



Developing French Teaching Materials in Senior High School by Integrating *Portfolio Européen des Langues (PEL)*

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Abstract

Senior High School (SMA) is a school that provides French language lessons to students majoring in natural sciences and social sciences. There are also high schools that open special French class for students and some schools put French as a lesson for extra-curricular activities. From the analysis of the textbooks used by high school teachers, it is concluded that the textbooks / instructional materials that they use are less up to date and some are using compilation (compilation of texts drawn from various sources). Language teaching materials in the European Union are already equipped with *Portfolio Européen des Langues (PEL)* and of the literature found, PEL provides many benefits to learning foreign language. The benefit of PEL is not only for teachers but also for students. The above mentioned have been the reason to conduct this study, developing French teaching materials in high schools that integrate *Portfolio Européen des langues (PEL)* for French language learners in Indonesia. To initiate this study, the analysis of textbooks used by several high schools in Jakarta and surrounding areas had been conducted. Furthermore, it is then continued with the analysis of the needs of the PEL. To obtain the necessary data, this study uses interview questionnaire. The next step is to arrange French language teaching materials prototype for high school that integrates PEL. The prototype is reviewed by two experts in their field and have been revised, and then limited trials for high schools are conducted.

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INTRODUCTION

In recent era, studying foreign languages other than English is really pertinent for every human being. With language, people can gain knowledge about various matters of the country; including its culture as the "trend setter" in the world. For example, K-Pop culture from Korea that stuns teenagers in the world and also distinct Japanese cultures that no other country has them.

Knowledge can be acquired through language; consequently mid-level schools up to higher education are opening language major/study program, sending their teachers and lecturers to learn foreign languages other than English.

ASEAN Economic Community (AEC) creates single economic community in the ASEAN regions. This leads to the fact that graduates from high school (SMA), vocational schools (SMK), and higher education must compete with fellow graduates from other ASEAN countries. The competition is mostly in terms of competencies and skills that the graduates possessed. One of the skills, among others, is the ability to communicate orally and in writing in English as an international language of communication. The ability to speak English as also in French may be an added value for the graduates.

Therefore, high schools, vocational schools, and universities that teach foreign language or open foreign language study programs, such as French, must improve the quality of its teaching namely by improving the strategies of teaching and learning, developing learning media that matches the theme of teaching, and preparing "up to date" textbooks, that is the textbooks that contribute to the students in achieving the goal of language teaching and can bridge them to higher education.

Textbooks as learning material serve as: a) source of teaching material for learning the language orally and in writing, b) source for creating learning activities and can be used as material to foster interaction between teachers

and students or between students, c) source to learn the grammar, vocabulary and pronunciation for the students, d) stimulus to activate the class, e) syllabus to determine the purpose of teaching, f) means of self-learning, and g) guide to direct teachers teaching purposes (Cunningsworth, 1995: 7).

Textbooks have many functions, among others: 1) textbooks in present and future era, should meet the needs of learners in achieving learning goal; 2) textbooks should also serve as means of transferring knowledge effectively without feeling patronized dramatically by the book, and; 3) textbooks should be used as a bridge or as media that connects students and the learning objectives (Cunningsworth, 1995: 15-17).

Currently, the French class opens in the high schools and vocational schools has a purpose for students to achieve the skill of French-language in level A1 according to the *Cadre Européen Commun de Référence* (CECR) that is able to understand and use everyday expressions. The skill should be used for communicating in real context for example: self-introduction, introducing others, asking questions, such as asking about address, that person relationship with people in the surrounding area, objects belonging, and responding to questions. So, the students can use French to involve in simple communication (CECR, 2001: 25).

A textbook should follow the standards include: a) the completeness of the material, b) the accuracy of the material, c) activities supporting material, d) up to date material, e) efforts to improve students, f) organization of material should follow the systematics of science, g) material should be able to develop the skills and ability to think, h) the material must be able to stimulate students to do inquiry, i) should have notation, symbols, and units (Muhammad Rahman, Sofan Amri, 2013: 90).

French textbooks used in high schools and vocational schools currently are very varied in titles, contents, and materials. They can be adjusted for such purposes as indicated on the success of Level A1 CECR. However, a

textbook should be in line with the needs and its material should represent insightful knowledge.

