

Material Analysis of French Book *Édito B1-Méthode de Français*

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Abstract-Analysis of French language textbooks is still limited, the restricted accessibility of textbooks in Indonesia as reference resources for studying French is the cause of this obstacle. Meanwhile, the availability of these textbooks is very much needed, both by teachers and learners. The purpose of this research on the *Édito B1-Méthode de Français* book is to examine the completeness of the content profile and identity of this book and analyze the content of French language materials based on the standards established by *CECRL*. The purpose of this study is to provide insight on the textbook's applicability as a resource for instructors and students pursuing French at the B1 level.

Keywords: Analysis, French, Textbook.

I. INTRODUCTION

In today's globalized world, mastering foreign languages is essential. As Brown (2000) explains, "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another." The more languages a person masters, the more opportunities for communication they gain. Geneviève (2004) emphasizes that "language is an essential instrument and an integral part of culture," underlining its central role in human connection. For Indonesians, language enables vital communication (Saragih, 2022), and as Arrahma, Mutiara, & Alfarisy (2022) argue, mastering foreign languages is increasingly important in modern times. Jean-Marc Defays (2003) also highlights that the

demand for foreign languages has grown with international relations, migration, and the globalization of economies, culture, and politics. This demonstrates that language proficiency is crucial for personal and societal advancement. Among the languages studied in Indonesia, French (*le français langue étrangère* or *FLE*) has gained significant popularity, with Kurniawati (2023) noting a growing interest in French in recent years.

Furthermore, French is one of the example of the most popular languages in the world because it's the official language of The International Red Cross and one of the official languages of the Olympics (Intan, 2021). French is therefore crucial to the evolution of the times. In relation to this, according to Intan in Kemala (2021), "French occupies the eleventh position

as the most frequently spoken language in the world, by at least 77 million users of French as a mother tongue and another 128 million use it as a second language". In Indonesia, we can also find 13 universities that hold French language study programs. For example, the French Language Education Study Program FPBS UPI (Karimah, Amalia, Mutiarsih, Rachmadhany, & Zuhdi, 2024).

To support French language learning, appropriate learning media are needed to be used in French teaching and learning activities, one of which is textbooks. In this case, Puspitasari and Sutrisno (2021) explain that, "A good textbook will help the learning process and the learning process carried out by the teacher in the classroom must use textbooks that are in accordance with *SK*, *KD*, learning materials and the use of methods that are suitable for students". From the explanation above, the role of the teacher in making or compiling textbooks as media greatly determines the success of the learning process in the classroom. Magdalena, Sundari, Nurkamilah, Nasrullah, & Amalia (2020) also claimed that as teaching materials would be utilized by both teachers and students to aid and enhance the learning process, they must be created in compliance with instructional principles. There is also a statement from Marsyelina, Mutiarsih, & Hardini (2020), for learners with specific physical disabilities, in this case, visual impairments, to comfortably access the instructional materials, they must be tailored to their requirements and characteristics.

Furthermore, Cunningsworth explains (1995), "the function of coursebooks is for the presentation of learning materials, a source of activities for students to practice communicating interactively, a reference for linguistic information, a source of stimulants, the idea of a class activity, a syllabus, and assistance for less experienced teachers to foster confidence". So, to achieve maximum learning, a proper textbook is needed. Rahman, Sahlan, and Badara (2020) asserted that, "A textbook is considered good and feasible to use if it has presentation techniques, presentation support, as well as coherence and good flow of thinking". The role of textbooks in learning according to Dick, Carey & Carey (2001) explains that students are going to apply the textual, mediated, or instructor-facilitated content found in instructional materials to accomplish goals. According to Opfer, Kaufman & Thompson (2016), there are three main requirements for

teacher implementation standards, which include reporting the use of teaching materials, understanding materials and approaches that are aligned with official provisions, and implementing learning activities that involve students.

