



DEVELOPMENT OF THE FRENCH ELECTRONIC BOOK FOR HIGH SCHOOLS USING KVISOFT FLIPBOOK MAKER

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Abstract--This study aims to develop French E-book learning media for high school level using Kvisoft Flipbook Maker, test the feasibility of the media and find out students' opinions about the media. Based on the results of field observations, it was found that there were no printed books for French students and the average student had economic problems. In the learning process, the teacher uses personal e-books and uses powerpoint so that students need more interesting media because French is difficult to learn. This was obtained based on interviews with teachers and the results of student questionnaires. This study uses the Research and Development (R&D) ADDIE method by developing an e-book that includes 4 French language learning competencies, namely listening, reading, writing, and speaking. The resulting e-books are the same as printed teaching materials, but there are additional video and audio content according to the learning materials. The data analysis technique in this study used percentage analysis. The results of the validation test by material experts on aspects of content feasibility assessment in the form of suitability, accuracy, updating and supporting material are 93% very good category. The results of the validation test by media experts on the aspect of assessing the feasibility of graphics are 93% very good category. The results of the student opinion questionnaire about the media on aspects of interest, subject, language and competency assessment are 94% very good category. So it can be concluded that the French e-book learning media for high school students using Kvisoft Flipbook Maker is declared valid for use in learning French in high school.

Keywords : *Development, French E-book, Kvisoft Flipbook Maker*

INTRODUCTION

In learning French, it includes 4 skills to be acquired, namely listening, speaking, writing and reading. In high school, the four skills cannot be separated in the learning process at each meeting. In this case, the teacher must motivate the students so that they are willing and able to succeed in the learning process. Learning media serve as a learning resource for students to obtain messages and information provided by the teacher so that learning materials can be further improved and form knowledge for students (Nurrita, 2018: 177) . Achieving learning goals does not depend only on teachers and students, but also on facilities that support the learning process, such as books or modules and other media.

The development of science and technology, which is more and more sophisticated nowadays, can be used to create an interesting and fun learning process, such as the development of a medium to support the process of learning. Bretz in Sanjaya (2006: 212) classifies the main characteristics of media into three main elements, namely: sound, visual and movement. In addition, Bretz also distinguishes between telecommunication media and recording media, so that there are eight media classifications. One of them is print media such as modules, books and independent teaching material.

According to Prastowo in Ardiansyah (2016: 749), educational materials are grouped according to their form and function. The form-based teaching material comes in the form of printed teaching material, listening teaching material and listening training material. The teaching material according to the way it works is composed of: non-projected teaching material, audio



teaching material, video teaching material and computer teaching material. Depending on the period, educational material may not only come in the form of books, but can also come from the Internet or other sources in the form of journals, articles, electronic books (e-books) and electronic modules which facilitates students access to various materials.

E-book is a learning tool which contains material, methods, limits and means of assessment which are designed in a systematic and attractive way to achieve the objectives of the electronic learning process. According to Shiratuddin (2003), e-books are defined as follows: e-books are textbooks that are converted to digital format, e-books also have the meaning of a learning environment that has applications containing a database multimedia resources that store multimedia presentations on topics in a book.

Kvisoft Flipbook Maker is an application which supports learning media which will help you in the learning process, as this application not only fixate on handwriting, but can include motion animation, video and speech. audio that can be an interesting interactive learning medium. so that learning is not monotonous. So the eBook using Kvisoft Flipbook Maker can be accessed offline and don't have to pay a lot of money as they are in software files. From the results of an interview conducted by a French teacher at MAS Yaspi Medan revealed that in the learning process the teacher used printed textbooks compiled by a French teacher at Sumatera Utara high school and excellent manuals compiled by the IFI Collaboration Compilation Team.

By delivering materials during the learning process, the teacher explains the use of media which tend to be monotonous such as video and audio. It can be concluded that the teacher used media in the learning process, namely printed books and featured books. This printed book has an attractive cover design and includes many varied exercises. However, this book does not cover all four language learning skills as there is no video or audio in the book. While great books have made use of the technology, namely books in PDF format and there are videos, access to videos is still online.

Based on the above problems, it can be concluded that the medium used still needs to be developed to make it more attractive. Therefore, the researcher will develop French electronic book (e-book) educational material using Kvisoft Flipbook Maker. This e-book includes 4 language learning skills, namely material explanations, videos, audio and exercises accessible offline to facilitate the task of the students and make the learning process more interesting.

