Analysis of student needs in writing French languages elementary levels based on blended learning in disruption era

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Abstract. Semarang State University as one of the universities in Indonesia has quickly responded to the era of disruption by implementing Blended Learning, one of them in the *Production Écrite Élémentaire* course. However, the learning content in these activities has not been fully prepared. This research aims to describe the needs of students in French-language writing at the level of elementary based on blended learning in the era of disruption. This study produced data on the needs of students in French writing which included: writing themes, types of activity support, ways of delivering material, online interaction media, and learning strategies. This data can be used to develop a French language learning model at the level of elementary based on blended learning.

Keywords: student needs analysis, writing level elementary, blended learning

1 Introduction

Semarang State University as one of the universities in Indonesia has quickly responded to the era of disruption by implementing Blended Learning, one of them in the *Production Écrite Élémentaire* course. However, the learning content in these activities has not been fully prepared. For this reason, a study of the needs of students in these courses is needed to equip students to compete in the job market.

Research on needs analysis has been carried out by many previous researchers, including the analysis of the needs of teaching materials [1], [2]. In other studies, Lestari [3], Nurhidayah [4], and Dja'far [5] examined needs analysis in teaching and learning, while Thaib [6] and Priwantoro [7] examined the analysis of development needs, and finally, Rahmi [8], Setiyaningrum [9], and Kurniawan [10] examined the analysis of student needs.

These studies focus on needs analysis, but differ from what will be done by researchers. The needs analysis that has been carried out is about the needs analysis of teaching materials, needs analysis on teaching and learning, and needs analysis of the other learning support development. The analysis of student needs that have been carried out is not related to French, while what will be done is the student's need for French-language skills at the elementary level.

Regarding the French language, Mutiarsih [11], Yuliarti [12], and Hasanah [13]have conducted research that highlights French language learning, but none has been related to analyzing the needs of students in writing in French.

In terms of applying blended learning, several studies have also been conducted [14], [15]but the blended learning was not applied to learning French writing.

Brown [16] defines needs analysis as an activity of identifying the language elements needed by students when they are required to understand and use the target language. In this case the student needs include material, how to deliver material, online interaction media, and learning strategies.

In learning French, the French Language Education program, Semarang State University refers to Le Cadre Européen Commun de Référence pour les Langues (CECRL). With this reference, Conseil de l 'Europe [17] states that globally the level of language learning is divided into three, namely: the basic level (niveau de base / élémentaire), intermediate level (niveau intermédiaire), and advanced level (niveau avancé). The elementary level consists of two, namely: A1 and A2.

Vigner [18] explains in detail the activities in writing that must be mastered by language learners at levels A1 and A2 as follows.

Table 1. Description of activity writes levels A1 and A2

Niveau	Activités
A1	*Je peux écrire une carte postale simple.*
	Je peux porter des détails personnels dans un questionnaire, inscrire.
A2	*Je peux écrire des notes et messages simples et courts.*
	Je peux écrire une lettre personnelle très simple.

Furthermore, Tagliante [19] describes the types of activity support that can be used in writing skills levels A1 and A2 as follows.

Table 2. Activity support types that can be used at A1 and A2 level

Niveau	Types de support d'activités
A1	*Petites lettre personnelles*
	Messages informels
	Courriels
	Agendas, emplois du temps
	Cartes diverses (anniversaires, voeux, mariages, invitations...)
	Formulaires et fiches à compléter
A2	*Lettres personnelles*
	Courriers administratifs
	Messages pris lors d'une conversation, en présentiel ou au telephone

These materials must be in accordance with the needs of students in this all-digital disruption era. One of the digital-based learning models that can be applied is blended learning, namely combination learning between face-to-face, computer-based learning (offline), and internet-based learning (online) ([20], [21]). In addition, in studying the material, it is also necessary to pay attention to the learning strategies that can be used by students, one of which was put forward by Oxford and translated by Syaefudin [22] which includes: remembering

strategies, cognitive strategies, supporting strategies, meta-cognitive strategies, affective strategies and socio-affective strategies.

