

Development of Intensive Dictionary of *Expressions Figées Courantes* Based on the Wordtheme

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Abstract. This research was proposed based on the researcher's observations regarding the learning of expressions figées in the literature française course in the classroom which has not yet reached the target due to the lack of enrichment of students' vocabulary so that they are hampered in interpreting every language style they find in novels, films, dialogues, etc. So a supporting dictionary is needed that students can use to find explanations and how to pronounce them. The method used is 4D, with 4 research steps; namely Define, Design, Development and Disseminate. The results of this research showed significant increase in student learning outcomes after using a digital dictionary with a difference of 27. Then learning media in the form of a dictionary application is classified in the practical category in the beta test reaching 96%. So the Wordtheme-based expressions figées dictionary application is effective for use in the learning process.

Keywords: Intensive dictionary, *expressions figées*, wordtheme

I. Introduction

French is one of the languages that is widely studied in Indonesia. This is based on the existence of several distinctive characteristics that can be seen in grammar and certain rules in writing, such as adjustments to feminine and masculine gender in nouns and verbs, variations in words according to their number (singular/pluriel), differences in pronunciation systems, the presence of accents on letters, certain vowels such as é, ê, ï, and others.

Apart from these characteristics, there are many forms of language style in the form of expressions, which are usually known as expressions figées. This aspect utilizes the enrichment of vocabulary and certain varieties of language to create certain meanings to convey ideas, thoughts and feelings, both orally and in writing. Language style utilizes the

beauty of language to increase the effect by likening or comparing an object with other more common objects or things. The structure is composed of sentences or groups of words that are concise in nature, but accompanied by an analogous meaning.

In French itself, expressions figées are usually described with words from many categories, including colors, animal names, plant names, body parts, and so on. For example:

1. S'occuper de ses oignons. (Take care of your own onions)

This expression figée uses the name of a plant, namely onions, which is used to say "mind your own business" or "don't interfere in other people's business".

Examples of its use in fifths are:

Sa façon de gérer cela ne vous concerne pas. Occupe-toi de tes oignons.

(“How he handles this is not your problem. Mind your own business.”) Anthony (2019) [1]

2. Les chiens ne font pas des chats. (Dogs don't give birth to cats)

This expression figée uses the names of animals, namely dogs and cats, which conveys the meaning that "a person inherits the characteristics and shortcomings of their parents".

Examples of its use in fifths are:

Oui, les chiens ne font pas des chats. Elle a hérité du talent de sa mère.

(“Yes, dogs don't give birth to cats. He inherited his mother's talent.”) Commets (2022)[2]

The variety of expressions used can also add characteristics and style to the language, so that it sounds more interesting. For this reason, it is hoped that the result of this learning will be that students will be able to study the meaning of every expression they encounter so that they can use it again when they make sentences in written or spoken language.[11]

However, there were several obstacles found by researchers in learning activities so that the expected results did not fully work. One of them is the lack of vocabulary that is understood by students, so they cannot fully interpret the proverbs they find. Even if students use the Google Translate feature, the translation displayed is only a literal translation per word, not the actual meaning. For this reason, it is necessary to deepen the vocabulary that often appears in expressions figées.

To deepen vocabulary enrichment, learning activities require support in the form of a dictionary, Leandry.J (2019:87).[9]The dictionary that will be developed in this research is a source that contains terms, vocabulary and explanations meaning. The aim of the dictionary is to provide the exact meaning of the words searched by its users. The process of searching for words in a dictionary in the form of a book can take quite a long time because the search process is manual, by opening a sheet from letters A-Z for each term or vocabulary used so it is not effective and efficient. With the development of technology, many computer applications can be used to make work, learning and everyday life easier.[1]

For this reason, in the learning process it is necessary to create an application, one of which is a digital dictionary to make it easier to translate and search for the meaning of words for learning so that there is no need to pay additional costs to buy a dictionary. Apart from that, the included dictionaries can be adjusted to students' learning needs, namely those that can contain vocabulary in expressions figées.[11]

