DEVELOPING FRENCH READING E-BOOK BY
Documents authentiques MODEL

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AUTHORS' CONTRIBUTIONS

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ABSTRACT

This research and development aimed to design an interactive French e-book learning resource for learning of reading *réception écrite avancée* to meet the purpose of implementing the Independent Learning – Independent Campus (Merdeka Belajar – Kampus Merdeka) curriculum. This French E-book development research applied the research and development design by Borg and Gall through five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The e-book Learning resources for teaching *réception écrite avancée* were able to be installed into laptops and mobile phones for online or offline practices. The provided text-based teaching materials based on understandable *documents authentiques* developed in accordance to the French language teaching and learning guidance-plan through themes about *faits divers, annonces*, *contes, santé*, *bande dessinée*, *video clip de chanson* and *achats* which supported through videos, quizzes, animated pictures, exercises to strengthen vocabulary grammar and French pronunciation practices. The e-book was designed by utilizing a *Flip PDF Professional* application supported by the Canva and the narrator's voice application. The questionnaire for collecting the need analysis of the students was by employing Google form for 20 students of the French Education study program. The e-book feasibility for obtaining data was through validation instruments and questionnaires. The validation results by material experts obtained in stages 1 and 2 were on the average value of 91.67% as a mean of very good. The validation results by media experts obtained in stages 1 and 2 were on the average value of 90% and translated as very good. The results of student responses to the development of e-books obtained on the average score of 90,62% and students' reading test results gained a score of 82.04% including pretest results 65.75% which showcased significant progress in student learning outcomes after using e-book learning resources. Therefore, this research on the development of the French e-book to teach reading in REA was concluded to be valid and met the criteria in terms of content and development. The results also showed that it was suitable to be applied in the REA learning program.

Keywords: *Development; French e-book; réception écrite avancée; curriculum; MBKM.*

1. INTRODUCTION

Building 21st century skills is one of today's educational challenges, including challenges related to information and communication technology literacy skills, critical thinking skills, problem solving skills, communication skills effective communication skills and collaboration skills. Education in the current

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digital era forces teachers to be able to operate computers/laptops, tablets and/or Androids and innovate in order to provide a new atmosphere in the learning environment because education is a gateway for anyone to receive knowledge in order to improve human resources to be more quality [1].

One of the ways to improve the quality of education is through the transformation of the curriculum at all levels of education, including in universities which currently use the Independent Learning – Independent Campus (Merdeka Belajar – Kampus Merdeka or MBKM) as a policy of the Ministry of Education and Culture through 8 (eight) Main Performance Indicators (IKU), namely 1) Graduates Get Decent Jobs, 2) Students Get Off-Campus Experience, 3) Lecturers Have Activities Outside Campus, 4) Practitioners Teach On-Campus, 5) Lecturer's Work Results Are Used By The Community Or Get International Recognition, 6) Collaborative Study Programs with World Class Partners, 7) Collaborative and Participatory Classes, 8) International Standard Study Programs [2].

Learning *réception écrite avancée* (REA) or reading skills as one of the four French language skills is a primary activity to obtain and master information from a written text because when reading occurs the transfer of information into the learner's language. As stated by the French Ministry of Education (*Ministère de l'Éducation*) from Saskatchewan (1999) that *lire, c'est construire le sens d'un texte* (to read is to construct the meaning of a text) that reading is building the meaning of a text [3]. In addition, through reading there is also the development of mastery of vocabulary, grammar and discourse of the foreign language being studied. Reading skill is one of the language skills needed in order to understand a text. Understanding of foreign language texts requires readers to not only have linguistic skills (*competence linguistique*) but also the ability to interpret the culture and topics being reviewed (*compétences culturelles et référencielles*).

The use of good learning methods will affect the learning process and will create a classroom atmosphere where students are more enthusiastic in learning. The choice of learning method will affect the type of media that will be used by the teacher, for example, textbook learning resources which are also media in learning. can attract the attention of learners and help them in learning so that they will better understand what is being learned, and learning becomes more meaningful. However, the implementation of learning to read French in the REA course for students in the French education study program shows an unfavorable phenomenon which is

the reason why development research is needed in this REA course.

First, learning to read in the classroom which is carried out virtually still uses the lecture method which is often dominated by the teacher and is one-way in nature, question and answer sessions and assignments are given after the text material is read, students seem not creative in expressing their conclusions about the text material given. Second, students who are active during the learning process are only 2 or 3 people while other students look less enthusiastic because they tend to find it difficult to find their own linguistic and cultural concepts to be studied through the text given by the teacher due to the limited basic knowledge of grammar and lexical contained in the text. . Another problem is the improper pronunciation and intonation when reading the text due to the lack of basic knowledge of students to the French sound system which is very different from their first language.

Third, the textbook used in learning is only a printed book Tendances A2 published by CLE International which consists of *Livre d'Élève* and *cahier d'Activités* (Student Book and Activity Book) equipped with a CD.

These printed books are usually used for learning the four language skills in an integrated manner and are not focused on reading comprehension skills (*réception écrite*) so that teachers often have to provide supporting text material at each meeting so that learning objectives are more optimally achieved. However, this method seems to be less effective, because the material has not been systematically arranged, it is less varied, students have difficulty when they have to study independently.

Some of the problems observed above result in low student motivation in learning, they are passive, seem bored, have low fighting power, and tend to be unmotivated and have difficulty understanding lessons, whereas the use of varied teaching materials can be done in creating good learning [4]. The use of interactive e-books in REA learning is a learning resource that combines material text with other media supports such as the presence of images, animations, videos, and easy navigation. Learning resources that developed in this research are packaged in digital form.

a. What is the process of developing an interactive French e-book to improve learning outcomes of RÉA?
b. How is the feasibility of an interactive French e-book to improve learning outcomes of RÉA in the application of MBKM?

c. How effective is the French interactive e-book to improve learning outcomes of RÉA in the application of MBKM?

