Developing Wix.Com Media to Improve Students' Descriptive Text Writing Skills

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ABSTRACT

This research aims to develop the learning media based on wix.com, to increase the students' competence in descriptive text writing, and to find its validity and its effectiveness. The process of developing *Production Écrite Avancée* (PEA) learning material with wix.com is carried out in five stages; these are analysis, design, development, implementation and evaluation. The feasibility of PEA learning can be seen from the validation results. The results are rated 86.1% (very good) from material expert validation and 87.3% (very good) from the media expert validation. In addition, the result of the evaluation of the student questionnaire showed that the developed product obtained the rating of 86% (very good), so this product is valid or feasible. The result of the effectiveness of PEA learning with Wix.com shows that students' pre-test and post-test increased. The students' average score are 65 in the pre-test and 94 in the post-test. Progression exists in the students' competence after learning and this is consistent with the results of the normality test. The pre- and post-test data have the value of Sig. 0.193 and Sig. 0.067 respectively. Since the sig. value for both data is > 0.05 then, as the basis for decision making in the Shapiro wilk normality test where if the value of sig. is > 0.05, there is a difference between pre-test and students' positions. Hence, the students' pre- and post-test data are normally distributed and increase their skills. This is also supported by the N-Gain test showing the average N-Gain score (g) of 0.51; the efficiency of the material learned with Wix.com is effectively used for PEA.

INTRODUCTION

Writing a descriptive text is not easy because there are essential aspects to understand. We make an observation by giving some text examples to the fourth semester students having difficulties in developing descriptive text, for example, to determine the type of text that is suitable for the genre. "Le palais Maimun est dominé par la couleur jaune, qui décrit la grandeur du sultanat malais à cette époque. Un autre style architectural malais se trouve dans le toit en forme de pyramide avec des pousses de bambou. Alors que la sensation européenne peut être vue sur les piliers, les murs verticaux et les dômes" (Maimun Palace is dominated by the color yellow, which describes the grandeur of the Malay Sultanate at that time. Another Malay architectural style is found in the pyramid-shaped roof with bamboo shoots. While the European feel can be seen on the pillars, vertical walls and domes)[1].

Descriptive text is text that describes something in detail and its purpose is to tell about people, places, objects from different parts or aspects of the object[2]. This type of text is present in science since it allows to expose a subject and the various parts which are connected to it[3]. That is to say, it is required to give an accurate and real picture even if the readers do not see it. The nuance and the atmosphere of the situation noticed can be felt.

Descriptive text is important for students to improve their writing skills and, at level A2, they must be able to write simple texts. Thus, we make questionnaires for them on the basis of descriptive text. From such questionnaire, it was found that the learning aids that teachers often use in class are power points, educational videos, worksheets (modules), pictorial aids among others as teaching media which cannot be used by students any time (less practical) because the media is class-oriented. Moreover, the media is not able to explain the procedures of writing descriptive text from the introduction to the conclusion and their parts. This is why suitable teaching medium for effective learning should be found.

Medium refers a means of transmitting material to learners so that they can understand lecture easily. It is important part that cannot be separated from the learning process because it helps to influence students' abilities. Since French is often known for its conventional learning, which is too verbal, heavy and boring, so students prefer to do something other than to listen to materials taught. Of course, each medium has positives and negatives, for example, visual media such as image, flashcard, poster, map, etc. are suitable for competence of oral or written production but they are unfortunately less relevant for competence of oral comprehension.

E-learning is new in the multimedia and internet technology to improve quality of learning[4]. The audio or audio-visual media is interesting and effective for integrated online learning. Mobile learning can, therefore, be a solution for French learning because of its fun. Apps with descriptive text learning materials have attractive colors and designs, and is equipped with sound; such apps are easily understood and absorbed by students.

Power point can be effective media for learning for its different combinations of clip charts, images, colors, animations and sounds although its users should have good digital knowledge to operate it. In terms of time, it normally takes a lot of time to determine the right conception about the courses and to involve it in the media. Fortunately, this medium also offers us the faults or the templates that allow us to save time. Textbook is slow in its progress since its is prepared by its author(s) with time consumption.

Based on the needs analysis, the media used in French teaching are images, texts, and online and offline videos that are presented in books or in PowerPoint. The pre-test indicates insufficient learning media for more effective learning. During pandemic learning process is dominantly done online. Teachers have to find relevant media for online learning where students do sit in their homes. In this case, since students are remote from each other, the e-learning can be the solution.

Multimedia and internet network technology is taken advantage of to design, deliver, select, administer and extend learning to improve learning quality[4]. Interviews with Advanced Written Production course teacher show students adapt materials to learning plan. Each week, students discuss the materials in groups; they also do class presentation. Based on interviews with students of Advanced Written Production course, they experience problems in the learning process because of sources.

Features include images and animations which are great for stimulating learners. Pictures are the most effective means of communication for students because they contain stories[5]. The use of this particular platform in French learning at university is still rare. Most teachers use simple manuals recommended by the department or the institution concerned such as text book and power point.