Apart from that, so that the meaning of the vocabulary is more accurate, the vocabulary contained will be equipped with supporting elements such as phonetics, audio, images, detailed meaning explanations and vocabulary categories. This is targeted at enriching students' vocabulary so that it is more helpful in interpreting expressions figées which are commonly used in French conversations, Geoerges, G.(2019).[1]

From the explanation above, the researcher was moved to develop an intensive dictionary application using the Wordtheme application which students could use for free under the direction of the researcher. This will be outlined in research entitled "Development of Intensive Dictionary of *Expressions Figées* Courantes Based on the Wordtheme".

There are many examples of simple expressions figées found in learning, for example simple dialogues, poetry, films and novels which are usually studied and studied by 6th semester students in french education. Learning *expressions figées* is important because it can help students become more fluent and sound like native speakers when speaking French. *expressions figées* often make things difficult for French languages students because their meaning is not always clear[9].

2.Method

This research is development research that focuses on developing and improving an educational product. This research began by carrying out four stages namely collecting information and data, designing dictionary material, validating experts about media and materials included. After these four stages have been carried out and declared feasible by the validator, the dictionary application was tested on students at in class [4]. Based on the title of this research, this research uses the 4D model with four steps:

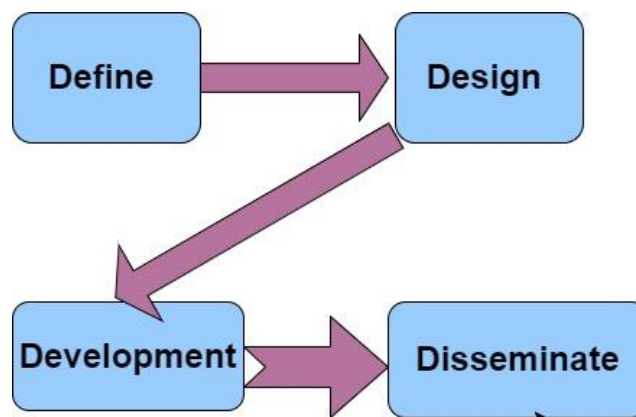


Fig.1 Steps of the 4D research method

3.Result &Discussion

3.1 Result

The Process of Developing dictionary app based on *Wordtheme* in this study is divided into 4 stages, as follows:

1) Define

This initial step is used to determine student needs related to the learning in the classroom. The results of the needs analysis can be seen in the table below[4].

Table 1. Results of needs analysis questionnaire

Questions	The answer "Yes"	The answer "No"
You have difficulty learning Expressions figées material	95%	5%
The sources that can be used to study Expressions figées are very limited	100%	0%
In the learning process the Expressions figées material uses learning media	15%	85%
The dictionary media used by lecturers is very appropriate to the actual situation.	25%	75%
The dictionary application media used by lecturers will be very interesting with images, phonetics, example sentences, meaning and clear audio.	95%	5%
The use of image visualization in the learning process in the classroom can increase activeness and enthusiasm for learning	90%	10%
You need an application-based Expressions figées dictionary that can be easily installed from Android	100%	0%
You need a dictionary of Expressions figées which is accompanied by an explanation of the meaning, phonetics, pronunciation, examples of its implementation in sentences, and visualization in the form of pictures.	100%	0%

2) Design

After the define step is clear, then the next step is design. After the definition step has been realized, the next step is design. [4]The initial step is to collect reference sources that support the essence of the dictionary. Material is loaded from various sources

both online and print. From all these sources, the material that will be included in the application is selected. After that, enrichment of vocabulary essence was carried out such as adding pictures to support understanding of proverbs through direct visualization

After that, example sentences were also added that were in line with students' daily lives using the included proverbs. There were also phonetics and audio added so that students could also learn the pronunciation at the same time. In this case, it is hoped that the output will be that students use *expressions figées* more often in their daily conversations with friends and lecturers.

