



Improving Basic Writing Competencies (*Production Écrite Débutante*) French Language Through the Application of *Fiche De Travail Numérique*

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ABSTRAK

Dalam pembelajaran bahasa, siswa harus memiliki keterampilan berbahasa seperti pemahaman lisan, pemahaman tertulis, produksi lisan, dan produksi tertulis. Namun masih banyak siswa yang memiliki keterampilan menulis yang rendah. Penelitian ini bertujuan menganalisis penerapan LKS digital untuk meningkatkan keterampilan menulis siswa, dan menilai kelayakan LKS digital pada mata kuliah *Production Écrite Débutante*. Jenis penelitian ini yaitu pengembangan. Prosedur yang digunakan untuk mengembangkan media yaitu ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, kuesioner, dan tes. Subjek penelitian ini yaitu ahli materi dan ahli media pembelajaran. Instrumen pengumpulan data menggunakan lembar kuesioner dan soal tes. Teknik analisis data menggunakan analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu penerapan LKS pada siswa menunjukkan adanya perubahan yang signifikan pada keterampilan menulis. Indikator kosakata meningkat dari 64,53 menjadi 87,52. Indikator tata bahasa meningkat dari 56,83 menjadi 87,33. Indikator mekanisme penulisan meningkat dari 81,69 menjadi 92,35. Hasil implementasi menunjukkan rata-rata hasil belajar siswa sebesar 86,89. Disimpulkan bahwa LKS digital ini dapat meningkatkan kompetensi dasar menulis siswa. Implikasi penelitian ini yaitu LKS digital yang dikembangkan layak digunakan dalam pembelajaran.

ABSTRACT

In language learning, students must have language skills such as oral comprehension, written comprehension, oral production, and written production. However, there are still many students who have low writing skills. This research aims to analyze the application of digital worksheets to improve student's writing skills and assess the feasibility of digital worksheets in the *Production Écrite Débutante* course. This type of research is development. The procedure used to develop media is ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). The methods used to collect data are observation, interviews, questionnaires and tests. The subjects of this research are material experts and learning media experts. Data collection instruments use questionnaires and test questions. The data analysis technique uses qualitative and quantitative descriptive analysis. The results of the research, namely the application of worksheets to students, showed significant changes in writing skills. The vocabulary indicator increased from 64.53 to 87.52. The grammar indicator increased from 56.83 to 87.33. The writing mechanism indicator increased from 81.69 to 92.35. The implementation results show that the average student learning outcome is 86.89. It was concluded that this digital worksheet can improve students' basic writing competencies. This research implies that the digital worksheets developed are suitable for use in learning.

1. INTRODUCTION

In language learning, students must have language skills such as oral comprehension, written comprehension, oral production, and written production. Writing skills are linguistic skills used to communicate indirectly (Hartati & Rasyid, 2017; Sügümlü et al., 2019). Writing is a productive and expressive activity, students can develop their ideas, thoughts and opinions in written form with appropriate spelling and grammar (N. Ayu et al., 2023; Fareed et al., 2016; Farizka & Cahyono, 2021). Student writing competence cannot be separated from the readiness of the design of learning tools which are arranged systematically by integrating A1 level demands. Learning tools are an important element that must be prepared professionally in the learning process as a determinant of obtaining quality learning outcomes (Fernandes & Syarifuddin, 2020; Kusumaningrum et al., 2020). Worksheets can be a learning tool in addition to the Semester Learning Plan, Learning Media and Evaluation which is applied as an assessment of student mastery (Supriyanto et al., 2020; Sutarto et al., 2018; Trisnarningsih, 2015). Evaluation design through the implementation of digital worksheets

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which are prepared systematically and comprehensively contain writing practice instruments to improve the competencies that will be mastered by students which are used in the learning process with reference to level A1 CECR. Lecturers must be able to develop interesting and interactive digital worksheets to foster students' interest in learning in understanding the concepts in the material being taught (Halija et al., 2021; Ima et al., 2020). The development of ICT has caused a shift in the learning process, namely from the classroom to anywhere and anytime, from paper to online or channels, from physical facilities to network facilities (Azmi & Widiaty, 2021; Mahdum et al., 2019).

