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Author : Andi Wete Polili and Abdul Ghofur
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Development of Grammar Delf A1 Teaching Material Based on Google Sites

Andi Wete Polili*, Abdul Ghofur

Universitas Negeri Medan, Medan, Indonesia

polilifbs@unimed.ac.id, ghofur@unimed.ac.id

Abstract

This study aims to produce the development of Grammar DELF A1 teaching materials based on Google Sites. The method used is the research and development method with five stages of the ADDIE model according to Branch (2009), namely (1) Analysis (2) Design (3) Development (4) Implementation, and (5) Evaluation. The results of this study indicate that the development of the Grammar based on Google Sites teaching material is in the excellent category, with a score of 85.28% for the average student posttest score, 91% for the subject content and 92.8% for the Grammar based on Google Sites teaching material.

Keywords: Teaching material; Grammar DELF A1; Google Sites

Abstrak

Penelitian ini bertujuan untuk menghasilkan pengembangan bahan ajar Grammar DELF A1 berbasis Google Sites. Metode yang digunakan adalah metode penelitian dan pengembangan dengan lima tahapan model ADDIE menurut Branch (2009), yaitu (1) Analisis (2) Desain (3) Pengembangan (4) Implementasi, dan (5) Evaluasi. Hasil penelitian ini menunjukkan bahwa pengembangan bahan ajar Tata Bahasa berbasis Google Sites berada pada kategori sangat baik, dengan perolehan skor rata-rata nilai posttest siswa sebesar 85,28%, konten mata pelajaran sebesar 91%, dan berbasis Tata Bahasa sebesar 92,8% pada bahan ajar Situs Google.

Kata Kunci: Bahan ajar; Tata Bahasa DELF A1; Situs Google

1. Introduction

Teaching material is a component of learning and a very important element in teaching and learning activities. Djamarah (2006: 43), explains that teaching material is the substance that will be conveyed in the teaching process. Without material, the teaching and learning process will not be successful. Currently, teaching and learning activities cannot be separated from technological advances. Thus, the need to use new learning media is also an important part of the learning system because it serves as a support in delivering learning materials. In this study, the material to be developed is seen based on the RPS (Semester Learning Plan) in the Grammar niveau A1 course. This course refers to reading skills. The purpose of this skill is to direct students gradually to understand French grammar. Students should be able to understand simple short texts and find predictable specific information in general documents such as advertisements, menus, schedules, current concrete subjects with a high frequency of colloquial or work-related language.

In the era of the covid19 pandemic, learning between lecturers and students must adapt to situations and conditions where learning takes place remotely. The use of the internet and electronic devices such as computers and smartphones cannot be avoided in the learning process. Based on information obtained from lecturers and students since the pandemic, the learning process has been carried out using several platforms, such as: SIPDA, Zoom, Google Meet, Google Classroom, Quizizz, Kahoot and Email. Lecturers usually deliver learning materials through video conferencing applications such as Zoom and Google Meet. But in fact, based on interviews with students, they said that it is quite difficult to understand learning through videoconferencing, in addition, the internet network is often very slow during lectures. That is why, they become passive, less creative and less productive. Not only that, after conducting an interview with the lecturer who teaches the Grammar course, it was found that in this course using the book is Tendances A1. The material presented in the book is less detailed and emphasizes many exercises, for example on the material "Determinant", there are not many explanations and examples, students are sometimes confused to make sentences using the article. Even though it has been explained in detail by the lecturer, they can quickly forget the material. But if the explanation is right with interesting media, they can relearn it by themselves.

One of the interesting websites is Google Sites. It is one of the products of Google as a tool for creating sites and was founded in March 2008. This is a platform that makes it easy for users to create a website display quickly, easily and simply. According to Harsanto (2012: 3), Users can utilize Google Sites because it is easy to create and manage by ordinary users who do not have skills in editing and designing. Google Sites supports learning by maximizing features such as google docs, sheets, forms, calendar, and awesome tables. The advantages of this site are: free, easy to design, provides 100MB of free online storage, integrates with other Google tools such as Google forms, YouTube and Wikipedia. In addition, there are other features such as: time zone, calculator, translation, weather forecast, and public data. What is more, the site will be easily found on Google search engines because the site is securely stored on Google servers.