This research aims to describe the needs of students in French-language writing at the level of elementary based on blended learning in the era of disruption. This data can be used to develop a French language learning model at the level of elementary based on blended learning.

2 Method

This research is an explorative descriptive study with students of the French Language Education Program, Semarang State University in the year 2018 with a total of 43. Data collection in this study was conducted using a questionnaire method to obtain data on the needs of students in French-language writing at the level of elementary based on blended learning. Data retrieval was carried out on July 11, 2019. The collected data were analyzed using percentage descriptive analysis.

3 Results and Discussion

Generally, the needs of students in French-language writing at the level of elementary in this study include four things, namely material, how to deliver material, online interaction media, and learning strategies. The material in French language writing at the level of elementary refers to *Le Cadre Europen Commun de Référence pour les Langues* (CECRL). With this reference, the level of elementary consists of two, namely levels A1 and A2. The results of the needs analysis in terms of material level A1 are shown in table 3.

Table 3. Needs to write level A1

No	Writing activity	Themes / Activities	Number of voters	Percentage	Type of support	Number of voters	Percentage
1	I can write a simple postcard	holiday	32	74 %	Short personal letter	33	77 %
		your studies	15	35 %	Informal messages	19	44 %
		anniversary	23	53 %	emails	30	70 %
					Diaries, time tables	15	35 %
					Various cards	20	47 %
2	I can carry personal details in a questionnaire, register	Complete the form to stay at the hôtel	24	56 %	Forms to complete	39	91 %
		Complete the registration form as a member of the library	16	37 %	Cards to complete	16	37 %
		Complete the entry form for a course	27	63 %			
		Complete the passport making form	28	65 %			

In table 3, it can be seen that in writing 'I can write a simple postcard', the theme / activity most needed by students is holiday, followed by anniversary and your studies. The types of support activities needed by students are short personal letter, emails, various cards, informal messages, diaries, and time tables. In the activity of 'I can carry personal details in a questionnaire, register', students need activities complete the passport making form, complete the entry form for a course, complete the form to stay at the hotel, and complete the registration form as a member of the library. In this activity, the type of support needed by students is Forms to complete and Cards to complete. The results of the needs analysis in terms of material level A2 are shown in table 4.

Table 4. Needs to write level A2

No	Writing activity	Themes / Activities	Number of voters	Percentage	Type of support	Number of voters	Percentage
1	I can write simple and short notes and messages	Event	22	51 %	Messages taken during a face-to-face conversation	29	67 %
		A past activity	26	60 %	Messages taken during a conversation by the phone	26	60 %
		A personal experience	32	74 %			
2	I can write a very simple personal letter	Express thanks	23	53 %	Personal letters	38	88 %
		Express excuses	19	44 %			
		Take a short and simple message	35	81 %	Administrative mail	10	23 %

Based on table 4, it can be seen that in 'I can write simple and short notes and messages' activities, students need themes about a personal experience, a past activity, and an event, while the types of support needed are messages taken during a face-to-face conversation and messages taken during a conversation by the phone. The types of activities needed by students in the activity of 'I can write a very simple personal letter' are take a short and simple message, express thanks, and express excuses. Personal letters and administrative mail are the kind of support students need in writing French in this activity.

The collected data regarding the needs of students on how to deliver material in French-language writing at the level of elementary based on blended learning is presented in table 5.

Table 5. How to deliver material

No	Option	Number of voters	Percentage
1	*Online 30%, Offline 30%, and Face to Face 40%*	31	78 %
2	*Online 30%, Offline 40%, and Face to Face 30%*	3	7 %
3		4	9 %
4	*Online 40%, Offline 30%, and Face to Face 30%* Others…	5	12 %

Referring to table 5, it can be seen that the most needed option for students is Online 30%, Offline 30%, and Face to Face 40%. From this data it can be seen that by using blended learning, which combines online, offline and face-to-face teaching, students still need the most face-to-face teaching. This is reinforced by the choice of 5 (five) respondents in the other option. They

want face-to-face teaching as much as 90% (1 respondent), 70% (1 respondent), 60% (1 respondent), and 50% (2 respondents).