In the next stage, researchers began to prepare the features that would be included with the aim of making it easier to use the dictionary

Table 2. Dictionary features

<i>Menu</i>	<i>Utility</i>
Add a theme	To add a dictionary theme
Add a dictionary	To add new vocabulary in a selected theme
Modify a dictionary	To edit vocabulary and content
Delete a dictionary	To delete vocabulary that has been entered
Search	To search for vocabulary directly
Google drive	To connect the dictionary file with a Google Drive account
Import a file	To add dictionaries to other Android devices
Save	To save the dictionary
Remove memorization data	To delete all dictionary data that has been created
Settings	Audio settings as well as dictionary order

The overall implementation of the features that have been designed can be seen in the application usage stages below:

a. Opening display

This menu is the initial display when you first use media as a start before entering the home page display[7]. Can be seen in the image below:

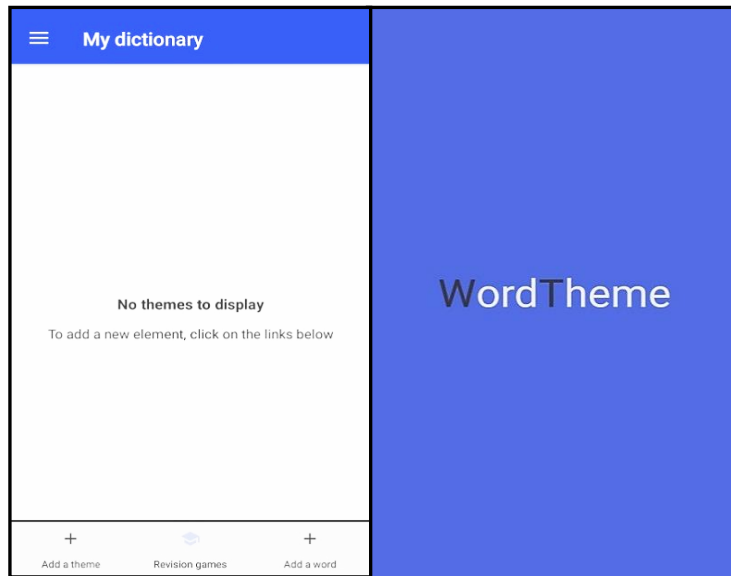


Fig 2. The opening display

b. Main menu

The main menu will appear after the opening menu. This section displays the features that can be used[7].

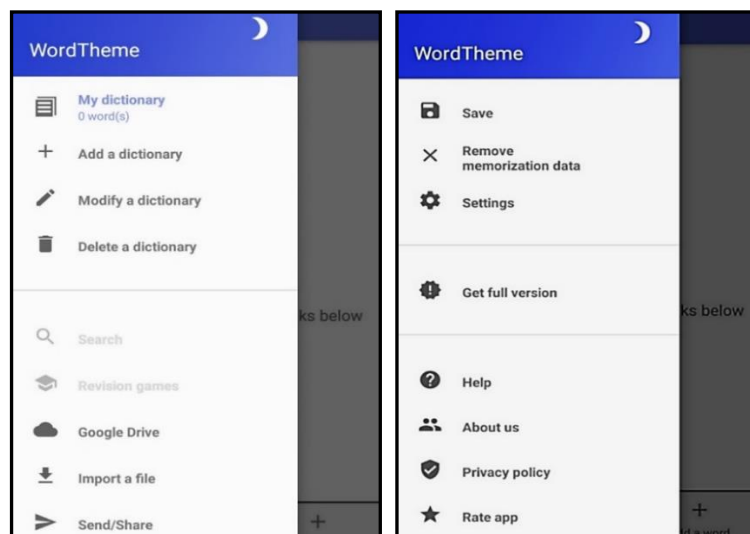


Fig 3. Main menu

c. Import a file Menu

Students can use dictionaries that have been designed by researchers after entering dictionary data into the application via the Import a file menu. The dictionary data has been previously sent via WhatsApp, Gmail, GDrive, etc. via the Send/Share menu.[7]