Therefore, the researcher considers that the development of teaching materials based on Google Sites if collaborated with the Grammar course, it will be even more interesting. This is because this lesson discusses French grammar starting from verb conjugation, pronunciation, articles, adjectives and much more. Moreover, the use of Google Sites has never been used by lecturers of the French language education program in the Grammar course. Based on this background, researchers will research the development of Grammar DELF A1 teaching materials based on Google Sites.

2. Literature Review

One of the important elements in learning is teaching material. It has a major impact on the achievement of learning objectives. Therefore, the development of teaching materials is needed to improve learning activities and teacher motivation in carrying out learning in the classroom (Dubin and Olstain, 1992: 47). The development of good teaching materials must follow three development principles, namely the principles of relevance, consistency and adequacy as defined by the Ministry of National Education (2006: 6). With regard to the concept of developing teaching materials, the materials used in learning activities often do not meet these criteria. Learning subjects are often less relevant to the competency standards and basic competencies, as well as teaching materials that are insufficient to the demands of learning objectives.

Tomlinson (1998:1) argues that it is necessary to provide good quality learning materials to facilitate and facilitate learning. Teaching materials can be in the form of hand outs, teaching materials, or anything that can be used to improve students' knowledge and skills. In addition, Cunningsworth (1995: 5) states that there is no learning design that has a greater influence on the content and implementation (process) of learning than teaching materials.

Martin and Briggs (1986: 448) suggest that learning media includes all the resources needed to communicate with students. For this reason, the presentation of teaching materials can use all tools, such as computers, laptops, smartphones, loudspeakers, projectors, and other software. It can be said that learning media is a tool used to convey information or teaching materials to students.

Google Sites is a product from Google as a container or platform for creating websites. Users can take advantage of Google Sites because it can be used easily to be managed by ordinary users. One of the uses of Google Sites that can be utilized by users is for learning. In addition, this website can be utilized by teachers who do not have time to provide a learning system.

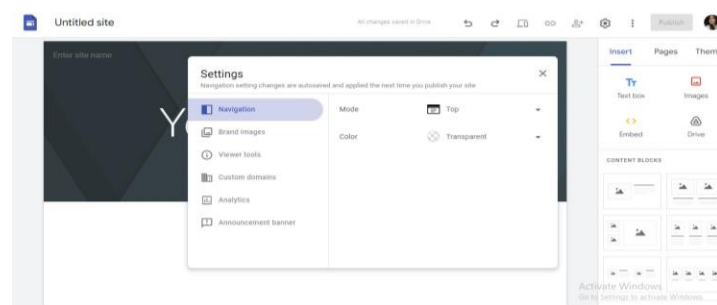


Fig. 1. Google sites

Grammar is a course in the French Language Education Study Program of FBS Unimed. Based on literature study through RPS (semester learning plan), Grammar is a lesson that describes French grammar, such as, l'alphabet, les nombres et les chiffres, déterminant, conjugaison, les phrases, les adjectifs etc. The lecture strategy used in this class is Student Centered Learning and Forum Group Discussion.

3. Research Methods

This research is development research that focuses on developing and improving an educational product. According to Sugiyono (2011: 407), the development research method is a method used to create a product and to determine the feasibility and effectiveness of the product developed. The development research method used in this research is Robert Maribe Branch's ADDIE model (2009) which is divided into five phases, namely (1) Analysis (2) Design (3) Development (4) Implementation (5) Evaluation. In each phase, evaluation and revision will be carried out to ensure the quality of data in each development phase. In the needs analysis phase, questionnaires were given to students and lecturers, interviews with students and lecturers, and theoretical analysis related to the development of Google Sites. In the planning phase, a schedule of research activities and division of labor of the research team will be prepared. In the design phase, the preparation of teaching materials and media will be carried out. In the development phase, Google Sites-based teaching materials will be developed. The development will be tested and validated by experts so as to obtain product validity. Trial activities will be observed by peers as evaluation and revision material. The valid product will then be implemented in learning one of the selected courses, namely Grammar. Furthermore, an evaluation is carried out until the development of teaching materials based on Google Sites is declared qualified if it meets the elements of validity, practicality, and effectiveness based on the assessment of three experts. Based on the variables measured, there are three research respondents, namely students, validators, and learning observers. Students as respondents to obtain data on the learning process before and after research activities. Validators are used as research respondents to validate development products. The learning observer is used as a respondent to obtain data on the learning process during the development product trial.