2. THEORETICAL REVIEW

2.1 e-book Learning Resources

The e-Book (or electronic book) is a type of electronic book in the form of softcopy that can be opened electronically via computers, laptops, *Tablette* (tablet) and mobile phones. E-books can be in the form of files with various formats. There is an html that can be opened by browsing, there is also a pdf that can be opened with the Acrobat Reader program or the like. Learning resources can be in the form of books, print and electronic media, natural surroundings or other relevant learning resources [5]. Along with technological developments, the use of Information and Communication Technology (ICT) in learning is expected to increase the efficiency and effectiveness of learning [6].

Utilization of ICT in learning can be applied to the development of learning resources, one of which is an e-book or digital book which is an electronic version of a printed book which generally consists of a collection of papers containing text or images. An e-book is a form of book in a digital version, which can be read on a personal computer or handheld device designed specifically for a particular purpose, for example for learning. The files that are often used for packaging e-books are *pdf*, *exe*, *word*, *html*, *txt* and others. But the famous e-book is in the form of a pdf file because it is more practical and easy to make. Another advantage of pdf files is that they are small, easy to read and easy to print. The purpose and function of e-books is an alternative source of learning, e-books are different from printed books because they can contain multimedia content in them so that they can present more interesting teaching materials and make learning more fun [7].

2.2 Reading Skills (*Réception écrite*)

The term reading is referred to as a process of combining information from a text and the background knowledge of students in order to construct meaning. In building this meaning, students need reading skills, which is a skill that students have in themselves so that they are able to apply them in an action as an implementation of their knowledge and cognitive language skills. Reading is the second receptive language activity after listening [8]. With sufficient reading comprehension, people will easily get information from various written sources because understanding reading content is the main goal in reading activities. Therefore, the results of reading activities in the form of reading comprehension activities are determined by the method used to read.

Reading skill is one of the language skills needed in order to understand a text. "Understanding a foreign language text does not only require the reader to have linguistic competence but also cultural competence. Reading is often said to be a passive language skill."[9]. "In acquiring a second language, many people think that reading and listening are second skills after speaking and writing."[10]. Understanding French texts as a foreign language for Indonesians requires students to not only have linguistic skills (*compétence linguistique*) but also the ability to interpret the cultural content and topics studied (*compétences culturelles et référentielles*). In a text there are components of the subject matter of the text (*sujet du texte*), the background for writing the text (*arrirère plan*), and an understanding of the cultural context that students need to master both from the pronunciation system and from the point of view of the grammatical system so that information acquisition can be explored more deeply from the point of view of the text. text.

The purpose of reading courses in general is that students can have not only skills in practicing reading comprehension techniques but also have the ability to: 1) analyze texts systematically through mastery of French question words; 2) understand not only the language context but also the cultural context contained in the text; and 3) re-expressing the contents of the text orally and in writing in the form of a summary (resume). The website www.iidris.fr also states that "*Compréhension écrite est l'aptitude comprendre interpreter un code écrit qui transmet des idées, des concepts ou des émotions*" (reading comprehension is an attitude to understand and interpret a written symbol that expresses ideas, concepts or feelings).

Reading skills require various abilities, not only in aspects of language skills, grammar and vocabulary, but also the ability to analyze the documents being studied. Meanwhile, on the website http://www.ib.refer.org it is stated that "*L'objectif de la compréhension écrite est donc d'amener notre apprenant progressivement vers le sens d'un écrit, comprendre et lire différents types de texte*" (the purpose of reading comprehension is to direct our students to understand the meaning of an article and to read different types of texts).

"Reading comprehension is essentially a reading activity to understand the contents of the reading, both implied and expressed, so that the main goal is to

produce effective readers" [11]. From the various definitions above, it can be concluded that reading comprehension is a reading activity to understand the whole reading material, to analyze, and evaluate the meaning contained in the text.

2.3 Authentic Documents (*Documents Authentiques*)

Documents authentiques (DA or authentic documents) are objects (printed items or essays) that can be trusted for their authenticity which can be used as learning resources and learning media in the teaching and learning process. "In French language learning, authentic documents have a very important role in the process of learning foreign languages." [12]. Authentic documents are documents that were not originally designed for language learning but are more of a main supporting part that presents or provides activities for students to develop their linguistic and cultural skills (*ils font partie des principaux supports permettant de proposer diverses activités aux apprenants afin de dépelopper leurs compétences linguistiques et culturelles*) (they are one of the main supports making it possible to offer various activities to learners in order to develop their linguistic and cultural skills), for example, articles in magazines, excerpts from radio or film texts, photos, travel brochures.

The DA on French language learning are used as communicative purposes. "*Dans une approche communicative de l'enseignement/apprentissage des langues, l'importance des documents authentiques est soulignée car ils ont été conçus dans un objectif communicatif et non pour seulement illustrer l'usage d'un les particulier de aspect apprenants les trouvent pour cela probablement plus motivants que les documents conçus pour l'enseignement de la langue*" (In a communicative approach to language teaching / learning, the importance of authentic documents is emphasized because they have been designed with a communicative objective and not only to illustrate the use of a particular aspect learners find them for. this is probably more motivating than the documents designed for teaching the language) [12].

The statement above explains that in a communicative approach to language learning, the importance of the DA must be underlined or considered because document authenticity is used as a communicative purpose and not only as an illustration or description of certain aspects in the target language. The goal is that students are more motivated and interested in DA than documents that have been designed for language learning in general. This is the purpose of using DA, which is to make students interested in using DA in language learning and not only interested in

documents that have been designed in learning. The DA have illustrations that can make students feel interested and have a high curiosity about original or actual texts or articles, for example, magazine articles, radio excerpts or film dialogue texts, photos, comics, travel brochures and other texts. others that are often encountered in everyday life.