RESEARCH METHOD

This research refers to one of the development models, namely ADDIE. The ADDIE Development Model is a learning design model based on an effective and efficient system approach and interactive process, that is, the assessment results of each phase can bring the development of learning to the next phase. The end result of one phase is the initial product of the next phase. The ADDIE model procedure is described as follows,

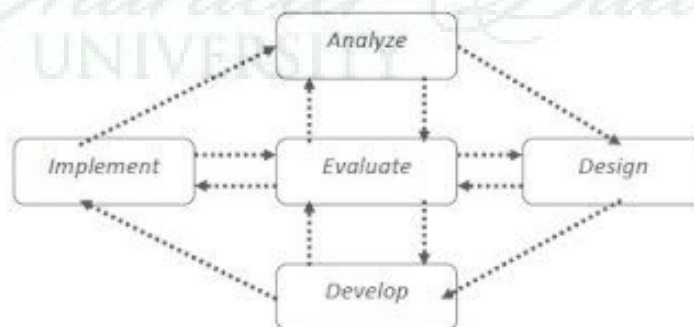


Figure 1. The ADDIE development model (Branch, 2009)



This model consists of 5 steps. The first stage, analysis was carried out by defining the pedagogical problems, the pedagogical objectives and the learning objectives. At this stage, observations were made, a needs analysis questionnaire and interviews with teachers. It is about analyzing and identifying the problems. Then, design is a stage with assessment instruments, exercises, content and analysis related to learning materials, learning plans and media selection. Third stage is development. At this point, the creation and merging of the content assets that were designed at the design stage is done. At the storyboard stage, content writing and graphic design are required. Activities carried out at this stage include the creation or collection of data and the necessary supporting media, using the power of the Internet or electronic media to present information in various multimedia formats so that it can meet the multimedia needs developed. to meet the needs of students. In addition to collecting material, at this point a beta version of the media is being created.

Afterwards, Implement is the stage of carrying out the plans that have been made. The aim of the implementation phase is to prepare the learning environment and to involve the students. At this point, product testing is carried out as a group. At this point, tests are conducted to determine student responses and can provide an assessment of the quality of the student product developed. The trial was conducted on 10 to 20 student participants who may represent the target population. Finally, Evaluation consists of evaluating the quality of the educational products and processes, before and after implementation. Common procedures associated with the assessment phase are associated with determining assessment criteria, selecting appropriate assessment tools and conducting assessments. From the image above, we can see the ADDIE procedure from scan to evaluation. However, in this study, the research procedure was limited to the small group implementation stage.

This research was conducted at MASYASPI Medan. This research was conducted at MASYASPI Medan Labuhan using observation, interviews and questionnaires. In this study, the instruments used were assessments for media experts, assessments for material experts and survey questionnaires for students. The data analysis techniques used in this study are as follows (Anas Sudijono, 2012:40)

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

Explanation :

P = Percentage of score

f = the number of scores obtained

N = the maximum number of scores

Table 1. Level of achievement (Sudjana, 2005)

Achievement Level	Qualification	Explanation
90% - 100%	Very well	No need for revision
75% - 89%	Well	No need for revision
65% - 74%	Enough	Revised
55% - 64%	Less	Revised
0% - 54%	Very less	Revised

Based on the above table, we can rank the percentage score according to the achievement qualification level.

FINDINGS AND DISCUSSION

The first step carried out before developing the e-book media, namely collecting information to analyze the problems and needs in the field. This data collection was done by carrying out field observations, interviews with the French teacher and the delivery of questionnaires to the students.



Field observations were carried out at MASYASPI Medan in class X IPA learning French. From the results of this observation, it can be concluded that there is no French-language book that supports students during learning. Teachers use personal teaching materials obtained from the Internet and teaching and learning experiences. In addition, students also still have difficulty in purchasing other subject books due to economic factors.

The next step was to conduct interviews with the French teacher at MASYASPI Medan. With a few questions asked by the teacher, information is obtained which helps in media development. Based on the interviews obtained the following results that teachers used teaching materials but did not receive the maximum response and results from the learning process.

The development of e-book materials uses the ADDIE model which includes 5 stages. The first step is the analysis of the problem which has been carried out and described previously. The second step is to create a material design that will be converted to media. The material is designed on the basis of the French program for class X Curriculum 2013 of the Ministry of Education and Culture. The third step is the development of the medium that will produce the product. Here are the results of the media development that was carried out:

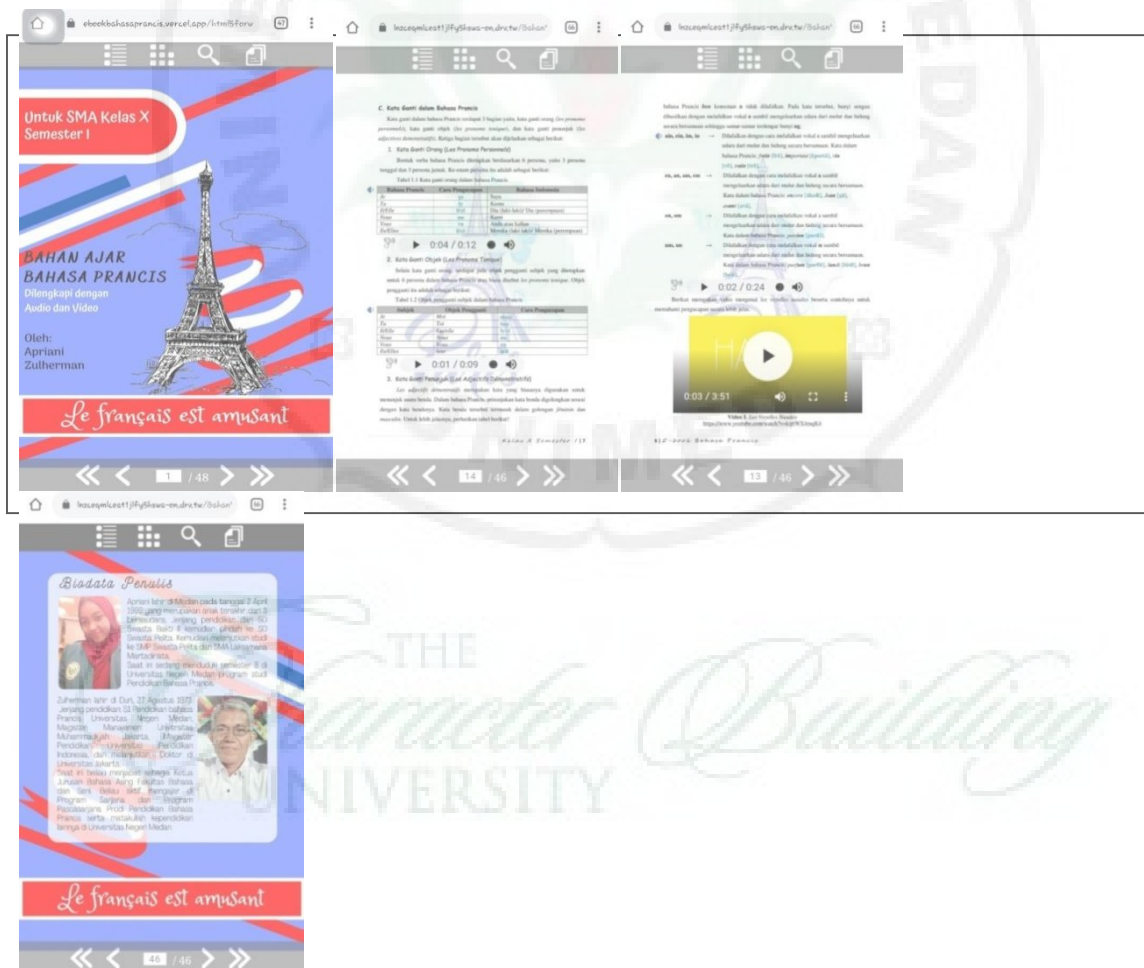


Figure 2. Le résultats du développement de media

Before proceeding to the next step, the material and media have been validated by materials expert and media experts. The material is evaluated based on the feasibility aspect of the content. There are 4 indicators to assess this aspect, namely suitability of material with SK and KD,



accuracy of material, learning aids and updating of material. The following are the results of the material expert's assessment:

Table 2. Material expert assessment results (BSNP, 2008)

No.	Aspect	Score
1.	Material correspondent SK and KD	15
2.	Material accuracy	30
3.	Learning material supports	29
4.	Material updates	14
Total		88

Based on the evaluation of the materials experts, the following percentages were obtained:

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

$$P = \frac{88}{95} \times 100\% = 93\%$$

The percentage result obtained is 93% and qualified very well with description no need to revise. Le media est évalué sur la base de l'aspect de la faisabilité graphique avec 3 composants, à savoir la taille, la conception de la couverture et la conception du contenu du livre électronique. The following are the results of the media expert's assessment:

Table 3. Media expert assessment results (BSNP, 2008)

No.	Aspect	Score
1.	Module size	5
2.	Module cover design	24
3.	Module content design	73
Total		102

Le résultat en pourcentage obtenu est 94% et qualifié très bien avec description pas besoin de réviser. Once the materials and media are valid, the next step is implementation. The implementation is done by testing the media in small groups. Based on the student's assessment, the following percentages of results were obtained:

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

$$P = \frac{2441}{26} \times 100\% = 94\%$$

The percentage result obtained is 94%. It can be concluded that e-book media are easily accessible by students via smartphones and that students respond well to e-book media.

CONCLUSION

Development of the Lycée Français e-book using Kvisoft Flipbook Maker was done using the ADDIE development method. The first step is the analysis of the problem with observations, interviews and questionnaires. The second step is to design material based on the program and design e-book supports using Kvisoft Flipbook Maker covering 4 language skills, namely reading, listening, writing and speaking. The third step is to develop the design and validate the materials and medium. The fourth step is to test the eBook in small groups as part of classroom learning.

The French high school e-book media using Kvisoft Flipbook Maker has been validated by experts. Materials validation results show 93% percentage value by category very well on aspects of assessing the feasibility of content in the form of suitability, accuracy, updating and supporting material while the media validation displays the 94% percentage value by category very well on the aspect of assessing the feasibility of the graphics. Based on the validation results, it can be concluded that the French high school e-book media using Kvisoft Flipbook Maker is valid or feasible.



After the validation step, the French e-book media using Kvisoft Flipbook Maker was tested on students in small groups. This process is done by asking students to try to access media on their respective smartphones. The results of the student responses show the percentage value 94% by category very well on the assessment aspects of interest, subject, language and competence. Based on these results, it can be concluded that the French e-book media using Kvisoft Flipbook Maker can be viewed and used by the students.

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