3.1. Data collection technique

The data collection techniques used in this study include: questionnaires, interviews, literature studies, and tests.

3.2. Data analysis technique

The data analysis was conducted using the following scale:

Table 1. Sugiyono's Likert scale.

No.	Criteria	Score
1	Very Good (VG)	5
2	Good (G)	4
3	Good Enough (GE)	3
4	Less Good (LG)	2
5	Very Unfavorable (VU)	1

To calculate the value using the following formula:

$$P = \frac{100}{\text{Number of correct}} \times \text{Total questions} \quad (1)$$

4. Results and Discussion

The results of this development research are described in 5 stages of ADDIE, namely: (1) Analysis (2) Design (3) Development (4) Implementation (5) Evaluation. From the results of the research that has been carried out, a description of the temporary research results is obtained as follows.

4.1. Analysis

Based on the results of questionnaires that have been distributed to 4th semester Regular B 2021 French Language Education FBS-UNIMED students who have studied the Grammar course through Google Form Students have difficulty learning French grammar in class (80%) because they still really need more varied media. All students have technological tools such as (100%) have smartphones, (89%) have laptops, and (20%) have computers. During the Grammar course, previously the most commonly used media were, power point, sipda, books, and YouTube.

After conducting a needs analysis, interviews were conducted with lecturers teaching Grammar courses to obtain additional information about the learning process in class and online classes. Some of the student problems in the course are: (1) Most of the learning process is carried out by the method of delivering material / lectures to students, (2) The implementation of lectures is carried out by means of drill (assignments) to students. (3) Students have difficulty understanding French grammar which is quite complicated and there is a lot of material to learn. (4) Students are afraid of making mistakes in writing French Grammar. Therefore, the researcher concluded that the development of interesting and technology-based teaching materials using Google Sites in Grammar courses really needs to be developed so that teaching materials can improve the quality of learner knowledge.

4.2. Design

In this second stage, the researcher determines the objectives of the teaching material, sources and references of material content, exercises and answers, pre-test and post-test. The next step is to design the material that will be entered into Google Sites. This media is compatible with all electronic devices, be it cell phones, laptops, or tablets. Easy to create and manage by ordinary users. Google Sites is easy to use, especially to support learning by maximizing features such as google docs, sheets, forms, calendar, and awesome tables. So that the developed material can be an alternative learning material that can increase students' knowledge of French Grammar.

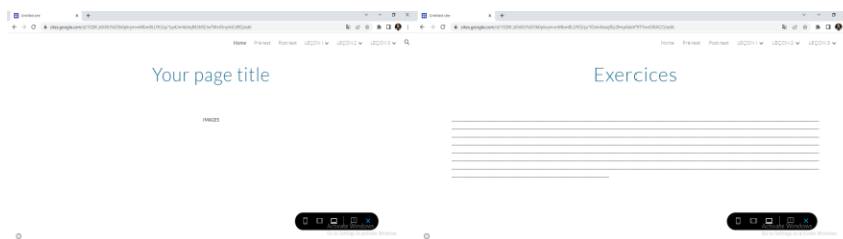


Fig. 2. Google sites design

The materials reviewed were: 1. *L'article défini et indéfini*, 2. *L'article partitif*, 3. *La place et l'accord des adjectifs*, 4. *Le nombre cardinaux et ordinaux*, 5. *Les pronoms toniques*, 6. *Les pronoms personnels sujet*, 7. *L'adjectif Possessifs*, 8. *La négation*, 9. *Les phrases affirmatives et négatives*, 10. *L'adjectif démonstratif*.