Several examples that include DA, including text of activity schedules, school bulletins or magazines, song texts: cassette tapes, CDs, video clips, advertising texts: radio or television recordings, weekly magazine advertisements, television program broadcasts: television news recordings, drama series, games, interviews, documentaries, debates, weather reports, article texts, poems, comics, youth magazines, newspapers or newspapers, news magazines, TV magazines, film or cinema dialogue texts, plays, music, tests , quizzes (related to psychology, culture, vocabulary) can be found in magazines, advertisements (home, work), CV, job application letters, motivation to work - map of France, map of Indonesia - brochures, tourist information, maps, postcards, posters - menu lists, restaurants and cafes - catalog of orders from correspondence - itineraries for trains, buses, metros - photos - Others: metro tickets, cinema tickets, train tickets, Euro currency [12].

The use of DA in learning has an advantage or benefit, namely that students can recognize and know the authenticity or real form of documents or objects mentioned above so that they can add new knowledge to students who previously thought it was normal. The use of DA can stimulate students to be more active. The DA used in learning are DA related to the learner's subject matter, namely text discourse, dialogue or written text with illustrated images of the text content so that in learning reading skills students will be interested in reading the text accompanied by videos, illustrations. With the appearance of an attractive DA, it can encourage them to more quickly understand the material presented while reading and students are also more creative in answering questions given by the teacher after reading. So that by using DA, learners are more active in learning French.

2.4 MBKM Curriculum

In order to prepare students to face changes in social, cultural, world of work and rapid technological advances, student competencies must be prepared to be more responsive to the needs of the times. The MBKM is the freedom of learners to explore knowledge from various sources and think creatively. In addition, the MBKM policy, which is a policy of the Minister of Education and Culture, aims to

encourage students to master various sciences that are useful for entering the world of work. In the perspective of the world of education, students are taught to be able to learn and master the content of the lesson until it reaches the specified object (cognitive aspect), can also experience changes in attitude (affective aspect), and have skills (psychomotor aspect). Therefore, universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant. The *Kampus Merdeka* is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of students.

A good learning design, supported by adequate facilities, coupled with the creativity of the teacher will make it easier for students to achieve learning targets. Therefore, teachers are required to create diverse learning that is able to generate learning potential and the imagination and creativity of students. Learners who have high motivation are supported by teachers who are able to facilitate that motivation which will lead to the successful achievement of learning objectives. Quality learning is highly dependent on the motivation of the learner and the creativity of the teacher. Learners who have high motivation supported by teachers who are able to facilitate this motivation will lead to the successful achievement of learning targets. Learning targets can be measured through changes in attitudes and abilities of learners through the learning process.

Through the MBKM curriculum policy, each institution is expected to carry out a higher education transformation that is in line and in harmony with 8 (eight) KPIs, namely 1) graduates get decent jobs, 2) students get off-campus experience, 3) lecturers have activities off-campus, 4) practitioners teach on campus, 5) lecturer's work is used by the community or get international recognition, 6) study programs in collaboration with world class partners, 7) collaborative and participatory classes, 8) study programs with international standards.

2.5 e-book for Reception Écrite Course

"Learning resources can be in the form of books, print and electronic media, natural surroundings or other relevant learning resources." [5]. Along with the development of technology, the use of Information and Communication Technology (ICT) in learning is expected to increase the efficiency and effectiveness of learning. Utilization of ICT in learning to read French can be applied to the development of learning resources that are combined with ICT, namely e-books or digital books that contain various materials through text discourse in DA. "*Documents authentiques, au sens le plus complet du terme, permettant de nombreuses utilizations et exploitations pédagogiques, et devenant une riche source d'activités* (utilization of authentic documents which are rich sources of learning activities can motivate students to more active) [13].

The DA material used in learning relates to subject matter related to material text discourse, including *faits divers*, *annonces*, *contes*, *santé*, *bande dessinée*, *video clips de chanson* and *achats* (news, announcements, tales, health, comics, song music videos and purchases) texts and others that will attract students' interest and motivation in learning because of the discourse texts used. given in an interactive e-book containing explanatory material which is divided into sub-sections of material, images, videos, interactive animations, sample questions, practice questions and discussions, material summaries and evaluation questions. With the attractive appearance of DA, it can encourage students to more quickly understand the material presented while reading and students are also more creative in answering questions given by the teacher after reading.

3. RESEARCH METHODS

This study uses the Borg and Gall development research approach. "The design is limited only to the 5th stage, namely (1) research and data collection (research and information), (2) planning (planning), (3) product draft development (develop preliminary form of product), (4) field trials preliminary field testing, (5) revision of the test results (main product revision)." [14]. In principle, the development of this learning tool uses this framework with the necessary adjustments. Based on the results of the analysis, a prototype draft of e-book-based teaching materials was designed. The prototype of the resulting e-book-based teaching materials was validated by two validators. Validation activities are carried out in written form and discussion (in the form of a cyclical process) until a condition is reached where all validators believe that the e-book-based teaching materials developed are valid in terms of content (content validity) and learning flow (construct validity), and are feasible. to be tested. After the validation process with the validator, revisions were made to the prototype of e-book-based teaching materials.

The research on the development of this French e-book is focused on making the REA reading learning device product using the research and development (R&D) design of Borg and Gall.

3.1 Information and Data Collection

The information gathering stage is carried out through a series of preliminary activities in REA learning. These activities can be explained as follows: At this stage, the identification of student needs in the REA is done using a questionnaire via Google Form. There are two types of questions asked, namely closed and open questions which were analyzed qualitatively and quantitatively. Based on the results of the questionnaire, several descriptions of the needs of students in semester 4 of 2019 French Language Education Study Program, State University of Medan were obtained who took the REA.