We are interested in developing this media technology to know its effectiveness in the descriptive text writing; as it is understood, descriptive text is basic in French.

METHODOLOGY
This research involved Dick and Carry's R&D called ADDIE in the steps below[6].

Analysis → Design → Development → Implementation → Evaluation
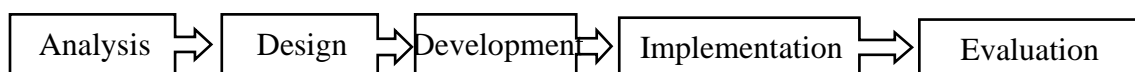
RESULTS
Analysis
Learning media is a component of delivery strategies that can be loaded with messages to students and it can be in the form of tools, people or materials[7]. Needs analysis is done to get information about the students' needs by the use of questionnaires and interviews given to students and teachers.

In this research, only closed questions were given because the data is easy to process and the respondents do not need to write reviews because the answers are already available and filling the questionnaire takes relative time. Table 1 shows the results of the observations and the distribution of the needs questionnaires.

Table 1. Results of needs analysis questionnaire

Questions	"Yes" answer	"No" answer
Is the *Production Écrite Avancée* course important to study?	19 (100%)	0 (0%)
Is the *Production Écrite Avancée* course difficult to understand?	16 (84.2%)	3 (15.8%)
Do teaching materials play an important role in improving students' reading competence in the *Production Écrite Avancée* course?	29 (96,6%)	1 (3,4%)
Are you satisfied with the teaching material in the current *Production Écrite Avancée* course?	19 (100%)	0 (0%)
Do you need teaching materials using alternative media to study the *Production Écrite Avancée* course?	19 (100%)	0 (0%)
Do you have an android, tablet or laptop that can access the internet?	19 (100%)	0 (0%)
Does your internet connection run smoothly every time?	12 (63.2%)	7 (36.8%)
Do you agree with the development of *Production Écrite Avancée* learning materials using Wix.com?	19 (100%)	0 (0%)

Design
At this stage, we have determined the sources and references of the material, the exercises or the answers, the pre- and post-test and the evaluations of use of the product by the students. All exercises and tests are done on Google Form so that students can easily fill them out. The composition of the material includes the home page, the learn page and the exercise page, as indicated in the description:
a. The homepage consists of the presentation of the page, the teacher, the learning objectives, and the overview of the articles.
b. The learning page consists of descriptive text material such as the nature of the text, the structure of the text and the examples of the text.
c. The exercises page contains questions to determine the enrichment of students' understanding of the subject.

After the design of the material is being determined, instruments for the feasibility of the product is prepared. The instrument containing evaluation questionnaires is given to media and materials experts as well as to students; all of them should evaluate the produced product using the type of response in the form of a checklist ($\sqrt{}$). The medium used as the container for the developed material is wix.com. This media is compatible with all student-owned electronic devices, such as mobile phone, laptop or tablet. In addition, it is easy to create and manage by ordinary users because it is simple to use, especially to support learning by maximizing features such as online and offline media insertion, apps, etc. so that the material developed can be an alternative learning material that can improve students' reading skills.

Figure 1. The design of wix.com

Develop

At this stage, the production and review of the learning material using wix.com is completed. We validate the product to media and material experts. The purpose of this validation is so that the product can be properly developed and used by students; in addition, the purpose is to determine its eligibility. This validation is done using the instrument in the form of the survey. After validation, the shortcomings and weaknesses of the product are noted. They will be revised on the advice of experts before being tested in class.

Table 2. Results of the product review

No	Validator		Percentage (%)	Mean (%)		Criteria
1	The materials experts	Expert 1	91,7	86,1		Very good
		Expert 2	80,5			Good
2	The materials experts	Expert 1	84,6	87,3		Good
		Expert 2	90			Very good
Mean			86,7	86,7		Very good

Implementation

At this point, a test to the material that is valid or feasible by experts to students is conducted. There are 16 students who participated in the class. It contains three sessions during four meetings with the steps as follows:

A. Pre-test

During the first session, we did a brief review of the descriptive text with no media used, and then we gave the pre-test to know the preliminary skills of the students in the PEA course. We spoke with the professor of the PEA course in the regular class A of the third semester so that this process goes well. For the pre-test, students write a descriptive text for one hour.

B. Treatment

After having corrected the pre-test, at the second and third meeting one learns "the descriptive text" as the first treatment in accordance with RPS of the PEA. First, the students are greeted and asked to access the Wix.com web, then they are told the learning objectives for that day even if they have already studied the descriptive text in the previous semester. After that, they are asked to read and observe the text in the page to find the definition and characteristics of the descriptive text.