4.3. Development

In this third stage, several steps were taken, namely:

- a. Compile the designs, templates, images, texts that have been collected previously, using the supporting application *Canva*.

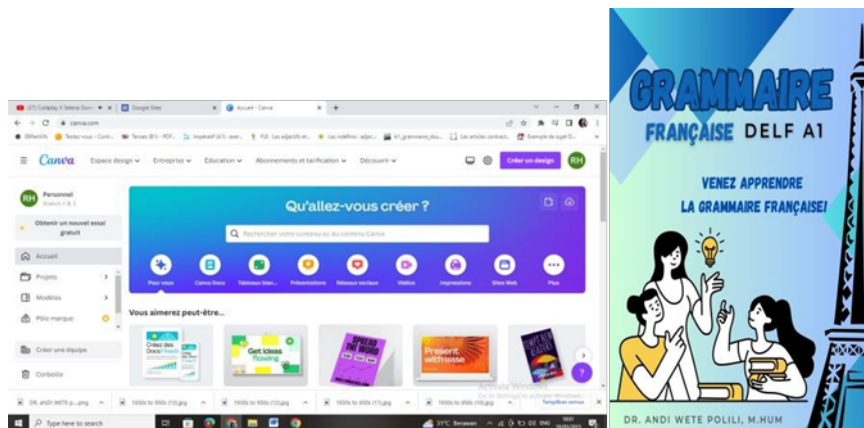


Fig. 3. Book cover design

- b. After the materials and questions have been designed, go to the website <https://sites.google.com/new>, then select the log in section and enter the previously registered email address and password. Then click, next.

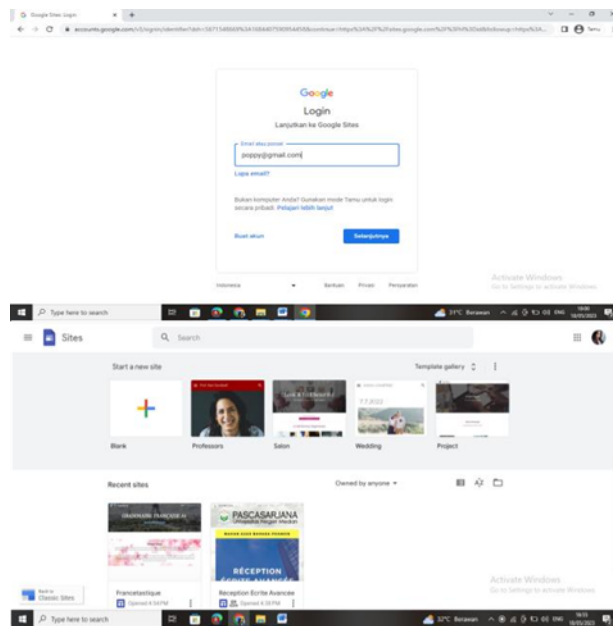


Fig. 4. Log in page

- c. After logging in, the Google Sites page will appear. Some of the menus are: settings, insert, pages & themes. Each menu section has several submenus that have their own functions. For the settings section there are: navigation, brand images, viewer tools, custom domains, analytics & announcement banners. Then in the insert section there are: text boxes, images, embed, drive, content blocks, table of contents, carousel images, buttons, dividers, spacers, social links, placeholders, YouTube, calendar, map, docs, slides, sheets, forms & charts. Furthermore, in the pages section, we can add pages according to the needs of our teaching material. And finally in the themes section there are several themes that we can customize according to the needs of the teaching materials developed.

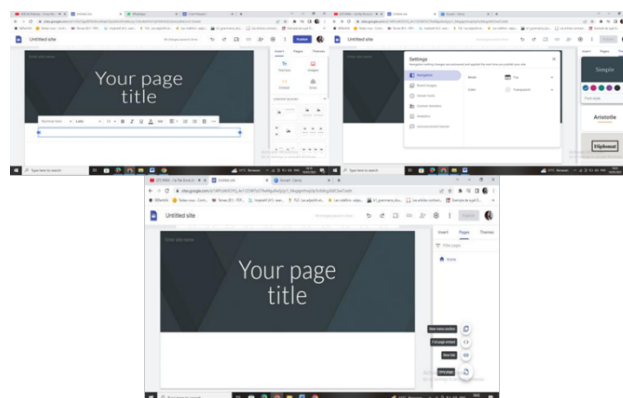


Fig. 5. Google sites page

- d. Next, we edit and enter the teaching material into the Google Sites page by paying attention to the font type, size, theme and design that suits the material.