According to Lopez J.S. (2001) in his theory of textbook analysis states that the evaluation of textbooks must be carried out thoroughly and systematically to ensure that the learning materials presented are in accordance with educational objectives, learner needs, and learning contexts. There are several important aspects that must be considered in textbook analysis. As for other supporting theories, according to Bertolotti and Dahlet (1984), the ideal textbook contains material presentation, learning tools and documents, language content, idea/theme content, and tests and assessments. French language learning as a foreign language, better known as *FLE (Français Langue Étrangère)*. Tagliante (1994) explains that "*le français langue étrangère est tout simplement le français langue d'apprentissage pour ceux qui ont une autre langue que le français comme langue maternelle*" which means, French as a foreign language is a language learned by people who have another language besides French, as a mother tongue.

The curriculum should constantly be consulted in learning classes because it is crucial. Curriculum theory is a significant component of educational theory that offers direction for curriculum planning, development, implementation, and evaluation, claims Syomwene (2020). The curriculum known as *CECRL (Cadre Européen Commun Référence pour La language)* is often referred to as *Français langue Étrangère*. Its goal is to help students develop their personalities and identities in a comprehensive way through experiences enhanced by linguistic and cultural materials. A language framework for teaching, learning, and evaluation is included in the Council of the European Union's official document, the *CECRL*. It includes a series of guidelines to control the proficiency levels of European languages, including French, in international learning environments. The *CECRL* was inaugurated in 2001 and applies to the learning of European languages worldwide with competency levels called the *DEL F (A1, A2, B1, B2)* and also the *DAL F (C1, C2)*. When learning French, students need to be proficient in four areas, such as listening competence

(*compréhension orale*), writing competence (*compréhension écrite*), speaking competence (*compréhension orale*), and writing competence (*production écrite*).

CECRL has standards at each level for each competency required, including the B1 level or intermediate level. In CECRL, it is explained that level B1 is the *niveau seuil* level in the *utilisateur indépendant* category as described in CECRL, learners must have the following abilities:

1. Learners can handle the majority of situations that may arise when traveling in an area where the language is spoken, and can comprehend the main points of clear standard input on matters commonly encountered at work, school, leisure, etc.
2. Learners can compose simple interconnected texts on familiar topics or according to personal interests, can describe experiences and events, dreams, hopes and ambitions and give reasons and brief explanations for opinions and plans.

In addition to referring to the CECRL standard, it is also supported by the standard that has been analyzed and determined by Chauvet (2008) regarding the ability standard for B1 level which has been classified based on each ability as explained below, "*La fonction première de ce document était d'apporter une aide au classement de ressources pédagogiques par niveaux de compétences*", which means the main purpose of this document is to help classify teaching resources based on skill levels. Based on the theory, it has explained in more detail each point needed in B1 level which has been divided into the categories of *savoir faire* (knowledge), *actes de parole* (speech acts), *contenus grammaticaux* (grammar), *lexique* (lexicon), *sociocultural* (socio-cultural), and *type de supports* (media type). This additional explanation serves as a reminder that the CECRL requirements must be backed up with specific information in order to improve learning focus and alignment with the desired outcomes.

According to the explanation given above, textbooks play a significant role in education. But in the modern world, things have changed, and mid-level students can participate in extracurricular activities in addition to their coursework. These activities might be off-campus, like internships, or on-campus, like groups. According to Darmawangsa, Sukmayadi, and Yahya (2020), students who lack enthusiasm in the material they are studying can often be the most challenging in any foreign

language study classroom. Therefore, having textbooks that can be studied independently is equally essential.