C. Post-test

At the last meeting, students completed the post-test page with a Google form to find out the role of using learning material using Wix.com in improving students' writing proficiency. Then, they completed the product use for questionnaires so that we know the feasibility of the basic product from the students' points of view. The average score of the students in the post-test is 94. From the result of the previous pre-test, it is known that the average score of the students is 65. It is clear that this value indicates that there is a significant increase in student proficiency in the PEA course after completing the material using Wix.com. Therefore, it can be concluded that the use of this material can improve the

reading skill of students.

Evaluation

The third semester students' result of the pre- and post-test for Regular Class A shows an increase, meaning that this product is influential in improving the students' ability to read the text because this result is measured on the basis of the pre- and post-test evaluations. The pre-test is administered before students use the materials in Wix.com. After the students have already used it in four encounters, the post-test is given to define the effectiveness result.

The descriptive statistics of the students' pre- and post-test during the RE is present in Table 3. The Sig value of $0.001 < 0.05$ means that there is a progression in the average value after the treatment and that there is an influence of the use of the materials in the Wix.com; this improves the students' skill to read during PEA.

Table 3. Descriptive analysis of pre-test and post-test student result

	Number	Minimum	Maximum	Note Moyenne
Pré-Test	16	64	92	65
Post-Test	16	70	97	94

Based on the paired sample test output table, the value of t-count is -40.217 and this negative T-count is caused by the mean value of the pre-test which is lower than that of the post-test. In this context, negative t-count can mean positive, so the number of t-count is -40.217. The t-table search step is shown, where t-table is searched based on df values and significance values (a/2). From Table 3, the value of df is 10 and the significance value is $0.05/2 = 0.025$. The t-count value is $2131 >$ t-table 2228, the basis for decision-making can be concluded that H0 is rejected and Ha accepted. This, therefore, means there is an improvement in the average learning results seen from the results of the pre- and the post-test. All this means there is an influence on the use of the subject. learning using Wix.com in improving students' reading skills during PEA.

DISCUSSION

The results of the research shows that this product has succeeded in improving the students' writing skills. This analysis is primarily aimed at developing the learning materials of PEA by Wix.com. from 4th semester students, we know that most students need a new way that can motivate them in learning French, especially in the course of PEA. At the drawing stage, the product design is designed based on the results of the students' needs analysis.

The points of the design include aspects of the subject and media presentation, as well as the realization of validation instruments for subject and media experts and students' questionnaires. We chose to develop this educational support because it can meet the students' needs in the era of a pandemic that forces students to study online. Wix.com can be used anywhere and anytime supported by various types of devices such as mobile phones, laptops or tablets.

At the development stage, four experts are involved in the product development, two material experts and two media experts. This validation is done using instruments in the form of questionnaires. Weaknesses in the medium are discovered after validation, and then the experts give advice and suggestions to improve the product so that they become better before being led into the classroom. During the implementation process, obstacles are found in which students were not serious in learning or in filling out pre- or post-test questionnaires.

The solution is to ask the PEA teacher to give direction to them. At the evaluation stage, the material and media expert validation result shows that the PEA learning material using Wix.com can be used in the classroom, which means that it is valid or realizable. The material expert validation result was rated 86.1% (very good) and the media expert validation result was rated 87.3% (very good). In addition, the result of the evaluation from the students' questionnaire showed the rating of 86% (very good); hence, this medium is valid or feasible.

CONCLUSION

From the assessment, the following conclusions are drawn:

1. In the PEA learning materials using Wix.com five stages are applied by analysis, design, development, implementation and evaluation. The results of the needs analysis is 89.5% and students are not satisfied with the PEA materials that are currently used in the classroom. In addition, they welcome PEA learning materials with Wix.com. at the drawing stage; the design of the materials is well suited to the school learning plan (RPS) of the PEA. In the development stage, the process of creating materials using Wix.com is well developed after the materials and the learning media are validated by the experts so that they can be used in the course of PEA. The implementation stage is done in three parts, such as pre-test, process and post-test. After comparing the results, learning materials using Wix.com plays important role in improving students' skills. In the evaluation stage, the validation result from the materials and media experts shows that the learning materials can be used in the PEA course because it is well validated.

2. The material expert validation result is 86.1% (very good) and the media expert validation result is 87.3% (very good). In addition, the result of the evaluation to the students' questionnaire showed that the developed product obtained is 86% (very good), so this product is valid or feasible.

3. The result of PEA learning effectiveness shows that students' pre- and post-test increase. Their average scores are 65 and 94 the pre- and post-test respectively. Hence, there is a progression in the students' competence after learning and this is consistent with the results of normality test. The pre- and post-test data achieve the value of Sig. 0.193 and 0.067 respectively. The value sig. for both data is > 0.05, then, as the basis for decision making in the Shapiro wilk normality test, if the value of sig. is > 0.05, it indicates that there is a difference between pre-test and students' positions, therefore, the students' pre- and post-test data are normally distributed and this product increases their skills. This is also supported by the N-Gain Test in which the average N-Gain score (g) is 0.51; this means that the efficiency of the learning materials using Wix.com is effective.

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