The results of the analysis of student needs through 11 questions with closed answers (*questions fermées*) Yes - No illustrates that 100% of students like REA lecture materials, 73% of students state that REA courses are courses with material that is difficult to understand, as many as 30% of students feel happy learn only by using textbooks, 75% of students stated that they obtained learning through modules, or textbooks to understand lecture material and had studied using other media (audio, visual, or audio-visual), 62% of students responded related to the teaching materials used already enough to understand REA courses, 100% of students feel happy if REA lectures are presented using various learning sources, 100% of students need additional learning materials to support learning REA courses, 100% of students respond that they need learning by using e-book media with integrate DA as displays transcription of text, images and videos or material in more detail/real interesting, 20% of students stated that they had used e-books in REA courses, 100% of students stated that REA learning using e-books would be interesting and motivating in learning. The development of e-books based on the results of the validation of material experts and media experts (Alpha test) show that the French reading e-book of REA comprehension has reached an average score of 90.83 (very good). Some suggestions and inputs are related to revisions from material experts in the form of improvements to practice questions so that they are proportional to the level of learning achievement and the placement of each component in the material is more systematic. Meanwhile, media experts suggest that the cover of the book should be designed more attractively, provides clear colors and backgrounds for each page and each letter can be read; they also suggest to change the audio quality of the sound used according to the characters in the images, to avail dialogues and change the appearance of the text to make it more attractive.

Based on the results of open-answer questions, all students stated that REA learning needed to be developed because the learning gained so far was only centered on the lecturer in charge of the course, 75% wrote that the material presented did not vary, only from the Tendance 2 printed book, 80% stated difficulties in reading because there is no pronunciation correction, 100% of students write down the need for learning support media that can overcome difficulties in understanding text and how to pronounce sounds, words, and sentences correctly.

The conclusion of the results of the analysis of the data collected can be described that the e-book learning media as a supporter of the REA course contains DA which is very necessary for increasing reading competence in accordance with the French language system. In addition, students' needs for varied learning media can answer student needs through reading e-books as an alternative solution to problems in REA courses.
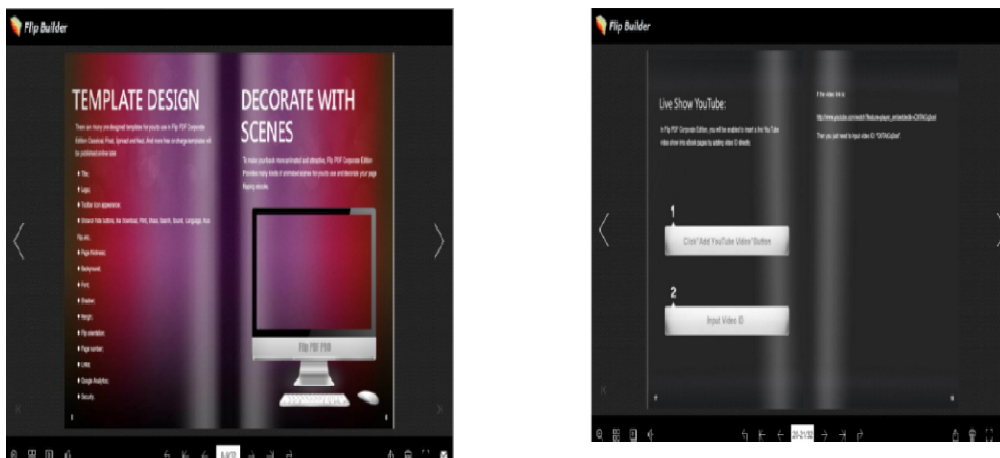

Fig. 1. Demo view of Flipbuilder

3.2 Learning Media Development Planning

3.2.1 Concept analysis

At this stage, the plans and concepts of instructional media will be developed through the analysis stage. There are several criteria that are built as the basis for the design and concept of media that will be developed after identifying student needs. The first criterion is that learning media developed using DA text material must be able to measure students' reading ability, secondly, the media created must be adapted to the availability of electronic devices owned by students such as Android, iOS or Windows so that the features installed in the e-mail can be used. book can be operated properly, thirdly, e-book media must be able to be operated online and offline so that students can use it without being hindered if there is no internet network.

The development of an e-book designed to support REA learning is produced using the Flip PDF Professional application by integrating *flipbuilder*, narrator's voice, and the Canva application to create e-book design templates, as a supporter of the program to make it easier for students to read authentic document texts while listening to native speakers' voices in reading. sentence by sentence. In addition, images, videos, phonetic correction, animations, etc. are available. The following is a demo display of *Flipbuilder* which is software from Flip PDF Professional:

The design for the development of a French e-book that can improve the reading competence of 4th semester students of the French Education study program involves material experts and media design experts. The reading text material is prepared in accordance with the REA learning e-book development plan with material according to the RPS

using DA in the form of fairy tales (conte), dialogues about health, news articles, newspapers, faits divers, song video clips, comic texts, etc. The following is an example of the design of teaching materials with Introduction to the French sound system. In the first stage, the researcher designed the material for each lesson according to the systematic preparation of textbooks into words, as shown in Fig. 2.

The second stage, the materials in word form is arranged into several pages as shown in Fig. 3

The third stage, through the design above, then grouped the necessary parts into several schemes with the aim of making it easier for students to understand the material to be taught. The material that has been compiled is adjusted to the systematics, then it is convertd into PDF from, then inserted into the professional Flippdf application as shown in Fig. 4.

The fourth stage, then the audio installation is carried out to listen to the sounds of letters, words and sentences from the material text using the narrator's voice which will make it easier for students to read the French text that is pronounced correctly as shown in Fig. 5.