Currently, several textbooks have been published that can support French learning, including *Tendances*, *Alter Ego*, *Cosmopolite*, *Defi*, *Édito*, and others. There are some prior researches for some of these books. Based on the results of the analysis conducted by Intan, Handayani, and Hasanah (2021), the *Cosmopolite* textbook shows positive values, including being relevant to learning needs, namely achieving basic level French language competence. In addition, there is also research conducted in high schools researched by Harahap & Ghofur (2023) entitled "Development of French Learning Materials Using Lectora Inspire 17 at SMAN 1 Batang Kuis" with the results of the study showing that the materials that have been developed are in the "very good" category with a score of 82.00%. Furthermore, the lectora inspire 17 application used as a learning medium for materials that have been developed is rated "very good" with a score of 86.15% which means it is feasible to use as a learning medium in class. The research on grammar researched by Alviana Rizqi Suryanto (2019) regarding "Grammar in the Teaching Book 'Voilà le Français 1'" with the results of this study indicate that the grammatical approach used in the *Voilà le Français 1* book is a deductive approach and an inductive approach. Of the 18 grammar materials presented, there are 16 grammar materials that use the deductive approach and 2 materials that are explained using the inductive approach. These results indicate that the most widely used grammar approach in the *Voilà le Français 1* book is the deductive approach. However, there are 7 grammar materials that use both theories together. The results of this study will provide additional information for readers to use the right grammar approach when teaching grammar to high school students.

However, at the moment, there is no further research on how the learning presentation structure used to support the linguistic skills of intermediate level French learners in the *Édito B1-Méthode de français* book. *Édito B1-Méthode de français* is a book written by Élodie Heu-Boulhat and Jean-Jacques Mabilat who are French teachers at Alliance Française Canada and this book was published in 2018 by Didier publishing house.

To overcome the problems regarding the

textbooks that will be chosen to support French language learning, it is important to conduct further analysis to see the level of effectiveness of textbooks such as those in this study. The book *Édito B1-Méthode de Français* will be analyzed in relation to the French language material and its conformity with *CECRL*, so that it is expected to contribute to French language learning, especially for *DELFB1* level, so that the existence of the textbook can be utilized as an alternative textbook that can be used by French teachers and learners.

II. METHODS

Researchers in this study employed a descriptive qualitative methodology. Sugiyono (2012) states that Research on scientific object conditions is conducted using qualitative research methods, in which the researcher serves as the primary instrument, data collection techniques are triangulated (combined), data analysis is inductive and qualitative, and the findings prioritize meaning over generalization. Descriptive qualitative research emphasizes the depth of understanding of social problems with

data collection techniques through observation, interviews, documentation studies, and forum group discussions (Waruwu, 2024). This method will be used by analyzing all aspects of the French language materials and identities of this book so that the results of the research can be further described based on the data cards of Chauvet and Lopez's theory. This method aims to describe and describe existing phenomena, in this case the suitability of textbooks with the applied curriculum. The methodology states that the research will assess the textbook's suitability based on Lopez's theory and Chauvet's (2008) B1-level standards, but there is no explanation of these frameworks. A brief description of how these theories will be applied in the analysis would be beneficial. Also, this research will provide a clear picture of the quality of coursebooks and how they can meet the needs of the standards set by Lopez's theory and the B1 level French language standards found in Chauvet's (2008) guidebook.

III. RESULT AND DISCUSSION

No.	Evaluation	Checklist	Description
1.	Data sheet		
a) Title		✓	<i>Édito B1 Méthode de français 2^e Édition</i>
b) Author(s)		✓	Marion Dufour Julie Mainguet Eugénie Mottironi Sergueï Opatski Marion Perrard Ghislaine Tabareau
c) Editor		✓	Cover design: Ellen Gögler Design principle: Christian Dubuis-Santini Layout design: Sabine Beauvallet Layout: Nadine Aymard Editing: Laure Mistral, Laurie Millet Illustrations: Fanny Regeste, Delphes Desvoivres Iconographic documents: Dany Mourain Photoengraving: RVB

