

Implementation of Genre-based approach in the *Maitrise de Langue Ecrite* class to improve students reading and writing skills

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Abstract. Difficulties in the course of *Maitrise de Langue Ecrite* are frequently found in students of French and education study program of Universitas Negeri Medan, especially at the intermediate level. Efforts are needed to provide students with texts that are easy to access, simple, and tailored to their learning needs and pace, through the creation of E-modules using the genre-based approach, which integrates both product and process. This article focuses on the implementation of the genre-based approach in the *Maitrise de Langue Ecrite* class. The genre-based approach was developed as an innovative and useful method for mastering various text genres, enabling more creativity in capturing concepts and data and connecting them to visual representations. It conveys the main idea or information of the text using succinct language, images, color, associations, and other visual aids. The stages of the genre-based approach to learning include: 1. Building Knowledge of the Field, 2. Modeling the Text, 3. Joint Construction of Texts, and 4. Independent Construction of Text.

Keywords: Genre-based, approach, maitrise, langue, ecrite.

1 Introduction

Mastering French as a foreign language requires students to effectively engage in communication with others. A key measure of successful language teaching is when learners can confidently use French, both verbally and in writing, with accuracy and fluency. In essence, communicative competence stands as the core of language instruction and the ultimate aim of all teaching efforts. To be able to interact well in French, French language learners are required to master four necessary language skills: Comprehension Orale, commonly referred to as Reception Orale (understanding spoken texts), Comprehension Ecrite, commonly referred to as Reception Ecrite (understanding written texts), Production Orale (expressing spoken texts), and Production Ecrite (expressing written texts). The teaching of the four language competencies is carried out by the French Language Education program at Unimed from the first semester to the sixth semester. The course "Maitrise de langue

Écrite," which hones written language skills, is offered to students in the sixth semester. In this course, reading skills (Comprehension Écrite) are integrated with writing skills (Production Écrite) at the B1 level, which is functional language proficiency where learners understand the function and can use the language independently. At this stage, learners are anticipated to sustain interactions smoothly, actively contribute to discussions, and clearly convey their opinions, demonstrating their growing language proficiency. Furthermore, learners are able to face difficult situations that may arise in everyday life. Specifically, for reading and writing skills at the B1 level, learners are expected to understand texts that mostly contain daily activities and routines or those related to work. In addition, learners are also expected to understand the descriptions of various events, feelings, and hopes, especially in personal messages/letters.

Reading and writing abilities are some of the most challenging language skills for learners of French as a Foreign Language to master. This is related to the differences in graphic codes, vocabulary, grammar, cohesion and coherence, as well as the cultural context of the learners, which are certainly very different from the language being studied. The lack of proficiency in reading and writing skills is particularly noticeable among French language learners at the B1 level, including students at Medan State University. This issue is highlighted by the disappointing scores they received in the DELF (Diploma in French Language Studies) examination, especially in the Written Comprehension and Written Production sections, where their performance at the B1 level fell short. Challenges in the language skills of Written Reception and Written Production were identified during the Written Language Mastery course for the 2021 cohort of French Language Education students in the odd semester of the 2023/2024 academic year. Through interviews with the course instructors of "Maitrise de langue Écrite" and analysis of students' final test results, the researcher discovered that most students struggled to answer questions and articulate written opinions concerning the texts they had read. Although students have been directed to focus and use appropriate reading strategies, many still do not understand and provide written opinions about the texts they read. This clearly calls for appropriate techniques and approaches to improve students' reading and writing abilities.

The genre-based approach, recognized as a method that fuses product and process strategies (Prakoso et al., 2021), comprises the following learning phases: (1) Building Knowledge of the Field, (2) Modeling the Text, (3) Joint Construction of the Text, and (4) Independent Construction of the Text. Findings from research conducted by educators utilizing this approach suggest that it can effectively enhance students' achievements in language, especially in reading and writing skills.