3.2.2 Development

At this stage, the e-book media design will be validated by material experts and media experts, the aim of which is that e-book learning media can be developed and their effectiveness determined. The validation instrument used is a questionnaire. After validation of the product design, it will be seen the shortcomings of the product design which will be corrected based on suggestions and input from the expert team before being tested on students. Some of the results of the display of the e-book designed using Flip PDF Professional can be seen as follows.
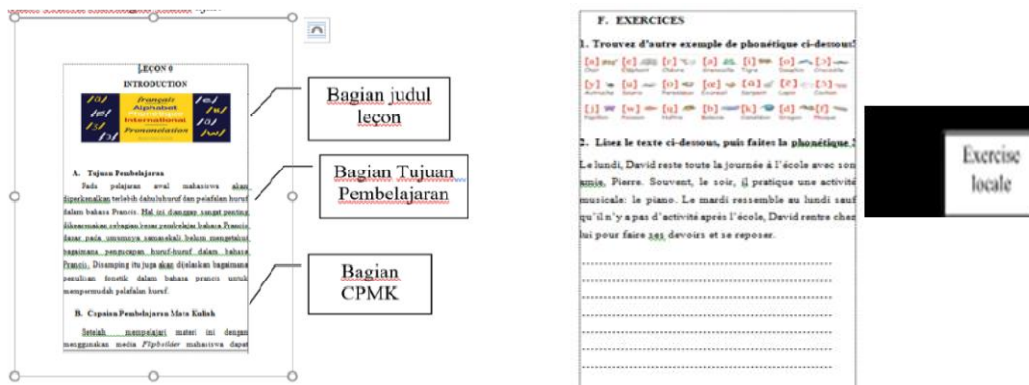

Fig. 2. Systematics of preparing textbooks

Fig. 3. Display of e-book design in word

Fig. 4. Display of the e-Book materials design with the Flip PDF professional application
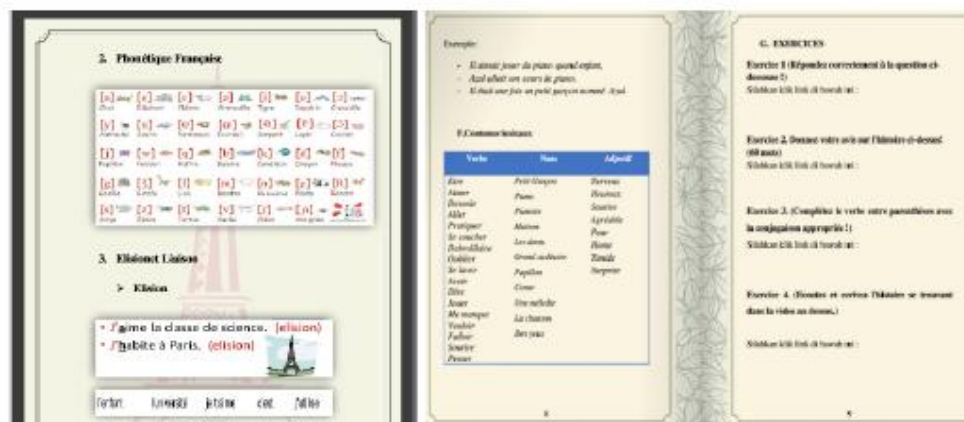

Fig. 5. Display of e-book material design with the Flip PDF Professional application

The feasibility of the e-book as a learning resource for REA was obtained through the validation of material experts in stages 1 and 2 with an average value of 91.67% including the criteria of "very good" and the results of the validation of media experts in stages 1 and 2 obtained an average value of 90% with the criteria "very good". The results of the e-book trial to students through a questionnaire obtained an average value of 90.62%. Furthermore, product revisions were carried out based on suggestions and input from experts so that e-books were considered very good and suitable for use as learning media in the form of digital books reading to students. 2. The conclusion of the e-book development research illustrates that the e-book reading REA has met the valid criteria in terms of content and construction and is very feasible to be used in REA learning. The results of the student's reading skills test obtained a pretest score of 65.75% and post-test 82.04%. Thus, it can be seen that there is a significant increase in student learning outcomes before and after using e-book learning resources

3.2.2.1 Front cover display

The cover is the first part that appears when the e-book media is operated. The front cover page consists of the title, author, images related to the contents of the book.