Based on observations and the results of interviews conducted with lecturers who taught the *Production Ecrite Débutant* course in the first semester at Medan State University (Universitas Negeri Medan), information was obtained that the worksheets used by lecturers in the teaching and learning process were using the *Tendances A1* textbook, but the exercises were carried out for students still not comprehensively provided through structured exercises carried out by students. This is due to the limited variety of exercises developed by lecturers through the application of *fiche de travail numérique* to improve students' writing competence. Then, in this research an analysis of student assignments was also carried out to find out the problems that existed in the class. Based on the assignments of Regular B students class of 2022, French Language Study Program, Faculty of Language and Arts, Medan State University, which were analyzed, students found errors in writing texts about "*Se présenter*" and "*Présenter Quelqu'un*" as follows: students' ability to master lexical and grammatical skills is still low. Students make mistakes in determining sentence structure and basic level grammar such as: (1) conjugation of the pronominal verb "*s'appeler*", (2) use of the verb "*être*" or "*avoir*", (3) gender and number of nouns, (4) the use of the articles "*indéfini*" and "*défini*", and (5) the structure of the verbs "*parler des goûts*" *aimer, adorer, préférer* and *détester*.

Based on these problems, the solution is to use innovative media or teaching materials that support learning activities. The preparation of learning materials is carried out systematically by following psychological principles to reflect the students' target behaviour after the learning process (Priantini & Widiastuti, 2021; Syafrijal & Desyandri, 2019). Teaching materials are all materials that are arranged systematically, which present a complete figure of the competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation (Mauliana et al., 2022; Nurhasnah et al., 2020; Weng et al., 2019). Teaching materials are a set of subject matter that refers to the curriculum used to achieve predetermined competency standards and essential competencies (Fakhrudin et al., 2019; Prihandoko et al., 2017). Teaching materials can enable students to teach themselves using developed teaching materials (Martha & Andini, 2019; Sriwahyuni et al., 2019). In order to fulfil this character, the teaching materials must contain formulated objectives. One of the learning media that can be used is *Fiche de travail numérique* or digital worksheets containing the results of students' work, guides to make it easier for lecturers and students to carry out learning activities in digital form which can be viewed on computers, notebooks or cellphones. Clever.

Previous research findings also state that teaching materials will make it easier for students to learn thoroughly by providing learning packaged into more specific units or activities (Dafit & Mustika, 2021; Sanurdi et al., 2020). Other research also reveals that teaching materials are tools used to organize and monitor students' processes in obtaining information (Elvarita et al., 2020; Gustiawati et al., 2020; Husada et al., 2020). The advantage of teaching materials is that they focus on students' abilities because, in essence, students can work independently and are more responsible for their actions (Fadhiila et al., 2016; Riwu et al., 2018). In preparing teaching materials, teachers must be able to fulfil several things and characteristics that must be contained in teaching materials. This is intended to make it easier to deliver lesson material so that students can easily understand the material presented by the teacher and study independently. However, there has been no study regarding Improving Basic Writing Competencies (Production Ecrite Debutante) in French through the Application of Fiche De Travail Numérique. Based on this, this research aims to developing Fiche De Travail Numérique media and analyze the improvement of essential writing competencies (Production Ecrite Debutante) in French by applying Fiche De Travail Numérique.

2. METHODS

This type of research is development. Development research, or Research and Development (R&D), is a process used to develop and validate products, be they products or activities. In the world of education, companies or organizations, development research aims to create, develop and validate products and is used as a basis for constructing models and theories. This research aims to find out how feasible it is to develop LKS for the Production Ecrite Débutante course with the material themes "*Se Présenter*" and "*Présenter Quelqu'un*". The procedure used to develop media is ADDIE (Analysis, Design,

Development, Implementation, Evaluation) (Cheung, 2016). At the analysis stage, an analysis of the problems that occur in the class is carried out. At the design stage, product design development was carried out in the form of worksheets in the Production Écrite Débutante course. At the development stage, worksheet development was carried out in the Production Écrite Débutante course. At the implementation stage, the product is implemented by students. The evaluation stage is carried out at each stage. The methods used to collect data are observation, interviews, questionnaires and tests. Observation and interview methods were used to collect data in the field. The questionnaire method was used to collect data in the form of assessment results carried out by experts. The test method collected student skills data after using the LKS in the Production Écrite Débutante course. The subjects of this research are material experts and learning media experts. Data collection instruments use questionnaires and test questions. The data analysis technique uses qualitative and quantitative descriptive analysis.