The implementation of 2013 curriculum necessitates student-centered learning, so students have to interact with teachers, friends, community, environment, learning resources, and media. Curriculum 2013 is designed to enable students to be creative, to have critical thinking, and to use the knowledge learned. To determine the extent to which students can understand and apply the knowledge learned, students should evaluate their own proficiency, before teachers give classical evaluation.

It is extremely difficult for teachers to comprehend precisely their students' competence let alone to know their oral competence. This is highly due to the fact that the numbers of students in French class in high schools and in vocational schools are approximately 40 students in each class. Therefore, the students must evaluate their own standardized linguistic competence as stated in *Cadre Européen Commun de Référence* (CECR). These standards are imposed in European countries, even today such reference standard is also imposed in the teaching of Indonesian.

There are six levels of linguistic competence of CECR: A1, A2, B1, B2, C1, and C2. Each level has its own standard of linguistic competence. In the CECR, it is explained that through PEL students can measure their understanding of language teaching materials provided by the teacher. Each student has a different language skill, as accordingly to their intelligence. This is explained in the following quote: *Portfolio Européen des langues pourrez évaluer vos compétences dans les* (2003: 1).

Portfolio Européen des Langues (PEL) is a self-evaluation guide for the skills of listening, speaking, reading, and writing. PEL is used to view the language experience (*outil de valorisation de l'expérience vécue*) owned by the students after they learn French accordingly to their mastery level.

PEL also has pedagogical function, due to the fact that its use can motivate teachers and students in implementing the learning process. This is in accordance with Cunningsworth

(1995:7). Textbooks serve as a presentation of students' works in the form of a compilation of works, tasks, and writings during the learning process. The PEL functions are proposed by Tailefer (*Tailefer_pdf* in [http // aapsp.revues.org](http://aapsp.revues.org), retrieved February 26, 2015, at 12:55).

Based on above justifications, it is then important to develop teaching materials for class X, semester 1 of high schools that integrates *Portfolio Européen des Langues* (PEL).

Based on the background justification, the problem is formulated: What is the draft of French teaching materials for class X, semester 1 of high schools that integrates *Portfolio Européen des Langues* (PEL)?

This research aims to develop a draft of French teaching materials for class X, semester one of high school that integrates PEL. The French textbooks can enhance and complement existing textbooks.

The results of this research is in the form of draft of French textbook for high school students in the first semester, class X that can enhance and complement existing textbooks.

The theoretical basis in the development of French teaching materials in high school that integrates *Portfolio Européen des Langues* (PEL), namely:

Development of teaching materials

Teaching materials is very important in supporting the learning process. Selection of teaching materials must be tailored to the needs so that learning objectives can be achieved.

Teaching materials used to achieve the learning objectives should be well-organized, systematic, and dynamic in accordance with the objectives and progress of science and the demands of society (Suharsimi in Rohman, Amri, 2013: 32).

The contents of teaching materials should contain the knowledge, skills, attitudes or values. The knowledge contained in teaching materials includes facts, concepts, principles and procedures. That is, the knowledge should be relevant with the reality, can be identified, applied and in which its procedures are in line with proper flow. So, the French teaching

materials should be something tangible, can be used / implemented, have a concept to teach and follow the procedures in providing knowledge to students.

The skill aspect refers to the level of a person's competence and is adapted to the needs of students. The teaching materials can also provide an understanding of the attitudes or values, for example: the value of togetherness, honesty, mutual help, compassion, enthusiasm to work, willingness to accept other people's opinions.

Development of teaching materials should also pay attention to the principles of relevance, consistency and adequacy. The principle of relevance means there is a link between the teaching materials and the standard achievement of basic and core competences. Consistency means one basic competence should have one teaching material to be taught. Adequacy means that the teaching materials should not be too little or too much so competencies are achieved in accordance with the basic competencies taught.

This is the era which the limitation of space and time has faded because of advances in technology and the start of Asean Economic Community (AEC), this makes mastery of foreign language skills such as French becomes really important. High school or vocational school graduates and university graduates have to compete with graduates from other countries.