		Audio recording, editing and mixing: Pierre Rochet - Eurodvd
	d) Publication date	✓ 2018
2.	Description of teaching materials	
	a) For the teacher	✓ There are instructions that can be used by teachers and learners in the “ <i>avant propos</i> ” and “ <i>Tableau des Contenus</i> ” sections.
	b) For the learner	✓ The instructions for learners in each chapter are found in the “ <i>Tableau des Contenus</i> ” and “ <i>Objectif</i> ” sections at the beginning of each chapter.
	c) Collective material	✓ The collection of learning materials is contained in the “ <i>avant propos</i> ” and “ <i>Tableau des Contenus</i> ” sections.
	d) Level	✓ B1
3.	Target audience	
	a) Age, nationality and type	✓ The preface states that “ <i>Édito B1 s'adresse à des étudiants adultes ou grands adolescents ayant acquis le niveau A2 du Cadre Européen Commun de Référence Pour Les Langues (CECRL).</i> ” which can be underlined that it is for teenagers and adults who have passed the A2 level. But it does not explain further about citizenship.
	b) Beginners, non-beginners, specific, etc.	✓ Advance
4.	Structure of the manual/educational kit	
	Number of lessons	✓ There are 12 chapters of learning
	Overview plan	✓ Found in the “ <i>Tableau des Contenus</i> ” section.
	Details of a lesson (phases, sequence...): describe it	✓ It is found in the “ <i>Tableau des Contenus</i> ” and “ <i>objectif</i> ” sections on each chapter page.

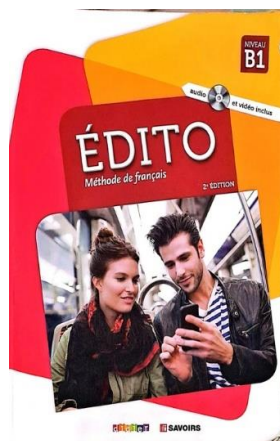
	Summaries (checks, revisions, etc.)	✓	Most of the content in this book is practice questions supported by qualified media in the form of audio and a summary at the end of the book. But it does not yet have a special sheet for the answer key.
	Appendix	✓	There are appendices that greatly support this learning material including articles, factual news quotes, comics, and varied video and audio.
5.	Duration and pace of learning		
	Number of hours, years	-	There are no learning hours specified by the book.
	Number of sessions per week	-	There are no instructions or weekly learning targets specified in the book.
	Complementary work (at home...)	✓	There are additional activities for each chapter that can be accessed through the QR Code, for example on page 24.
6.	Targets		
	Communication skills	✓	There are <i>Compréhension Orale</i> and <i>Production Orale</i> exercises that have even been adapted to DELF B1 criteria in each activity contained in each subchapter.
	Written competency	✓	There are <i>Compréhension écrite</i> and <i>Production écrite</i> exercises that have even been adapted to DELF B1 criteria in each activity contained in each subchapter.
	Culture	✓	There is an introduction of French culture in some learning activities.
	Learning autonomy	✓	There are some activities that aim to

			train independent learning skills such as practicing how to express opinions or write arguments in each activity in each subchapter.
7.	Contents	Linguistics	
	Linguistics	Language type(s)	✓ French for B1 level.
		Glossary	✓ There are various lexis in each sub-chapter.
		Acts of the Word	✓ There are various activities that train pronunciation, intonation, interaction, and communication in each activity in each sub-chapter.
		Grammar (detailed) or elimination of any explicit reference to grammar	✓ There are dedicated pages that explain more clearly and summarize the grammar learned in the chapter.
		phonetics (whether or not API is used)	✓ There is a “Phonétique” section in each chapter.
	Socio-cultural	stereotyped situations (tourism) or not	✓ There is a discussion of French tourism spread over several chapters.
		discovery of French life/ <i>francophonie</i> (civilization, society, etc.)	✓ Describes the life of the French people in each chapter.
		traditional culture (literature, history, geography, etc.)	✓ There is a special chapter on traditional culture, the past, and geography in chapter 9.
		intercultural issues (ecology, youth, work, relationships between people...)	✓ Various discussions on cultural issues are divided into several chapters.
	Concerning learning processes	Oral	✓ Activities regarding speaking and listening are found in each learning activity in each sub chapter.
		Written	✓ Activities about reading and writing are found in each learning activity in each sub chapter.
	Concerning attitudes	Wanting to do what	✓ There are command and instruction

Progression	Structural	✓	sentences in each exercise question.
	Non Structural	-	It can be seen that Chapter 1 to Chapter 12 have the same structure.
			There are no differences in structure or missing learning elements.