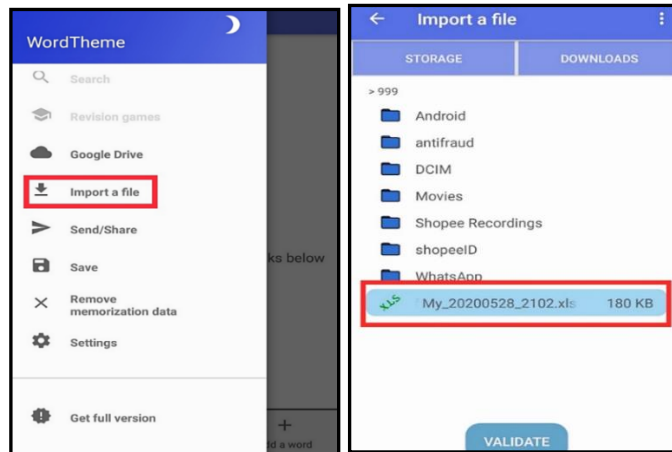


Fig 4. The opening display

d. Dictionary theme.

The vocabulary list can be arranged into certain themes or categories according to needs, in this study it is devoted to language styles which are classified according to the aspects of *la couleur*, *la nature*, *les animaux*, *les corps*, *les fruits*, *les legumes*, and *les outils de cuisine et autres objets*. [8]

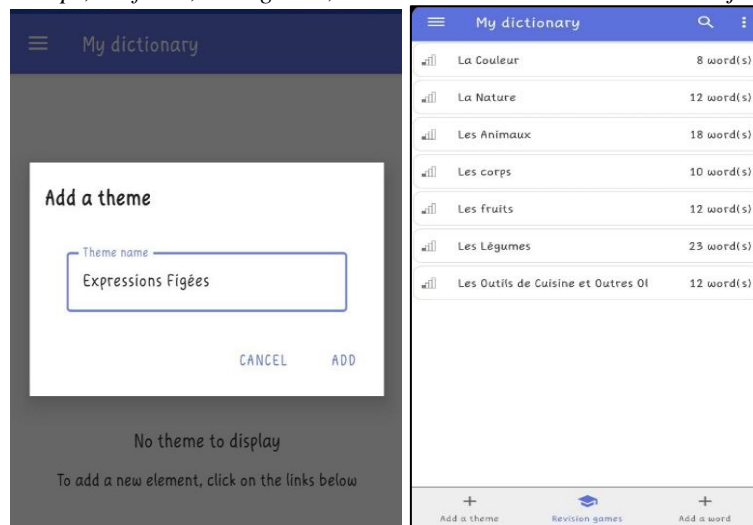


Fig 5. Dictionary theme

e. Search Menu

The 'search' menu can be used to search for vocabulary words without having to scan them one by one. After the user types the words, the translation will automatically appear [8]

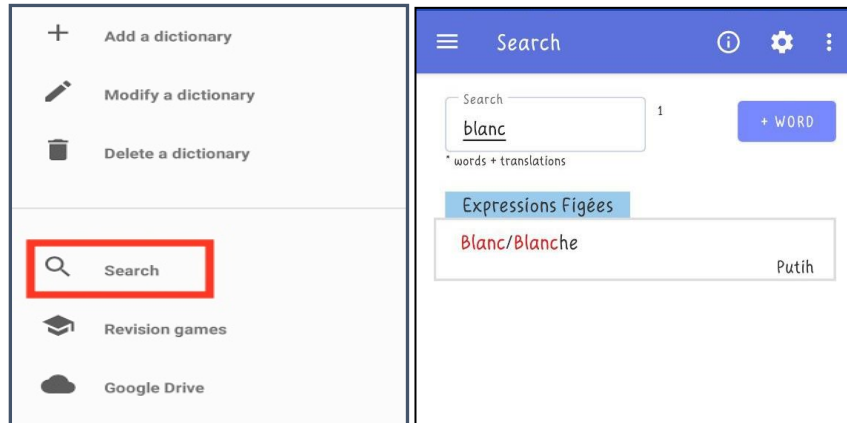


Fig 6. Search Menu

f. Added images

There is a function to add images that can clarify the meaning of vocabulary. Images can be inserted from the internet, photo gallery and live camera[7].