In response to those conditions, it is then necessary to reform the teaching and learning strategies, to develop the instructional media and to renew teaching materials. Teaching materials must be prepared based on the required needs.

To overcome this, the government has tried to introduce the 2013 curriculum. It is expected that the 2013 curriculum will enhance Indonesia's human resources to become more productive, creative, and innovative through the strengthening of integrated attitudes, skills, and knowledge. This causes the need to implement an interactive, inspiring, fun, challenging, and motivating learning that encourages students to participate actively and provides the opportunity

for physical and psychological development of students.

French competence that should be achieved by high school students is A1 level of CECR. According to the curriculum, high school students of class X must have the competence: introducing oneself (self-introduction), describing people and things, greeting, thanking, giving information relating to the time, showing buildings / public facilities, showing directions, instructing, and appreciating French songs.

In line with the standard competence that should be mastered by class X, the preparation of textbooks should be themed as it is written in the curriculum. French lesson is arranged accordingly to motivate students to be active, creative and innovative. One way to determine the students' language competence is through *Portfolio Européen des Langues* (PEL).

This is explained in the CECR book (2003: 1): *Portofolio européen des langues pourrez évaluer vos compétences dans les différences langues que vous maîtriser ou dont vous avez entreprise l'apprentissage. Même si le nouveau de performance atteint dans certaines d'entre elles peut être limité, la diversité de vos connaissances linguistiques est une richesse dont ce document vous invite à tirer profit* (2003:1).

PEL is composed of three parts, each part has each function. The parts are: *passport de langue, Biographie languagière, and dossier.*

Passport de langue shows the level of receptive and productive language proficiency. This proficiency is based on level of proficiency in CECR.

Biographie languagière also called "histoire personnelle" is about the language proficiency that has been mastered and is being studied by the students.

Dossier or portfolio or *recueil des travaux personnels* is a collection of students' writing assignments.

The third parts PEL, according to Taillefer, have two functions namely pedagogical function and presentation function (*Taillefer - pdf in http // aapsp.revues.org, retrieved February 26, 2015, pk. 12:55*).

This research uses research and development approach. Putra states that (2011: 67), research and development (R & D) can be defined as a method of research that deliberately, systematically, aiming at/directed to find out, formulate, refine, develop, produce, test the effectiveness of the product, model / strategy / method, services, certain superior procedures, new, effective, efficient, productive, and meaningful.

Steps of the research and development must follow the procedures described by Sugiyono in Putra (2011: 125), as follows:

Collecting information on French language teaching materials used in high schools in Jakarta, West Java, and Central Java. The information will explain whether the French textbooks used are already in line with what are required.

The next step is collecting data regarding the textbooks profile used in DKI Jakarta, West Java, and Central Java.

Based on this information, the prototype of French teaching materials for class X that integrates PEL is prepared.

Validation through expert's opinion is then conducted to gather feedback in order to improve the prototype.

To collect data in this research, the following instruments are used:

- a. Observation to identify the textbooks used by French teachers in high schools in Jakarta, West Java, and Central Java.
- b. Interview with French teachers in high schools in Jakarta and surrounding areas.
- c. Introduction to *Portfolio Européen des Langues* (PEL).
- d. Questionnaire to obtain a more complete picture of the needs of teaching materials that integrate the *Portfolio Européen des Langues* (PEL).
- e. Document Analysis. Analysis of the documents comprising the prototype analysis to see the strengths and weaknesses.

Data were analyzed qualitatively and quantitatively. Qualitative data analysis is used to analyze the observations, interviews, and discussions. Quantitative analysis is performed after distributing questionnaires to determine the effectiveness of the textbooks made.

RESULT AND DISCUSSION

Teaching materials that integrate PEL should be developed because they provide many benefits for teachers and students as well as becoming basic necessity for teachers in implementing the learning process in the classroom.

