technological devices and the age of students and students at the same time. Fifth, the use of e-learning is

more efficient in terms of time and cost and students with work status can still study without having to disrupt their work time (Sadeghi: 2019, pp. 80-88). But keep in mind that e-learning can be used effectively if teachers and students have good skills in the field.

### Design Phase

The design of instructional media is based on the above provisions based on several reasons. First, the teaching material developed in this e-learning contains examples of text analysis to help students understand in doing the exercises. The reason for giving examples is by giving examples that are clear and easy to understand, so students will more easily master the material being taught. Second, learning media are made in the form of websites because learning English as a foreign language through the website independently has been proven successful in making students happy to be satisfied with the learning process through the website. Thus, the use of websites in e-learning developed for French in this study is likely to be able to make students happy and satisfied. Furthermore, when students can control their learning process through various technology is believed to bring positive learning experiences for the students (Baharuddin & Dalle: 2017, pp. 1-13). Third, evaluation is aimed at measuring and improving students' reading skills according to the CECRL to ensure that the training questions compiled have validity and reliability standards, because a good question must have a good level of validity and reliability.

### Development Phase

The validity of a learning media is very important in efforts to achieve learning goals because a valid learning media will guarantee the creation of learning that can deliver students to achieve learning goals, otherwise the invalid material will make learning useless.

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### CONCLUSION

Based on the results of the study, it can be concluded that the difficulties faced by students in the reading skills of Réception Ecrite Intermédiaire are caused by several things as follows:

- a. Inadequate vocabulary mastery of themes related to A2 reading skills based on the European standard curriculum *Cadre européen commun de référence pour les Langues (CECRL)*. If elaborated in detail, themes within the scope of DELF A2 can be categorized by type, form, and theme of the text. Based on the type of text, at the A2 level the type of text found is informative, descriptive, and narrative text. Then for the form includes brochures, letters, catalogs, articles, forums, advertisements, signs, email in a simple and concise form. And based on the theme consists of family, friends, school, work, holidays, parties, leisure activities, schedules, etc.
- b. The ability to make the meaning field of a word is also one of the causes of the low ability to read students. The ability to analyze the meaning field is important in reading or understanding then summarizes and synthesizes the contents of the text.
- c. Insights about culture and tradition that apply to French society, for example, lifestyle, daily activities, events, names of French communication media such as newspapers, magazines, radio, television, etc.
- d. Inability to formulate or paraphrase sentences in French. Paraphrasing or reformulation of sentences in French can be done in several ways, namely: nominalization, *Voix passive ou active* (changing active sentences to passive sentences or vice versa), *particle présent*, or *passé*, use of synonyms or word antonyms.

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These four obstacles can be overcome by developing Web-based learning media that adapt to the needs of students. The development of Web-based écrite Réception (Réception Ecrite) teaching material that



has been carried out is expected to solve student learning difficulties in the Réception Ecrite reading skills course, where the learning media developed meets the following criteria:

2 Learning media must display themes related to A2 reading skills based on the European standard Cadre Européen Commun de Référence pour Les Langues (CECRL) curriculum complete with vocabulary.

b. Media learning must reflect or represent the culture of French society but by not colliding with the culture and noble values of the Indonesian people (still prioritizing local culture and wisdom, especially North Sumatra).

c. Learning media must contain linguistic material that contains the type, form, and grammar by those listed on the European standard curriculum Cadre européen commun de référence pour les Langue (CECRL).

d. Learning media must be designed based on a technology called e-learning, which is currently a trend in the teaching and learning process of the Industrial Revolution 4.0 era so that learners can be motivated and participate actively in the whole process of language learning, especially in the reading skills of Réception Ecrite.

Based on the results of the feasibility test conducted by the validator, it can be concluded that the teaching material that has been developed based on the web meets the four points above.

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## BIODATA

**I. PRAMUNIATI:** Isda Pramuniati is an associate professor for the French Language Education Program at the Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. She holds Doctor in Linguistics from the Universitas Sumatera Utara, Indonesia. Her main research focus and publications revolve in Linguistics, Language Skills, and E-Learning in Language Teaching. She has spoken at several conferences on French Language Teaching and published some articles. These could make her being well-known as the Indonesian's educators on implementing this issue to develop French Language Education.

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