3. RESULT AND DISCUSSION

Results

This research applies research procedures using the ADDIE development model by Robert Maribe Branch up to the third step. First, analysis. In this step, important data is obtained from the learning situation in the classroom. Data was obtained by analyzing the 2022 Regular B class students' writing about "Se Présenter" to find potential problems in the *Production Écrite Débutante* course. It can be concluded that students' ability to master lexical and grammatical skills is still weak. They make mistakes in determining sentence structure, conjugation of the pronominal verb "s'appeller", and articles or *les articles défini*. The following are the results of the analysis of errors made by students 1:

"Je m'appelle Lamtio Patricia Tambunan. J'ai 18 ans. Mon anniversaire est le 29 Juillet. Je suis célibataire. J'habite à rue William Iskandar no.6e. J'adore ma famille. Mon père s'appelle Herlon Gibran Tambunan et ma mère s'appelle Eni Wasti Gultom. Mon père et mère est fermier. J'ai deux frère qui a 21 ans et 13 ans. Chaque année, je pais en vacances avec ma famille pendant Joyeux Noël. Pendant mon temps libre, j'aime lire des livres d'histoires, nager, et chanter. J'aime parfois aider ma mère dans la cuisine. J'adore regarder des films avec mes amis. Ma meilleure amis s'appelle Dessy, elle est mon amie d'enfance. J'apprends le français depuis trois mois. J'apprends le français parce que je veux avoir des amis de France. Les sports que je partique sont la natation et le volley-ball. Je me lève à cinq heures, tous les matins. Je prends le petit déjeuner à sept heures et demie."

Correct sentence: *Je m'appelle Lamtio Patricia Tambunan. J'ai 18 ans. Mon anniversaire est le 29 juillet. Je suis célibataire. J'habite à rue William Iskandar no.6e. J'adore ma famille. Mon père s'appelle Herlon Gibran Tambunan et ma mère s'appelle Eni Wasti Gultom. Mon père et mère est fermier. J'ai deux frères qui a 21 ans et 13 ans. Chaque année, je pais en vacances avec ma famille pendant Joyeux Noël. Pendant mon temps libre, j'aime lire des livres d'histoires, nager, et chanter. J'aime parfois aider ma mère dans la cuisine. J'adore regarder des films avec mes amis. Ma meilleure amie, s'appelle Dessy, elle est mon amie d'enfance. J'apprends le français depuis trois mois. J'apprends le français parce que je veux avoir des amis de France. Les sports que je pratique sont la natation et le volley-ball. Je me suis réveillé à cinq heures, tous les matins. Je prends le petit déjeuner à sept heures et demie.*

The following are the results of the analysis of errors made by students 2:

Bonjour. Je m'appelle husnuz zakiah. J'ai 18 ans. J'aime la chante. Mon anniversaire est le 20 juin. Je suis célibataire. J'habite à medan rue tj. Anom no 5 avec mes parents et ma soeur. J'aime beacoup ma famille. Mon père s'applle muhtar amrin et ma mère s'appelle rini astuti. Mon père est enseignate et ma mère est une femme au foyer. J'ai seour qui a 25 ans. Chanque année, je pars en vacances ave mafamille à berastagi. J'aime parfois aider ma mère dans la cuisine. J'adore regarder des films avec mes amis. Ma meilleure ami s'appelle dwi. Elle est mon amie d'enfance. J'apprends le français, parce que j'aime le français.

Correct sentence: *Bonjour. Je m'appelle Husnuz Zakiah. J'ai 18 ans. J'aime la chante. Mon anniversaire est le 20 Juin. Je suis célibataire. J'habite à Medan rue Tj. Anom No 5 avec mes parents et ma soeur. J'adore ma famille. Mon père s'appelle Muhtar amrin et ma mère s'appelle Rini Astuti. Mon père est enseignant et ma mère est une femme au foyer. J'ai seour qui a 25 ans. Chanque année, je pars en vacances ave ma famille à berastagi. J'aime parfois aider ma mère dans la cuisine. J'adore regarder des films avec mes amis. Ma meilleure ami s'appelle Dwi. Elle est mon amie d'enfance. J'apprends le français, parce que j'aime le français.*

Based on the analysis above, the mistakes made by students include *orthograph* (writing) errors. *Orthographe* errors in French consist of two types, namely: *lexical orthographe* errors and *grammatical orthographe* errors. *Orthographe lexical* errors are a person's inability to write words according to the

spelling in the applicable dictionary, which in this case is a French dictionary. This lexical *orthograph* error can be found, for example, in the word *a* without the grave accent, which means « have », even though the word intended is « à », which means in or on. Then in the word *frères* without the accent grave (*frères*); on the phrase *J'étudiet* accent which should be « *Je suis étudiant* », etc. *Grammatical orthograph* errors are errors in using the type and number of articles attached to nouns, the type and number of adjectives that must be adjusted to the noun they describe, writing in verb conjugations. Examples of this error include the phrase « *Je sui étudiant* ». In this sentence, students are able to use the appropriate verb conjugation form for the personal pronoun « *Je* » but the writing of *sui* is not correct, it should be written « *suis* ». then another example is in the word « *il s'apelle* », it should be written *il s'appelle*.