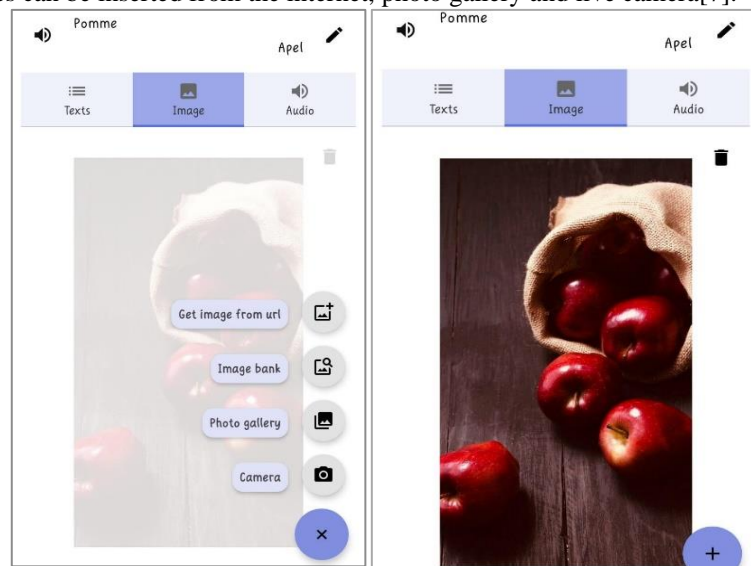


Fig 7. Added image

g. Added audio

This application is equipped with voice pronunciations of vocabulary presented in audio form. Sound can be obtained automatically through the language audio settings. The addition of audio is intended to help users who are confused in pronunciation[7].

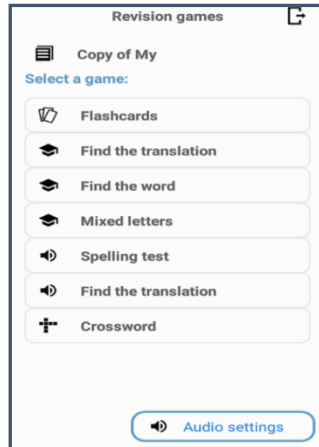


Fig 8. Added audio

h. Elements in vocabulary

The screen has three sides. On the left there are 'texts' which contain phonetics, proverbs, explanations and example sentences using the proverbs. On the second screen there are 'images' that represent vocabulary. Meanwhile, on the third side of the screen there is a bar for adding additional audio manually[8].