Fig. 6. E-Book Front Cover

3.2.2.2 Introductory page view

The introduction page is an introductory page that must be made before the main page. This page consists of *Préface* and *Sommaire*.
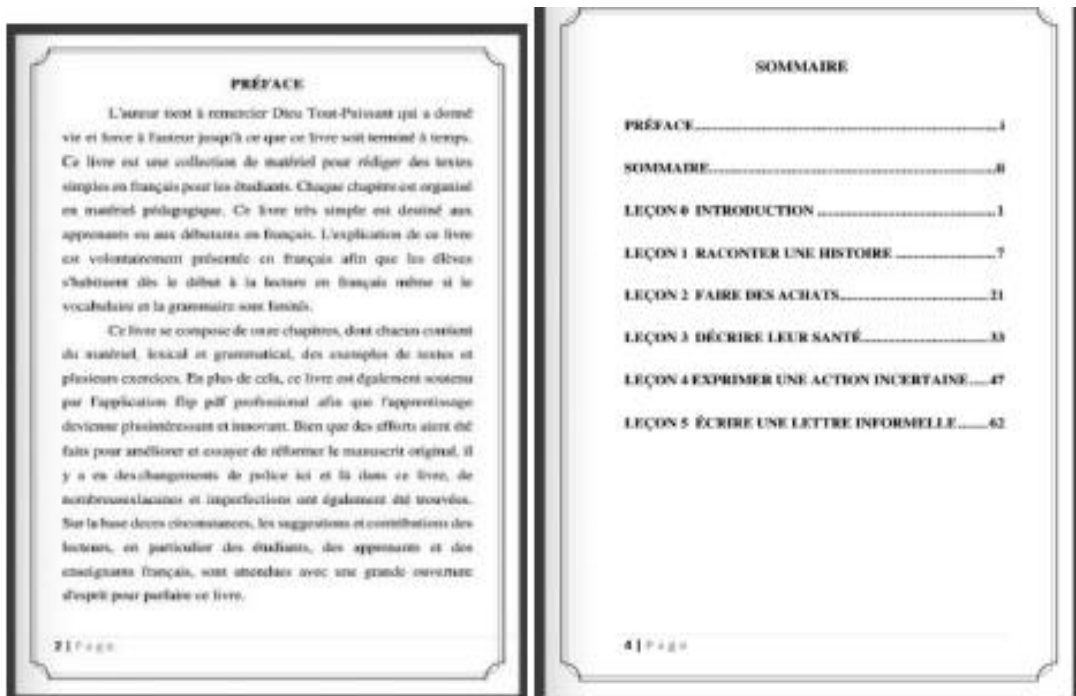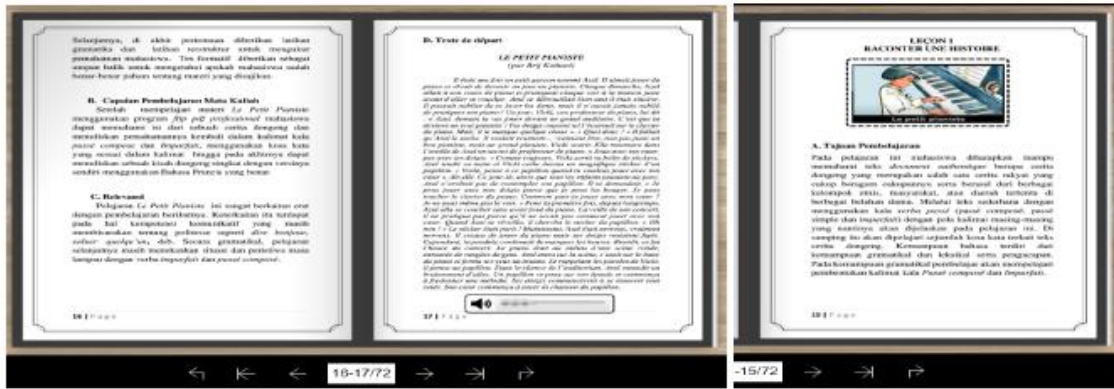

Fig. 7. Introduction Page

Fig. 8. Main page view with Flip PDF Professional and narrator's voice

Fig. 9. The final page of the REA e-Book

3.2.2.3 Main page view

The main page is a page that contains materials adapted from the RPS (Semester Learning Plan) for REA courses. This page contains material objectives, relevance, implementation of learning, initial text, grammatical content, lexical content, phonetic correction, exercises, quizzes, etc.

3.2.2.4 Closing page view

The cover page is the last part of the e-book. This page contains references and bibliographies that are useful for information resources contained in all learning materials.

After the development of an e-book using DA in REA learning using Flip PDF Professional is carried out, the next e-book product will be given to experts for validation. Based on suggestions and input from material and media validators, improvements or revisions will be made to produce product feasibility before being tested on students. At the development stage, researchers will validate this REA digital book to material validators and media validators (alpha test) before finally being tested on students. This trial involved 20 French students in the French language education study program (beta test).

3.2.3 Validation of e-book material as learning resource for REA

The development of e-books as learning resources was validated by learning material experts using an evaluation table that provides an assessment based on 3 aspects, namely: material suitability, affective impact, and pedagogic aspects which have 12 indicators, namely: (1) material suitability; (2) The systematic accuracy of the preparation of the material; (3) The suitability of the material with the ability of students. (4) The accuracy of the scope of the material; (5) Completeness of materials; (6) Quality of material presentation; (7) The suitability of language style with students; (8) The ability of the material to provide space for students to respond; (9) The proportion of practice questions; (10) Systematic practice questions; (11) The suitability of practice questions; (12) Availability of relevant sources. Alpha tests will be carried out several times until the French e-book product using documents authenticity in REA learning can meet all the assessment indicators from material experts and media experts. While the validation of the e-book as an interactive learning resource media will be validated by a learning media expert, namely Surya Masniari Hutagalung by using the evaluation table.

Alpha tests will be carried out several times until the French e-book product using documents authenticity in REA learning can meet all the assessment indicators from material experts and media experts. After the e-book product was revised based on the assessment of material and media experts, then a trial was carried out on the REA e-book as a medium or source of learning to 20 respondents of 4th semester students of the French Language Education Study Program, State University of Medan. Before giving an assessment, respondents were given a brief explanation of the testing procedure and how to use the e-book that was installed on their respective laptop or iPad or smartphone device. After that, the respondents filled out a questionnaire to provide assessments, suggestions, and comments on the e-book learning resources being piloted

4. RESULTS AND DISCUSSION

4.1 Validation Results of Material and Media Experts

Validation is carried out to find out whether the application can meet the 12 predetermined indicators such as the suitability of teaching materials with lesson plans, systematic accuracy of material preparation, suitability of material with student abilities, accuracy of material scope, completeness of material, and quality of material presentation, suitability of language style with students, the ability of the material to provide space for students to respond, the proportion of practice questions, the systematics of practice questions and the suitability of practice questions as well as the availability of relevant sources. The results of the validation of material experts in stages 1 and 2 obtained an average value of 91.67% with the criteria of "very good". Meanwhile, the results of the validation of media experts in stages 1 and 2 obtained an average value of 90% with the criteria of "very good", through several indicators, namely the neatness of the display on the e-book, the accuracy of the color selection used, the accuracy of the image selection, the accuracy of the video selection. used in e-books, accurate selection of supporting media, selection of digital image sizes, can be used on various laptops/computers/androids, availability of question links, and ease of use.

The results of the validation of material experts and media experts (Alpha test) showed that the e-book reads French REA comprehension with an average score of 90.83 (very good). Some suggestions and inputs as revisions from material experts in the form of improvements to practice questions so that they are proportional to the level of learning achievement and the placement of each component in the material is more systematic. Meanwhile, media experts suggest that the cover of the book should be designed more

attractively, provide clear colors and backgrounds for each page and can be read by each letter, change the audio quality of the sound used according to the characters in the images and available dialogues and change the appearance of the text to make it more attractive. The alpha test was carried out several times until the French e-book

product using DA in REA learning could meet all the assessment indicators from material experts and media experts.