Based on the results of the analysis conducted by the researcher on the *Édito B1-Méthode de français* book based on Lopez's theory, the *Édito B1-Méthode de Français* book has met almost all the criteria contained in Lopez's theory. On the book identity research sheet (*Fiche signalétique*), the book has a clear title along with the published edition, the author and editor are detailed and fully mentioned, the publication data and the location of publication are clear so that there is no confusion of identity in this book.

On the teaching material description analysis sheet (*Descriptif du matériel didactique*), this book has a clear division for both teachers and learners. On the target audience analysis sheet (*Public Visé*), the book has a clear target in terms of age range and learning level. On the book structure analysis sheet (*Structure du manuel/de l'ensemble pédagogique*), it is found that this book has met the criteria by clearly listing the learning number, lesson plan, details of each chapter, learning media that meet, and supporting attachments and reliable sources. On the learning duration sheet (*Durée et rythme d'apprentissage*), only the assessment of additional exercises meets the requirements. On the learning objectives assessment sheet (*objectifs*), the book has fulfilled all linguistic skills ranging from listening, writing, reading, and speaking, as well as cultural aspects and aspects of independent activities for learners.



Picture 1. Cover of the book *Édito B1 – Méthode de Français*



Picture 2. The identity of this book and a list of the writing and publishing team



Picture 3. List of learning materials for each chapter

On the content assessment sheet (*Contenus*), this book has fulfilled all the criteria

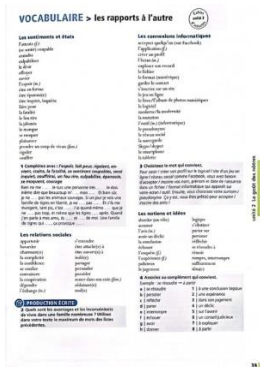
including linguistic, sociocultural, learning process, learner character building, and the development of learners' understanding. However, this book is also not free from shortcomings. The shortcomings of this book are based on Lopez's (2008) theory, namely on the aspect of learning duration time so that learning time is more focused, the number of lessons per week, and a special answer book for each available exercise.

As for the results of the analysis conducted by researchers on the *Édito B1-Méthode de français* book regarding French language material, namely the existence of an organized structure for delivering French language material. In each topic of discussion, there are exercises for four language skills, namely listening, reading, writing, and speaking. There is also a special section that presents grammar material in each chapter and also presents material on writing and pronunciation in French.



Picture 4. Example of a grammar learning section

There is a special page for the discussion of vocabulary that will be needed in B1 level learning.



Picture 6. Example of a vocabulary learning section

Each language skill exercise is supported by a variety of media including article excerpts, posters, audio, video, comics, and stories that adjust to each skill. For each audio contained in the *Édito B1 - Méthode de français* book, there is a transcript containing the words in the audio. In this book, there is a special page for learning DELF B1 found at the end of each chapter.



Picture 7. Example of a DELF exercise section

IV. CONCLUSION

After an in-depth study of the *Édito B1-Méthode de Français* book in terms of profile and French language materials. In terms of profile, the *Édito B1-Méthode de français* book has met the standards contained in Lopez's (2001) theory because it has fulfilled all the information and clear identity and structured presentation, so the *Édito B1-Méthode de français* can be said to be an ideal book as a learning guide in both group and individual learning situations. In terms of French materials, this book meets most of the criteria set by CECRL and those outlined by Chauvet (2008) regarding the criteria for French materials at B1 level. The book provides complete training activities for learning the four language skills of listening, reading, writing and speaking, and the book also includes a special section for learning grammar in a complete and consistent structure until the end of the chapter.

However, this book is not free from shortcomings. *Édito B1-Méthode de Français* is not accompanied by a book containing answer

keys for each activity, so the discussion of each activity in this book must be discussed further through the documents listed, the audio contained in the book, or further discussion with the teacher.

The results of this study are expected to be useful for learners by adding insight into the variety of textbooks for French language learning that can be utilized to improve French language skills, for teachers as an alternative choice of textbooks in French teaching and learning activities and utilizing the variety of media contained in the book *Édito B1-Méthode de français*, and for other researchers in improving studies related to the analysis of textbooks that will be published in the future and developing more innovative instruments in French language learning.

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