The course "Maitrise de langue Écrite," which combines reading and writing competencies, is part of the KDBK language competency curriculum. This course is a compulsory subject for fifth-semester students in the French Language Education program at Universitas Negeri Medan, carrying a weight of 3 credits. Its objective is to equip students learning FLE (Français Langue Étrangère) with reading and writing competencies at the B1 skill level, focusing on functional language skills that enable learners to comprehend the functions of written language and use it independently. The presentation of the course Maitrise de langue Écrite uses the book *Tendances B1*, published by CLE International (2016) and compiled by Girardet et al. Nonetheless, the delivery of this course in the French Language Education program at Unimed is often repetitive and lacks interactive features. This is reflected in the minimal engagement of students during lectures, which not only hampers their learning outcomes but

also plays a significant role in the development of their language skills. Specifically, the interactive learning materials in the course *Maitrise de langue Ecrite* in the French Language Education Program at Unimed have not been implemented to the fullest extent. Overall, the material is delivered in a rather dull and inflexible way, relying on printed textbooks that lack interactivity and do not prioritize the development of reading and writing skills. In addition, there are no books or modules specifically designed to help students learn *Maîtrise de Langue Ecrite* in either print or digital format. To tackle this issue, it is essential to develop a Genre-Based Approach E-module for *Maitrise de Langue Ecrite* utilizing the Kvisoft flipbook maker application. This development aims to enhance students' learning outcomes in the *Maitrise de Langue Ecrite* course, making them more effective and engaging.

The development of this E-module is anticipated to positively affect both lecturers and students. By creating interactive learning media that can foster enthusiasm and encourage active participation among students, it is hoped that students will see an improvement in their French language competencies and overall learning outcomes, particularly in the *Maitrise de Langue Ecrite* course.

The success of learning using E-modules based on Kvisoft flipbook maker has been demonstrated by Priwantoro (2018) in his efforts to develop E-modules for the Linear Program course. This researcher concludes that understanding and achieving learning outcomes are realized through the use of flipbooks.

In an experiment conducted by Sucini, Nurhayati, and Saripudin (2022) to assess the impact of flipbook-assisted e-modules on writing scripts derived from folk tales, it was found that these e-modules significantly enhance students' scriptwriting abilities. Therefore, flipbook-assisted e-modules prove to be effective teaching materials for writing scripts based on folk tales.

In her research examining the effects of flipbook-based E-modules on student learning outcomes, Sriyanti et al. (2020) found that the E-module designed for the wave course has a moderate impact on the academic performance of Physics Education students at the Faculty of Teacher Training and Education, Sriwijaya University, Palembang. Additionally, the creation of E-modules supported by Kvisoft Flipbook Maker, which incorporates a scientific approach to the teaching of word processing application operations, is particularly advantageous for enhancing student learning materials and engagement. This is based on research conducted by Oktaviara & Pahlevi (2020) on students of SMKN 2 Blitar.

The various studies referenced above suggest that the development of E-modules using the Kvisoft Flipbook Maker application has been highly effective in enhancing student learning outcomes. Moreover, this approach has garnered considerable interest from educators globally, particularly in Indonesia.

Dalimunthe & Syafriani (2022) successfully developed a STEM-based Colligative Material E-module using the Kvisoft flipbook maker application, achieving a very good practicality score of 94 and an effectiveness score of 0.77.

In their study focused on the creation of interactive E-modules utilizing Kvisoft Flipbook Maker for Algebraic content, Fachrunisa, Kuncoro, and Arigiyati (2022) found that the developed learning media is highly effective for use in mathematics instruction. Furthermore, the e-module-based product can be expanded upon in the educational process, inspiring educators to embrace creativity and innovation in developing engaging and enjoyable materials that enhance the learning experience for students.

Moreover, Fonda and Sumargiyani (2018) explored the development of a Mathematics E-module employing a scientific approach through the Kvisoft Flipbook Maker. Their findings revealed that this E-module, which centers on derivatives for 11th-grade high school students in the second semester, is highly appropriate for integration into classroom instruction, thereby enhancing the learning experience.

Focusing on the subject matter of Biotechnology with a health theme to enhance analytical thinking skills, Mahesti et al. (2023) developed an E-module using Kvisoft flipbook maker and found that the use of this E-module successfully improved students' analytical thinking abilities. Based on various studies conducted, it can be concluded that the development and implementation of interactive E-modules using Kvisoft Flipbook Maker represent research with significant novelty value, and this approach is widely utilized in both Science and Humanities education.