Suggestions and inputs from media and material experts can be seen in Fig. 10 below as a revision of the REA e-book.
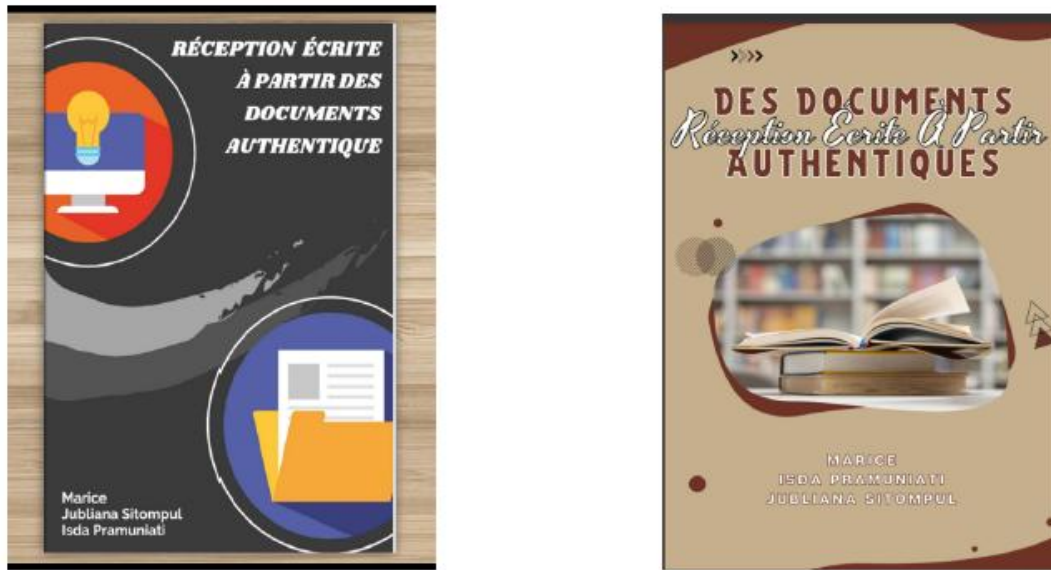

Fig. 10. Cover page before and after revision

Fig. 11. Homepage before and after revision

Fig. 12. Page background design before and after revision

4.2 REA e-book Trial Results

A document-authentiques-based reading e-book learning resource designed for Réception crite Avancée learning has been validated by material experts and media experts and describes good results and can be used in learning French reading skills. Next, a trial was conducted on 20 4th semester 2019 students who took the REA course. The results of the trials conducted through the assessment of the questionnaire obtained an through the stages described above are applied in learning to read French (REA).

Based on the results of the e-book test questionnaire, the average results obtained are 90% which are poured into indicators with the highest percentage contained in the aspect of quality content and objectives with the completeness of student interest and attention of 90%, this illustrates that in learning to read DA text contained in the REA e-book, students pay high interest and attention when interacting and answering questions via the google form link. In the aspect of learning quality, the indicator that obtained the highest percentage was related to the impact on students, namely the impact on feeling happy to learn using e-books by 93.75%, followed by indicators providing learning opportunities of 91.87% and providing learning assistance of 90, 62%. In addition, the quality of motivation, flexibility and social quality, each obtained a percentage value of 90 (very good). Furthermore, on the technical quality aspect, the average percentage is 90.83 through the display or impression quality indicator of 92.5, the readability indicator of 91.25, and the ease of use indicator of 88.75. Thus, the results of developing the REA e-book based on student response questionnaires obtained an average percentage of 90.62 (very good).

In addition, students provide comments and suggestions, including writing that the e-book media is very very useful for REA courses, the appearance of the e-book which is simple and not too flashy makes students more comfortable when learning to use this E-book, there is a sound recording of how to read students find it easier if they want to increase their reading knowledge with this e-book, students find it helpful because at the end of the material questions are always presented to test whether students have understood the material presented well, easier to use anywhere , easy to read because it can be enlarged and reduced, this book has succeeded in making me more enthusiastic in learning to read considering my reading ability is still very lacking, this media is very helpful in understanding the material in learning and this media is also very interesting in learning, this book is very nice, interesting and easy in learning pran cis because it is accompanied by exercises, videos, audio, very happy because the ebook that was developed has an audio play feature that can make us introspect which word pronunciation errors we do so we know how to read the word correctly, some exercises too and the material is presented in detail. clearly detailed and not long-winded, good media in the millennial era, suitable for use in this increasingly trending year.
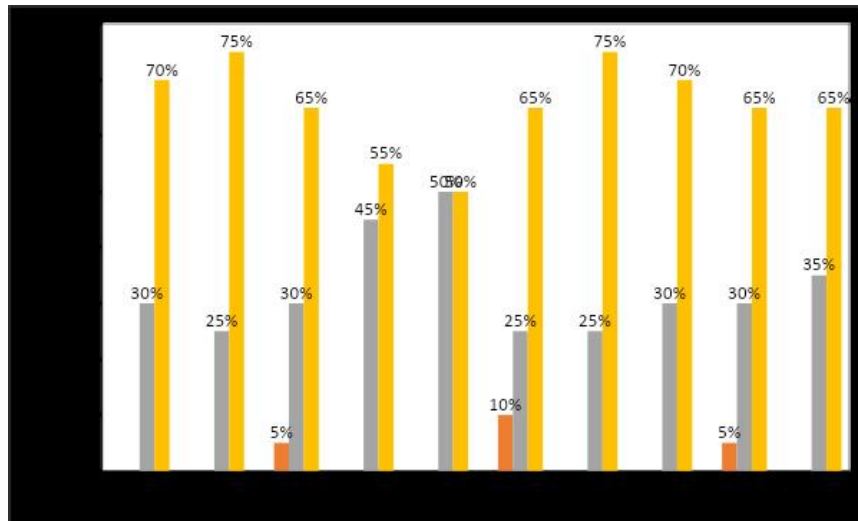
Table 1. Students' satisfaction questionnaires

