



Development of French Learning Materials Using the *Thinglink* Site at SMAN 2 Tarutung

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ABSTRACT

This study aims to develop teaching materials on French learning material "Les endroits publics" using the Thinglink site for class X MIA 3 at SMA Negeri 2 Tarutung. This research uses the Research and Development (R&D) method of the ADDIE development model by Dick and Carry which consists of analysis, design, development, implementation and evaluation. This research is limited to 3 stages, namely analysis, design and development. The first stage is the analysis of student needs by analyzing materials, interviews, questionnaires and student task analysis. The second stage is design, which is designing materials and media into products that are suitable for use in the learning process. The third stage is the development of teaching materials on les endroits publics using the thinglink site. The teaching materials developed will be validated by material experts and media experts. The material validation test results with a score of 87 while the media validation results are 96. The results of material validation are categorized as very good and media validation is categorized as very good. Thus it can be concluded that the development of French learning materials using the Thinglink site is declared feasible to use for French learning at SMA Negeri 2 Tarutung

INTRODUCTION

Learning material is one of the most important aspects of learning. This is because learning materials are the main and most important factor in supporting the success of learning. Learning materials are arranged in a structured manner that teachers and students use in teaching. Learning materials can be written and unwritten materials. The selection of appropriate learning materials tailored to learning objectives can help students understand the material being taught and enable students to learn independently in accordance with the curriculum used.

According to Ani Cahyadi (2019: 69), currently the development of science and technology brings very important changes in human life in different dimensions, such as in the field of education. That is why there is no education left behind from the development of science, it needs regulation. Already available technology should be utilized or used to facilitate educational learning provided at school.

Learning French in Indonesia takes place in various educational institutions, one of which is a formal educational institution, namely secondary level education. According to the Ministry of National Education (2003: 1), learning French at school has the function of being a tool for the self-development of students in the fields of communication, science, technology and arts and culture. According to the 2013 curriculum, French language skills include listening (Oral Comprehension), reading (Written Comprehension), speaking (Oral Production) and writing (Written Production).

To practice communication skills, students must acquire the following skills to act and react in different communication situations in which a foreign language is used, among others:

- a) Literal symbols (Phonemes)
- b) Sound symbol (Phonetics)
- c) Grammatical (adjectives, adverbs, gender, negation, prepositions, pronouns, tenses, verbs, sentences, conjugation)
- d) Glossary (word, lexeme, vocabulary)

SMAN 2 Tarutung is one of the schools that has French as a cross-interest subject. Based on the interview with the teacher of the subject, the result obtained is that students have difficulties in learning the material *Les endroit publics*. Some of the difficulties obtained by students are difficult to use verbs in accordance with the preposition of place used, students have difficulty in using *les articles indefini* and *defini* and difficulty in distinguishing gender from nouns. Then because the teacher uses a textbook there are obstacles felt by the teacher, namely material that is still incomplete and visuals from textbooks that are less interesting. Then based on the results of student assignments that have been analyzed, the researcher found that students made mistakes in the use of grammatical as follows: use of articles, use of prepositions of place and lexical errors (vocabulary).

To overcome this problem, we are interested in conducting research on the development of learning materials used to support students to learn French, especially in the material *Les endroits publics*. Learning materials are very

helpful for teachers and students in carrying out learning process activities in the classroom.

LITERATURE REVIEW

1. Learning materials

In the world of education, learning materials are the most important part of the learning process in schools. According to Kosasih, (2021:1) Learning material is something that is used by teachers or students to facilitate the learning process. Through the reviews given previously, it is understood that this learning material consists of something that is used by teachers and students to facilitate learning activities. Meanwhile, according to Nuryasana & Desiningrum (2020:968), learning material is a tool, material, material or topic of a lesson that has been prepared systematically and used by teachers and students in learning activities. It can be concluded that learning materials consist of materials that have been prepared and organized regularly and are used by teachers and students. From the expert's opinion, it can be concluded that learning material is a group of materials used by teachers and students to achieve competence and facilitate learning activities.

Learning materials have many types. According to Majid (2013:174) and classified or grouped into four types, namely:

1. Learning materials in the form of printed teaching materials such as modules, handout brochures, student worksheets, pictures or illustrations, books and mock-ups
2. Learning materials that can be heard (audio) include compact disks (CDs), vinyl records, cassettes and radio.
3. Learning materials that can be seen and heard (audiovisual) include films and video compact disks (VCD).
4. Learning materials used to communicate with each other or be interactive include interactive compact disks.

Web learning materials according to Clark & Mayer (in Wicaksono, 2015: 1) are e-learning learning materials that are placed on computers or with CD, internet or intranet media which are designed to be used in individual and group learning activities.

2. Research and development

Research methods and development of research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2011). This development research follows cyclical steps. The steps of this research or development process consist of studying the research findings of the product to be developed, developing the product based on these findings, conducting field trials according to the setting where the product will be used and revising the field test results.

According to Van den Akker the reasons for conducting research and development are as follows:

a. The main reason comes from the opinion that "traditional" research approaches (for example, survey research, correlation, experiment) with a research focus only describing knowledge, rarely provide descriptions that are useful in solving design and design problems in learning or education.

b. Another reason is the high enthusiasm and complex nature of education reform policies.