2 Method

This study employed the descriptive qualitative research methodology outlined by Heigham and Croker (2009). The subjects of the research were students from the French Language Education Program, specifically the 5th semester class of 2022, during the odd semester of the 2024/2025 academic year, from classes A, B, and C, who were enrolled in the course *Maitrise de langue Ecrite*. The focus of the study was on students' academic performance and the application of a genre-based approach in teaching by the instructor. To collect data, various tools were utilized, including field notes, a recorder, and interview sheets. The data collection methods included observations, interviews, and detailed field notes.

Data reduction involves the processes of selecting, prioritizing, and summarizing the most essential components of the data. The objective is to discern patterns within the data that emerge from social phenomena observed in the field.

In this context, the researcher refined all the observational data, which included insights gathered from interviews with students and instructors, as well as documentation. This process of data reduction involved extracting relevant information based on the problem description. The collected data was then organized, arranged, and categorized for further analysis. Data presentation is the process of arranging and characterizing the reduced data. The researcher explained the solution to the problem statement in this phase. The data from observation, interviews, and recording were all described in this study.

Interviews and observations were carried out to gain deeper insights into the implementation of the genre-based approach in teaching writing skills. The focus was on identifying the elements that support this application and the challenges instructors face while employing the genre-based approach to enhance writing skills. A research finding was the study's conclusion. If there is sufficient, reliable, and consistent data to support the acquired and analyzed data, conclusions or verifications can be made. The analysis was made based on the problem statements produced the conclusion. It comes from what was observed.

3 Results and Discussion

The teaching and learning process consists of five key steps: 1) Building the context, 2) Modeling and deconstructing the text, 3) Joint construction of the text, 4) Independent construction of the text, and 5) Linking related texts. When teaching writing skills through a genre-based approach, effectiveness is heightened in the initial stages, as the instructor prompts students to discuss the meaning of descriptive texts before offering an explanation. This approach enables students to build upon their existing knowledge. During the modeling step in the second stage, the instructor encourages students to read the provided materials, which is particularly beneficial at these levels. Additionally, the instructor asks the class to step forward and indicate the portion of the descriptive text that has the generic structure highlighted. Occasionally, instructors provide examples of how to recognize different parts of descriptive texts. The final step involved the students presenting their work in front of the class without the instructor selecting them; however, one student from the group stood up and started reading their script. According to the researcher, this particular stage aligns with the theory of Joint Construction of Text since the instructor engaged students in discussion, questioning, and small group work to address the subject matter. In the fourth step, the instructor requests that the students use the text independently. Students could explain and respond individually to the materials that are connected to the genre of descriptive writing that the instructor provided to some reviewers. The definition of descriptive text, social function, and generic structure are covered first, followed by the language characteristics of descriptive text. Students need to be imaginative in the fifth stage and keep in mind the instructor's explanation. The instructor assigns readings from other descriptive texts to the class. The instructor gives the students an assignment to write a descriptive text about a beautiful place. She then calls on each student individually to identify the general structure and linguistic elements of the piece in front of the class.

Various kinds of activities are linked to each step. Generally, all of these phases are navigated by both the instructor and students when introducing a text type and its context for the first time. However, it's feasible to enter the cycle at any stage. If students are already familiar with the context, the cycle can commence with modeling-related exercises, allowing them to build on their prior knowledge. If students require further practice or revision to advance, they can always go back to activities from previous phases of the cycle.

4 Conclusion

According to the research discussed in the previous chapter, the five stages of teaching writing using a genre-based approach are: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and connecting similar texts. The instructor correctly implemented the processes in the genre-based approach and adhered to all guidelines for the teaching and learning cycle. During all those phases, the instructor carried out the writing skill teaching process and managed to strike a balance between the challenges encountered when employing the genre-based approach to teach writing skills. Due to the fact that the instructor used certain stages, she paid attention to them or made sure they were appropriate given the content and the circumstances in the classroom.

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