Table 2. e-book trial results

Aspects	Indicators	Questionnaire serial number	Percentage	Mean	Criteria
Content quality and objectives	Completeness	5,8	90		
	Interest and attention	1, 4, 6	90	90%	
	Provide learning opportunities	3,7	91.87		
	Provide study assistance	9,10	90.62		
	Motivating quality	4,10	90		
	Learning flexibility	9	90		
Quality of learning	Social quality of learning interactions	9	90	91,04 %	Very good
	Dapat memberikan dampak bagi mahasiswa	2	93.75		
Technical quality	Legibility	10	91.25		
	Easy to use	4	88.75	90.83%	Very good
	View or impression quality	2,10	92.5		
	Average development results			90,62 %	Very good

Note: the serial numbers 1 to 10 show questionnaires

1. I feel I am glad to take part in REA lecture
2. With REA e-book based on document authentiques, learning becomes more fun
3. Using the REA e-book learning resource makes me happy to follow reading lecture
4. The REA e-book was very interesting to me, so I became more excited about learning to read texts
5. I am happy to carry out activities according to the content in the French e-Book.
6. I can focus my attention on the text material presented in the REA e-book.
7. I try to be more active in the learning process.
8. I am motivated to learn to read with the phonétique correction feature available in the E-book.
9. The REA e-book provides interactive videos and exercises giving me new knowledge.
10. After learning to use e-book, I enjoy learning REA even more.

    STS: Strongly disagree
    TS: Disagree
    S: Agree
    SS: Strongly agree

Table 3. The average value of students' reading comprehension skills

Aspects	Indicators	Pre-test (%)	Mean	Post-test (%)	Mean
Ability to understand text	Ability to answer questions	67.5		84.25	
	Ability to determine 5W+1H from text	65	66.25	81.75	83
	Ability to compose simple text	62.8		84.25	
Ability to resume text	Ability to write simple text according to experience	65.4		80.89	
	Ability to express opinions	67.5	63.11%	81.75	80.91%
	Simple coherence and cohesion	56.75		76,75	
Lexical ability	Vocabulary selection	71.2		80	
	Mastery of vocabulary pronunciation	70		82.3	
	Ability to adjust punctuation	74	71.73%	84.33	82.21%
Grammatical ability	Mastery of simple sentence structure	56.5		85	
	Use of the appropriate time	62.5	62.41%	79,25	83%
	Mastery of the use of articles, pronouns and verb conjugations	68.25		84,75	
	Mean	**65.87%**		**82.3%**	

4.3 Effective Use of Learning Media

The effectiveness of French e-books for improving learning outcomes of REA in the implementation of MBKM is known from the results of the pretest and posttest which are adjusted to the *grille d'evaluation DELF réception écrite A2*. (DELF written reception A2 assessment grid). The presentation of the average score before and after learning using e-book media can be presented in Table 3.

Based on the results of the pretest and posttest reading comprehension REA skills obtained from 20 students consisting of aspects of text understanding skills, resume text skills, lexical and grammatical abilities, it can be explained that: In the ability to understand texts by students there are several indicators such as the ability to answer questions and determine 5W + 1 H, with an average of 66.25% at the pretest and 83% at the posttest. In assessing the ability to write texts according to the understanding of the previous text (resume) students have several indicators such as the ability to compose simple texts, rewrite simple texts according to experience, express opinions, simple

coherence and cohesion, with an average of 66.25% in the pretest and 80.91% on posttest.

Regarding the aspect of lexical ability with several indicators such as vocabulary selection, mastery of vocabulary pronunciation, and the ability to adjust punctuation marks with an average of 71.73% in the pretest and 82.21% in the posttest. The next aspect is grammatical ability which also has several indicators such as mastery of simple sentence structure, use of verb tenses, and mastery, with an average of 62.41% of students in the pretest and 83% in the posttest. Thus, it is illustrated that there is an increase in student learning outcomes after using French e-book media learning resources in the REA course in the Application of MBKM, with an average percentage that was originally 65.87% to 82.3%. This shows that there is a significant difference in the results before and after the use of e-books in learning to read and understand French texts.

5. CONCLUSION

The development of e-books as REA learning resources media with *Documents Authentiques*

materials about *faits divers*, *annonces*, *contests*, *santé*, *bande dessinée*, *video clip de chanson* and *achats* (authentic documents materials about various facts, announcements, contests, health, comics, music video and purchases) for students are carried out in three stages, namely: planning, designing and developing. The result of e-book learning media is entitled *apprendre réception écrite à partir des documents authentiques* (learn written receipt from authentic documents) which can be installed on a cellphone or laptop, IoS and can be operated offline and online.

1. The feasibility of the e-book as a learning resource for REA was obtained through the validation of material experts in stages 1 and 2 with an average value of 91.67% including the criteria of "very good" and the results of the validation of media experts in stages 1 and 2 obtain an average value of 90% with the criteria "very good". The results of the e-book trial to students through a questionnaire obtained an average value of 90.62%. Furthermore, product revisions were carried out based on suggestions and input from experts so that e-books were considered very good and suitable for use as learning media in the form of digital books reading to students.

2. The conclusion of the e-book development research illustrates that the e-book reading REA has met the valid criteria in terms of content and construction and is very feasible to be used in REA learning. The results of the student's reading skills test obtained a pretest score of 65.75% and post-test 82.04%. Thus, it can be seen that there is a significant increase in student learning outcomes before and after using e-book learning resources.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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