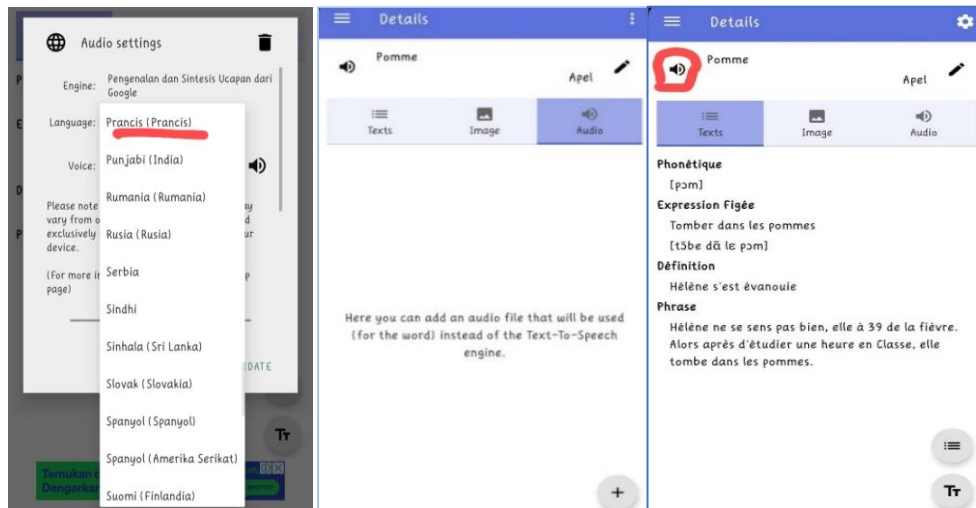


Fig 9. elements invocabulary

- Number 1, Vocabulary used in the French proverb, pomme.
- Number 2, Translation of vocabulary used in Indonesian, apple.
- Number 3, Phonetics of vocabulary

- Number 4, Use of vocabulary in expressions figures
- Number 5, Meaning of proverbs
- Number 6, Examples of using proverbs in sentences
- Number 7, Button to turn on automatic vocabulary pronunciation audio
- Number 8, An image that represents a proverb
- Number 9, Button to edit sections in the dictionary [8]

i. Quiz

This media is also equipped with quizzes, there are simple games, namely flashcards, find the translation, find the word, mixed letters, spelling test, find the translation, and crossword [8],

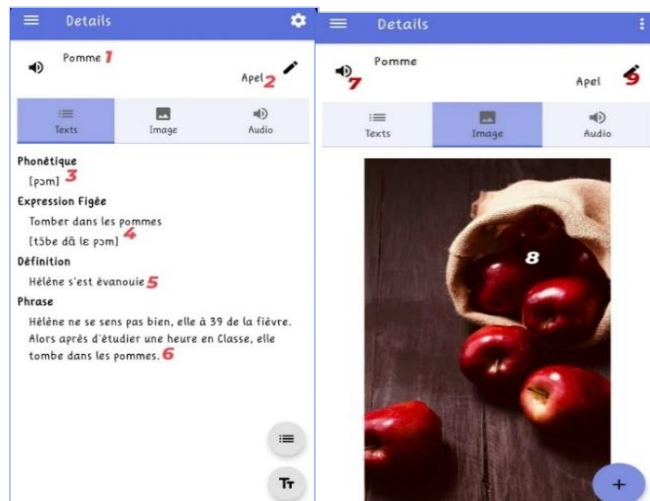


Fig 10. Quiz

3) Development

At the development stage, the dictionary application is validated by material and media experts before finally being tested on students[3][4].

Table 3. Results of the validation

Validator	Test I	Test II
Material expert	66,7%	100%
Media expert	70%	100%
Average	68,3%	100%

4) Implementation

Before giving an assessment, respondents were given a brief explanation about the learning procedure using the *figurées* dictionary application.[4]Then each respondent will receive a dictionary file that has been sent via WhatsApp, Gmail or GDrive. After trying learning with the dictionary application, respondents will also answer questions by answering quizzes on the Wordtheme feature.

This trial took place in several meetings, namely during the pre-test, treatment I, treatment II, and post-test.

a. Pre Test

In the first session, students were given a pre-test to determine their initial knowledge of French proverbs before implementing the wordtheme application. This stage uses 30 questions, 10 multiple choice questions, 10 matching questions, and 10 fill-in-the-blank questions. The pre-test session starts at 09.00 to 10.00. They have one hour to take the test. The average learning outcome on the pretest reached 60,3.

b. First treatment

The themes of the *expressions figées* in the first treatment are "*la couleur, la nature, les animaux, and les corps*". The class begins by asking students about vocabulary in themes and proverbs that they know in Indonesian. Then, for comparison with French proverbs, they were directed to open the Wordtheme application and look for information about proverbs in the application. Then, after understanding the meaning of the proverb they are looking for, they try to apply it in a short dialogue with their friends. This activity lasts for 1.5 hours.