The objectives of development research are as follows:

a. Assess the changes that occur over a certain period of time.

b. To produce a new product through the development process

3. Thinglink

Thinglink is a web for creating learning media through images. According to Jeffery, et al (2021: 98) explains that Thinglink is an educational technology platform centered on images, videos, or some other variation of access which when "clicked" can appear images, text, audio files, or other links to create interactive visual learning. According to (Inayah Al Fatimah, 2022) Thinglink product creators can upload or import static images and add them to create interactive learning modules, which audiences can navigate. This website can be used for mobile applications such as cell phones. Thinglink can make interactive media very easy and fast.

a. Advantages of Thinglink

- Create interactive images with music, sound, text, and photos.

- Thinglink provides a 360° image feature that can make users feel like they are exploring space.

- Thinglink can present audio by adding audio or teachers can record their own voices to add to Thinglink.

- All learning links are collected in one learning material, starting from YouTube links, Google forms, or links in the form of gamification can be included

b. Disadvantages of Thinglink

The limit for thinglink media viewers is one thousand views, if it exceeds one thousand views then users are required to upgrade thinglink and pay

METHODOLOGY

Based on the research objectives, the researcher used Research and Development research proposed by Dick & Carey (1996). The object of research on the development of French learning materials using Thinglink media at SMAN 2 Tarutung is students of class X MIA 3 SMA Negeri 2 Tarutung. This research uses the steps of R&D research according to Dick & Carey. The Dick & Carey development model outlines more detailed and systematic development steps to create a product. However, the stages of this research have been simplified according to the needs of this study. The simplification of these stages is in accordance with the stages proposed by Dick & Carey.

The 3 stages are as follows:

1. Analysis

The analysis stage is carried out to analyze problems that occur in the learning process. This stage is carried out by conducting interviews with teachers, conducting questionnaires with students and analyzing the results of student assignments.

2. Design

The design stage is the activity of designing a product according to needs. In this stage, we design the learning materials that will be developed. The material to be developed will be made interesting using supporting media, namely *Thinglink*.

3. Development

At this stage, what is done is making products that have been designed in the design stage. The results of material development will be validated by material experts and media experts so that they can be evaluated.

At the data processing stage, researchers use data analysis techniques. To process the data obtained and the results of expert validation using a Likert scale.

Table 1. Skala likert

| Score | Criteria |
|-------|----------------|
| 1 | Very Deficient |
| 2 | Deficient |
| 3 | Avarage |
| 4 | Good |
| 5 | Very Good |

The results of the data obtained will be converted into scores and calculated to get a percentage formula based on experts.

$$\text{Percentage (\%)} = \frac{\text{Total score obtained}}{\text{Total ideal score}} \times 100$$

After obtaining the results with the formula above by producing numbers in percentage form. To find out the level of success, it can be seen from the interpretation by adjusting the percentage score.

Table 2. Description of Development Feasibility (Sugiyono,2018:184)

| Interval | Criteria |
|----------|----------------|
| 80-100 | Very Good |
| 60-80 | Good |
| 40-60 | Avarage |
| 20-40 | Deficient |
| 0-20 | Very Deficient |

RESEARCH RESULT

1. Research Process

Based on the problem formulation described in this study, pr Based on the problem formulation described in this study, researchers used the R&D development by Dick and Carey. In this study, we used 3 stages used in developing this material, namely analysis, design, and development.

The following is an explanation of the stages of developing learning materials based on the Thinglink site in Les endroits publics material.

a. Analysis

At this stage, researchers conducted a needs analysis which was carried out in March 2023. The needs analysis was obtained from 3 sources. The first source of informants was the French teacher at SMAN 2 Tarutung. Based on the results of interviews with teachers, it was found that the material that was difficult for students to learn was Les endroits publics and the difficulty experienced by students when studying the material was that students still did not understand the use of prepositions, differentiating nouns according to their gender. The media used are textbooks and videos from YouTube.

To obtain more information, researchers also distributed questionnaires to class X-MIA 3 students, namely 32 respondents. After the data has been collected and the problems have been identified, the problems obtained are:

- 1) The material that is difficult for students to understand is Les endroit publics material. It can be seen from the questionnaire analysis that around 52% of students experienced difficulties with the Les Endroits Publics material.
- 2) The difficulties experienced by students are differentiating nouns based on gender, French pronunciation, composing words and having a small vocabulary.
- 3) The dominant learning method used by teachers is the lecture method. It can be seen from the results of the questionnaire that around 18 students answered that the teacher used the lecture method, 10 people answered the discussion method and 4 people answered the question and answer method.
- 4) The learning media used by teachers mostly uses French textbooks and also uses YouTube.

Apart from that, we also analyze the results of student assignments. Based on the results of the analysis of student assignments, it was found that students made errors in grammatical use as follows: use of articles, use of prepositions of place and lexical (vocabulary) errors.

1. Grammar Errors

a. Verb conjugation errors

Based on the results of student assignments, errors in using conjugations are caused by students' lack of understanding in the use of conjugations.