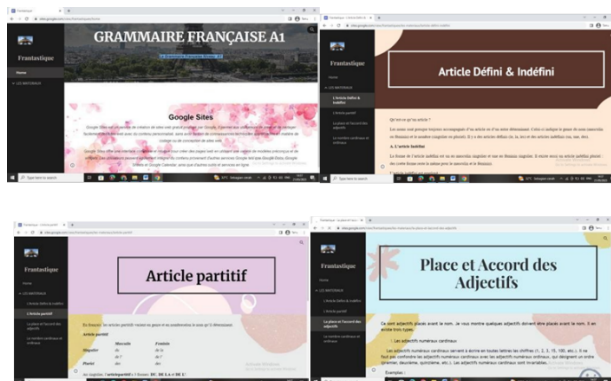


Fig. 6. Theme and design

- e. 5. After all the material has been integrated with Google Sites media, we can create questions in the form of multiple choice, true/false questions, matching questions or crossword puzzles in Google Form and we can integrate Google forms into Google Sites.

4.4. Implementation

In this section, the implementation of the development of Grammar DELF A1 teaching materials based on Google Sites is carried out. Before entering the class, the validator will assess whether or not the media and materials being developed are feasible. This stage is aimed at 4th semester Regular B 2021 French Language Education FBS- Unimed students with a total of 21 students. This implementation process took place from April 3 to May 31, 2023. This activity consists of three sessions with the following steps: (1) distributing pretest, (2) providing material to students (treatment), and (3) distributing posttest.

Table 2. Pretest and Posttest.

Pretest	Posttest
56	85.28

Furthermore, the assessment of the validator is divided into two, namely media assessment and material assessment. The assessment of Grammar DELF A1 teaching materials was declared a Very Good category with an average value of 91.00%. As for the Google Sites media assessment, it was declared a Very Good category with an average score of 92.8%.

4.5. Evaluation

At this stage, the evaluation was carried out by improving the materials and media based on suggestions and evaluations from media and material validators. The last evaluation carried out was by giving a student satisfaction questionnaire, with the following results:

Table 3. Questionnaire of Student satisfaction with Grammar DELF A1 Teaching Material based on Google Sites

No.	Indicator	Student Satisfaction Questionnaire Results
1	Teaching materials are able to encourage student curiosity	45.2% said very good. 54.8% said good.
2	Teaching materials are easy for students to understand	78.7% said very good. 10.1% said good. 11.2% said quite good.
3	Teaching materials are able to encourage critical thinking activities	45.5% said very good. 36.4% said good. 18.2% said quite good.
4	Teaching materials can encourage the development of creativity in learning	64.9% said very good. 18.7% said good. 16.4% said quite good.
5	Very Unfavorable (VU)	69.5% said very good. 20.5% said good. 10% said it was good enough.
6	Google Sites media facilitates the smooth learning process	50.9% said very good. 19.7% said good. 29.4% said quite good.

7	Google Sites media is easy for students and teachers to operate	60.9% said very good. 20.7% said good. 18.4% said quite good.
8	Google Sites images, text, and media types are diverse and engaging	50.9% said very good. 19.7% said good. 29.4% said quite good.
9	The Google Sites media concept is in line with the learning objectives and is presented in order	60.2% said very good. 19.7% said good. 20.1% said quite good.
10	Lecturer's ability to deliver the material	72.7% said very good. 20.5% said good. 6.8% said quite good.
11	Lecturers motivate students to actively participate in lectures	60.5% said very good. 20.5% said good. 19% said quite good.
12	Lecturers provide opportunities and appreciate students to convey questions and opinions	65.9% said very good. 28.7% said good. 5.4% said quite good.

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