c. The second treatment

The theme of expressions figées in the second treatment is "*les fruits, les legumes, and les outils de cuisine et autres objets*". The class begins by asking students about vocabulary in themes and proverbs that they know in Indonesian. Then, for comparison with French proverbs, they were directed to open the Wordtheme application and look for information about proverbs in the application. Then, after understanding the meaning of the proverb they are looking for, they try to apply it in a short dialogue with their friends. This activity lasts for 1,5 hours.

d. Posttest

In the final session, a post test was distributed to students to determine the contribution of Wordtheme to improving students' vocabulary and proverb skills. This stage uses 30 questions, 10 multiple choice questions, 10 matching questions, and 10 fill-in-the-blank questions. The post-test was held from 13.20 to 14.00. Students have one hour to take the test. The average learning outcome on the post test reached 88,2.

Based on the questionnaire result of the 20 students as the sample of this research, the dictionary to be developed obtains the score 88,2 which is in the category "Very good". So, it can be concluded that the dictionary after testing to the students is feasible and satisfactory.

3.2 Discussion

The dictionary material is limited to seven themes, namely proverbs from the aspects of color, animals, fruit, vegetables, body parts, nature, kitchen objects and other objects. At the development stage, validation has been obtained that the materials and media are valid or

appropriate and can be used in the learning process. At the distribution stage, there was a pre-test, two treatment stages and a post-test, which took place in total over four meetings [3][4].

Based on the data from the assessment and changes that have been described, the following conclusions are obtained: The process of developing the Wordtheme-based *expressions figurées* dictionary application takes place in four stages, namely Definition, Design, Development and Disseminate [4]. At the definition stage, activities were carried out to find out problems and needs with a questionnaire aimed at sixth semester students who were studying *expressions figées* material [9] [5]. At the design stage, materials are prepared in the form of proverbs to be included as well as preparation of features that will support the running of the application.

The research results show that the average material expert assessment reached 66.7% in the first assessment and increased to 100% in the second assessment after improvements were made. Meanwhile, media experts received an assessment of 70% in the first assessment and this increased to 100% in the second assessment after improvements were made (very good). This means that this dictionary is valid or suitable to be implemented in learning.

From the average learning outcomes obtained by students before and after treatment, it is known that Wordtheme can contribute and increase students' knowledge regarding expressions pictures. The average student score on the pre-test reached 60.3. Then the average student score on the post-test increased to 88.2. This shows a significant increase in student learning outcomes after using a digital dictionary with a difference of 27.9. Then, learning media in the form of a dictionary application is classified in the practical category as shown by the observation sheet and user satisfaction questionnaire in the beta test reaching 96%. So the Wordtheme-based *expressions figurées* dictionary application is effective for use in the learning process.

4 Conclusion

This research was proposed based on the researchers observations regarding the learning of expressions figées in the literature française course in the classroom which has not yet reached the target due to the lack of enrichment of students vocabulary so that they are hampered in interpreting every language style they find in novels films dialogues etc So a supporting dictionary is needed that students can use to find explanations and how to pronounce them The research aims to design and develop an intensive dictionary based on Wordtheme which contains a compilation of vocabulary used in expressions figées along with phonetics images and explanations of their meanings and find out student learning outcomes after using the application The procedure begins by carrying out four stages namely collecting information and data designing dictionary material expert validation of the media and material included After the four stages have been carried out and declared feasible by the validator the dictionary application is tested on students in class The research results showed that the average material expert assessment reached 66 % in the first assessment and increased to 100% in the second assessment after improvements were made Meanwhile media experts received an assessment of 70% in the first assessment and this increased to 100% in the second assessment after improvements were made The average student score on the pre-test reached 60 Then the average student score on the post-test increased to 88.2 This shows a significant increase in student learning outcomes after using a digital dictionary with a

difference of 27 Then learning media in the form of a dictionary application is classified in the practical category as shown by the observation sheet and user satisfaction questionnaire in the beta test reaching 96% So the Wordtheme-based expressions figurees dictionary application is effective for use in the learning process.

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