Second, design. In this step, the worksheet development is designed in accordance with the Rencana Pembelajaran Semester (Semester Learning Plan/ RPS) *Production Écrite Débutante* and refers to the explanations contained in the *Tendances A1* book to support worksheet development. Third, development. In this step, *Production Écrite Débutante* learning materials are developed in the form of worksheets to be validated by material experts and media experts. In this research, data collection techniques were used based on analysis of student writing to obtain research problems to be solved. The next step will collect data which will be distributed to media validators and material validators to validate learning materials. Then, the data analysis technique used is qualitative to get a score, the results are calculated using the Likert formula. In this development research, a digital worksheet has been produced for a problem-based learning model using worksheets on the material "*Se Présenter*" and "*Présenter Quelqu'un*" in the second semester of *Production Écrite Débutante* learning. In addition, material and digital worksheet design were assessed by material experts and media experts, as well as student responses to the use of digital worksheet-based. Student learning outcomes are also measured through assignments related to the theme.

Next, after the development stage is complete, validation is carried out on *fiche de travail numérique* that has been made consisting of material and media validation. The validation results obtained from developing this worksheet were a total score of 90% with "very good" criteria in material validation, while in media validation it had a score of 90% with "very good" criteria. It can be concluded that the worksheets developed are suitable for use in learning. Fourth implementation. At this stage, the product that has been developed is implemented to students. As for the results of the implementation *fiche de travail numérique* students showed improvements in writing competency as follows: Vocabulary indicators increased from 87.52 to 90.72. The grammar indicator increased from 56.83 to 87.33. Meanwhile, the writing mechanism indicator increased from 81.69 to 92.35. The results of the action show an average learning outcome value of 86.89.

Discussion

The results of data analysis show that the LKS developed received a valid category from experts. The worksheets developed are suitable for use in learning. Several factors cause this. First, the worksheets developed are suitable for learning because they can improve students' writing competence. Student Worksheets (LKS) are documents used in learning to organize and regulate student learning activities (Purwasi & Fitriyana, 2019; Winarlis & Hassanuddin, 2019). Worksheets help students effectively organize and manage their learning activities (Andani & Maris, 2021; R. Ayu, 2023). Worksheets can be used in various learning contexts, including practicum-based learning. LKS helps students organize their learning activities effectively. This can help students develop their writing competencies, such as organizing information, creating the correct structure, and creating structured writing. This makes it easier for students to understand the *Production Écrite Débutante* course material. LKS helps students manage their time to complete lesson assignments (Ernawati et al., 2018; Setyowati et al., 2018). This can help students develop their writing competence, such as determining sufficient time to develop their writing

Second, the worksheets developed are suitable for learning because they make it easier for students to learn the language. Worksheets help students identify strengths and weaknesses in their writing. This can help students develop their writing competencies, such as recognizing weaknesses that need to be corrected and strengths that need to be worked on. LKS helps students evaluate their results (Purwasi & Fitriyana, 2019; Trisnawati & Wardani, 2020; Winarlis & Hassanuddin, 2019). This can help students develop their writing competencies, such as recognizing weaknesses that need to be corrected and strengths that need to be worked on. This certainly has an impact on students' ease in learning foreign languages. By using worksheets, students can make learning a foreign language easier because they can organize their learning activities, manage their time, identify strengths and weaknesses, and evaluate their results. This can help students develop their writing competence and excellence in using a foreign language. Third, the worksheets developed are suitable for learning because they motivate

students to learn. LKS (Student Worksheet) is a document used in learning to organize and regulate student learning activities (Agitsna et al., 2019; Widya et al., 2019). Previous research findings also state that worksheets help students organize their learning activities effectively and increase their learning motivation (Ariningsih et al., 2023; Halija et al., 2021). This makes students motivated to learn. Worksheets have more concise material, which allows students to understand the material more quickly and effectively. LKS allows students to understand the material more quickly and effectively so that students can understand the material more entirely and structure (Sari et al., 2017; Septina et al., 2018). By using worksheets, teachers can make assignments more effective and efficient and make it easier for students to understand the material more quickly and effectively. The limitation of this research is that the worksheet developed is only intended for the Production Écrite Débutante course. This research implies that the worksheets developed are suitable for use in learning so that they can improve students' writing skills.

4. CONCLUSION

Based on the research results on developing the Production Écrite Débutante worksheet, valid qualifications can be obtained from material and media experts. The implementation stage shows increased writing competence in vocabulary, grammar, and writing mechanism indicators. The analysis results also show an increase in the value of learning outcomes. It can be concluded that the Production Écrite Débutante worksheet developed is suitable for use in learning and effectively improves students' writing skills.

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