To create teaching materials that integrate the PEL, a prototype will be prepared in advance. The prototype is in the form of a book structured as follows:

- A. The cover is illustrated in the form of words "OLISE" and a picture of the school. The word in French is written "Au Lycée" which means "School". So, this book wants to give the readers an overview of the activities at school. At the bottom of the illustration there is the name of the author: Dr. Sri Harini Ekowati, MPd and Dr. Asti Purbarini, MPd and the name of the publisher if the teaching materials will be published.
- B. The middle part of the book contains:
 1. The front part of the book consists of:
 - Page of French
 - Title page
 - Page copyright
 - Foreword
 - Table of contents
 - List of Tables
 - List of Figures
 - List of Appendix
 - List of symbol / graphics
 2. The content consists of:
 - The concepts used in teaching materials
 - The materials
- C. The final part of the book contains:
 - Glossary

- Index
- References
- Book cover

To perceive the effectiveness of *OLISE*, the team has been working closely with experts to determine whether the book is fit for use or not. Two experts chosen are Rosana Haryanti, MA from the University of Brawijaya and Dr. Sri Rejeki Urip from Semarang State University. Both of these experts provide valuable feedbacks for the rewriting of *OLISE*.

Suggestions and feedbacks are: researchers must include the address of the site if taking documents from certain sites, researchers should revise few words / sentences in French that are mistype, and researchers should consider the pragmatic aspects of the prepared teaching materials.

After analyzing and observing the suggestions and feedbacks from reviewers, the team then made revisions and improvements to the teaching materials. Revisions were done for approximately one week and then *OLISE* becomes a prototype to be tested in Ksatrya High School, Jakarta.

Limited tests were conducted in class X IPS1, IPS3, and IPS4 having 90 students as respondents. Simple questionnaire with seven questions and one number for opinions and advice on this prototype were distributed. Their responds should be agree, like, match, understand/familiar with the integration of PEL in the teaching of French.

Sample questions!

The teaching materials provided can be understood

In the questionnaire statement number 1: "The images/pictures contained in the teaching materials are attractive", there were 86 who answered "Yes" and 4 students answered "No". This shows that students found positive to the statement questionnaire number 1. Similarly, the statement number 2: "The teaching materials provided can be understood" there were 82 students who answered "Yes" and there were 8

students answered "No". Statement number 3 questionnaire: "The lesson contained in teaching materials can be remembered" answered "Yes" by 71 students and 19 students answered "No".

While the statement number 4: "Teaching materials are in accordance with the content of the lesson," 88 students answered "Yes" and only one student answered no, one student did not answer. Similarly, the questionnaire number 5: "Teaching materials are in accordance with your age", 87 students answered "yes" and two students answered "No", one student did not give an opinion. Questionnaire number 6: "The colors displayed on teaching materials can attract attention" 73 students answered "Yes" and 17 students answered "No". Questionnaire number 7: "The teaching materials need to be sustained" 89 students answered "Yes" and only one student answered "No".

In response to the students' opinions, it can be concluded that students have positive opinions on the teaching materials prototype. This is reinforced by suggestions by the students, the teaching material is really useful to be used because of its attractive appearance, easy to understand, easy to remember and the students proposed that the sustainability of the prototype.

The following are examples of students' suggestions:

"The teaching materials are good, not too difficult to be understood" (LP, X IPS 3)

"The materials are good, it is understandable" (FR, X IPS 4)

"The subject matters can be understood and the color image make it even easier" (AW, X IPS 4)

"Good, can learn the lessons" (BA, X IPS 1)

"OK, teaching materials should be continued" (TZ, X IPS 3)

CONCLUSION

Based on limited testing on *OLISE* (the French teaching materials that integrate PEL), it is found that the students of Ksatrya High School students really like *OLISE* teaching materials. This is proven from the answers or

questionnaires given after they learn French by using *OLISE*.

Out of the 90 students who were given questionnaire and write their opinion on the statement number 1-7, the number of students who gave positive answers ranged from 71 students to 89 students. These numbers show that the prototype is beneficial to be used as textbook for high school students in learning French.

The trial test conducted in Ksatria High School, Jakarta, gave positive result, meaning students in Ksatria High School are in favour/receive *OLISE* teaching materials. In order for *OLISE* to be accepted by larger community, it should be seriously tested in other high schools and to obtain data that are more extensive and comprehensive. Therefore, this research should be developed and continued.

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