Example :

J'a chet

Errors in verbs are indicated by students' lack of understanding to conjugate the verb acheter. The correct sentence is

J' achète

b. Article usage error

Based on the results of the student assignment above, there are errors in the use of articles as seen from the students' lack of understanding of the use of definition articles and indefinitives in nouns as determiners.

***J'achète la pain chocolat.**

In the sentence above, we find that there is an error in using the article. the article for the word pain should use l'article define « le ». the correct sentence is:

J'achète le pain chocolat.

In the sentence above, there is still an error in the word «chocolate», namely that students do not know the use of the preposition à + le = au in the word chocolate. the correct sentence is:

J'achète le pain au chocolat.

***Je vais aller la librairie près de le fast food**

In the sentence above, there is an error in using the article "fast food" namely that students do not know the use of the preposition de + le = du. The correct sentence is:

Je vais aller la librairie près du fast food

c. rrors in using prepositions of place

Errors in prepositions can be seen from the results of student assignments,namely:

***Je vais aller a la boulangerie**

The most common prepositions of place are à la, au, aux, chez, dans. The preposition of place is used with place nouns when the complement is an inanimate noun that refers to buildings and places.

In the sentence above, the preposition of place is used to indicate the building or place you are going to. the correct sentence is

Je vais aller à la boulangerie

2. Vocabulary errors

***Le livre francais**

In the example above, the spelling of the word franchise is wrong. The letter c in the word francais must use the accent cédille (ç) according to the correct French spelling. so the correct sentence is

Le livre français

Je vais aller à la library

In the example sentence above, there is an error in the word *librarie*. The spelling of the word *library* is wrong. So the meaning of the word does not exist. so the correct sentence is

Je vais aller à la librairie

Based on this explanation, it can be concluded that the development of learning materials, especially Les Endroits Publics materials using the Thinglink site, is very necessary .

b. Design

Researchers design the purpose of making teaching materials to meet student needs, collect objectives that are in accordance with the design, in accordance with the learning material, prepare the feasibility instrument of the developed learning material, design the product then the researcher compiles the material and the editing process.

c. Development

At this stage, learning materials will be designed and developed. Advanced design stage using Thinglink and Canva. The developed learning materials will be made specific and systematic. The components of the learning materials are introduction, material, vocabulary and practice questions.

Tabel 4 Material development stage

| No. | Material development stage |
|-----|--|
| 1. | In the material developed, there is an explanation of Les endroits publics and is accompanied by colorful and interesting pictures |
| 2. | Presented with a detailed explanation of articles, prepositions of place and complete with examples. |
| 3. | Examples of texts are presented that make it easier for students to study this material |
| 4. | There are several explanations consisting of verb conjugations used in Les endroits Publics material |
| 5. | There is an explanation of how to ask for and state directions from a location. |
| 6. | There is a detailed explanation of the prepositions used for means of transportation. |

2. Research Feasibility

a. Validation by material experts

The material developed will be evaluated by the material validator. The purpose of material validation is to obtain opinions and input from material experts on the material being developed. Validation of material experts. validation was carried out 3 times. The results of material validation show that the material developed is included in the "Very Good" category with a score of 87%. This shows that the material developed can be used in the learning process.

b. Validation by media experts

The media developed will be evaluated by a media validator. The purpose of media validation is to obtain opinions and input from media experts regarding the media being developed. Validation was carried out 2 times. The total score obtained was 96% in the Very Good category. The media developed is in accordance with the learning material and is arranged in an interesting way. However, some parts need to be revised according to media validator suggestions. Based on these results, we believe this media can be used to make it easier for students to understand the material from this media.\

CONCLUSIONS

Based on the results of research and development conducted, it can be concluded that:

1. The process of developing learning materials uses the ADDIE development model by Dick and Carey which uses 3 steps namely analysis, design, and development. At the analysis stage, we conducted interviews with teachers, conducted questionnaires, and analyzed student assignments to obtain information about the problems that occur in the learning process. Based on the results of the analysis, it can be concluded that students still have difficulty in mastering grammar and lexical (vocabulary). Students have difficulty in determining the use of conjugations, the use of articles and the use of prepositions of place. In addition, we found that the book used in the French learning process has shortcomings such as the lack of a detailed explanation of the use of articles, lack of explanation of prepositions of place. After this stage, we carried out the planning stage, namely designing material development with the theme "les endroits publics" using Thinglink and using the help of expert validators until the materials and media developed were declared valid.
2. The results of the research on the development of French learning materials using the thinglink site obtained validation results by material experts with an average score of 87% with a very good category. then we also obtained validation results from media experts with an average score of 96% with a very good category.

RECOMMENDATIONS

1. For students, the learning material "Les endroits publics" using the Thinglink site can be used in the learning process in class, it is hoped that students can master the learning material with individuals and groups.
2. For further researchers, this research is still at the development stage, namely the feasibility test of learning materials and media. It is hoped that this research can be a source of reference for future researchers.

FUTHER STUDY

This research is still at the development stage and has not yet reached the implementation stage, so further research can still be carried out related to this research topic. So it can be useful for students, teachers and readers.

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