The description of the online interaction media needed by students in French-language writing at the level of elementary based on blended learning is presented in table 6.

Table 6. Online interaction media

No	Option	Number of voters	Percentage
1	E-mail	32	74 %
2	Facebook	2	5 %
3	Instagram	11	26 %
4	Youtube	19	44 %
5	WhatsApp	32	74 %

In table 6, it can be seen that the online interaction media that is most needed by students in French-speaking level of elementary based on blended learning is E-mail and WhatsApp. This can be understood because the two media are very close to student life.

In addition to learning material, how to deliver material, and online interaction media, it is also important to know the needs of students about learning strategies. Data on this matter can be seen in table 7.

The data in table 5 shows that students need both direct and indirect strategies with varying percentages. This implies that in teaching French-language writing at the level of elementary, the lecturer should use variations in the learning strategies used. Therefore the learning strategies needed by students can be realized.

In detail, the needs of student learning strategies are as follows. First, in the remembering strategy, students need more options to group words by type and use images. Second, in cognitive strategies, students need more options of trying to write using sentence patterns that have been learned and trying to translate according to context, not words. Third, in supporting strategies, students need more options. Using general knowledge to guess unknown French meanings and using Indonesian when not knowing a word or phrase in French. This finding is in accordance with the results of a study conducted by Giroux [23] that in order to overcome the limitations of knowledge in the target language, learners sometimes use mother tongue.

Fourth, in the metacognitive strategy, students need more options to develop vocabulary that may be needed and pay attention to mistakes made when writing and use it to correct errors. Fifth, in the affective strategy, students need more options. Encourage themselves to write French and give positive statements to themselves. Sixth, in the socio-affective strategy, students need more options of practicing writing to friends and asking fellow French learners to correct the writing. This is consistent with Wang's [24] findings that students need to work together with their friends or other people because cooperative learning enables learners to improve the quality of their writing.

Table 7. Learning strategies

No	Strategy	Option	Number of voters	Percentage
1	Memory	Grouping words by type	31	72 %
		Grouping words based on synonyms	22	51 %
		Grouping words based on antonyms	23	53 %
		Using new words or phrases in sentences	26	60 %
		Using images	31	72 %
		Linking French words to other words whose writing is like French	20	47 %
2	Cognitive	Write French words several times	27	63 %
		Try writing to use sentence patterns that have been learned	35	81 %
		Try to translate according to context, not words	34	79 %
		Make a summary of the material being studied	22	51 %
		Use the key words that will be used to write	28	65 %
3	Support	Use general knowledge to guess unknown French meanings	33	77 %
		Use Indonesian when you don't know a word or phrase in French	26	60 %
		Ask someone for help completing the writing when they find it difficult to complete it	22	51 %
		Avoid certain topics	7	16 %
4	Metacognitive	Develop vocabulary that might be needed	33	77 %
		Linking the topic being discussed with material that is already known	25	58 %
		Pay attention to mistakes made when writing and use them to correct errors	33	77 %
		Finding out good ways to learn French writing	25	58 %
		Search and learn to write to people who are considered smarter	24	56 %
		Evaluating progress in writing French	29	67 %
5	Affective	Give positive statements to yourself	25	58 %
		Encourage yourself to write French	36	84 %
		Feel proud of yourself when you can write French well	24	56 %
		Write a diary using French	12	28 %
6	Socio Affective	Asking fellow learners of French to correct the writing	31	72 %
		Practice writing to friends	36	84 %
		Trying to learn about French culture	22	51 %

4 Conclusion

This study produced data on the needs of students in French language writing at the level of elementary based on blended learning in the era of disruption, which included: material, how to deliver material, online interaction media, and learning strategies. With this data, a learning model for French language writing at the level of elementary can be made that is really needed by students as a means of entering the workforce in the era of disruption.

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