Developing an integrated Local Culture Padlet Based Writing Course Using Systemic Functional Linguistics Genre Based Pedagogy

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Abstract. Due to the implementation of distance learning policy in Indonesia, the usual class is suspended as a response to the COVID-19 pandemic outbreak. Since then, the demand of innovative teaching involving the use of computer assisted learning tools increases progressively. Undeniable, a distance learning scheme has not been able to outperform a conventional face-to-face classroom learning. One of the problems was encountered in Production Écrite Elimentaire (hereafter PEE) class, where lecturers could not monitor students' writing progress directly. This study aims at developing a Padlet based writing course by integrating local culture using Systemic Functional Linguistic Genre Based pedagogy (SFL-GBP) adopting ADDIE approach. In order to achieve this objective, three lecturers and 32 students were involved to validate the result of Padlet product. This research used two kinds of instruments i.e., an open-ended questionnaire and an experts' rubric. The open-ended questionnaire was used to identify students' needs in PEE course, and the experts' rubric was used to examine Padlet by regarding the appropriateness of material and language, the procedure of SFL-GPB, and the media. The overall mean scores of the experts' judgement towards the Padlet feasibility shows significant figures, i.e., the material aspects gained 3.7, the appropriateness was 3.8, and the media reached 3.7. On the other hand, the results of the students' opinion analysis also show a positive figure where the mean score for material as well as language aspects were 3.9, and media aspect had 3.75 mean score. The findings. The findings of this study were expected to have a further contribution to the development of comprehensive teaching syllabuses, materials, as well as lesson plans for French-language classrooms in the university, especially integrating local culture and the SFL Pedagogy approach.

Keywords: *Padlet, Writing Course, Local Culture, SFL-GBP*

INTRODUCTION

The use of computer-assisted learning is unquestionably very accommodating to the lecturers and the students in making the teaching and learning process to be more effective. Moreover, since the covid outbreak, the use of computer-assisted learning in class is increasing and unavoidable. The government issued a policy for schools and universities to implement distance learning to prevent the spread of the coronavirus. The government and universities have indeed done various ways to support this process, but some argue that online classes are not effective. One of the concerns with the existence of this distance learning is *learning loss* or a decrease in knowledge and skills academically (Donnelly & Patrinos, 2021; Engzell et al., 2021). Although there has been a *hybrid* class started, it has not been able to accommodate all students in the classroom.

Writing skill is one of the four language skills that must be mastered. From our own experiences, there were some problems faced by lectures in teaching writing competence (*Production Écrite*) in French language with a virtual learning system, i.e., lecturers could not directly monitor the development of students' writing, so during the learning process in the classroom lecturers provided more material to students than students to practice their writing skills directly. Generally, for writing assignments, lecturers asked students to write/type their writings and then sent them both in PDF and *word* form, therefore feedback was not given directly to students and other students also were not involved in discussion activities. Another weakness of this system was that lecturers had to download first student writings and checked them one by one. This was of course less practical, quite labor-consuming, and time-consuming, and the size of the files uploaded by students was sometimes quite large.

For this reason, innovation is needed in learning that can accommodate the defense of both lectures and students. One of them is by using Padlet learning media. Padlet is a web 2.0-based learning platform with a virtual wall format so that students and lecturers can take advantage of the features contained in the Padlet in writing learning. Lecturers can conduct brainstorming, compile research, and test student knowledge. On the other hand, students are free to access, edit, delete, express, or express their opinions. What's interesting about this application is the availability of interesting backgrounds, so this media becomes more interactive when used in classroom learning. Students can also connect at once, so they can give feedback to each other. This Padlet learning media can be developed for learning writing skills.

Padlet is a web-based interactive platform with a virtual wall where students and lecturers can post writings and allows students and lecturers to be able to interact by providing comments, images, videos, and hyperlinks that can be accessed in real-time. Padlet is also a versatile application that can be accessed on various devices, both mobile phones and computers, as long as the device is connected to the internet Compared to other forum-based platforms, Padlet is not rigid because it is a reliable online learning platform and suitable for students and lecturers (Ali et al., 2018).

The Padlet format is in the form of an online wall that attracts many academics and researchers to use Padlet media as a medium for learning writing skills. For

example, research conducted by Rashid, Yunus, and Wahid (2019) utilizes Padlet media for students' collaborative writing skills for English courses from across fields of science, namely: Islamic studies, economics, management, and science and technology. The results showed that Padlet was able to motivate students to participate in class activities, reduce anxiety, encourage interaction between class members and instructors, and improve language accuracy through learning from peers. Padlet can be used effectively in undergraduate programs to facilitate collaborative writing among ESL learners with lower abilities (Rashid et al., 2019).

The use of tablets in learning can support diverse types of collaborative classwork. In addition, Padlet can also replace traditional assessments using pencils and paper as interactive assessment tools in a classroom setting. Students can design questions in Padlet and then instruct students to answer them to evaluate their understanding of the lessons they have learned. Padlet has received a lot of positive feedback from various studies, and its features are suitable for use as a pedagogical tool in language learning and assessment (Taufikurohman, 2018)

A similar study was also conducted by Bozatzi to determine the effectiveness of the writing process in ELT classes by integrating Padlet, the results of the study showed that padlet media is effectively used in student writing learning (Bozatzi, 2021). Meletiadou (2021) utilizes Padlet as *an e-portfolio* to increase the motivation and writing skills of S1 students. In the study, as many as 200 students involved were asked to create a digital portfolio using Padlet, then lecturers and fellow students were asked to give feedback to each other every time they finished their writing, after getting *feedback,* students were asked to reflect on the results of writings and comments from students and lecturers, the comfort of responding to feedback (*feedback)* given by his colleagues and lecturers. The results of this study indicate an increase in student motivation and writing skills (Meletiadou, 2021).

Along with the popularity of Padlet as a means of learning platform, especially during the time of pandemic lately, there have been a lot of works conducted in examining the objective effectiveness of this tool in foreign language learning as mentioned in the previous paragraph. On the other hand, SFL-Genre Based pedagogy has been a well-established approach in teaching and researching second language writing for some years (Cheng & Chiu, 2018; Emilia & Hamied, 2015; Mingsakoon & Srinon, 2018; Nagao, 2019). While the term "culture" (or context of culture) is a central component in SFL-Genre Based Pedagogy approach into foreign language teaching, an exploration into the students' local culture within this framework has been scarce. Furthermore, there have been limited works available which scrutinize the integration of Padlet technology into a foreign language writing course which is developed using SFL-GBP principles. The current research, thus, is an attempt to develop and integrate Padlet into a French writing course which takes SFL-GBP as the main principles and the students' local culture as the substantial content of learning.

Writing skills (*production écrite*) is a type of productive skill that involves the author (*émetteur*) and reader/receiver (*destinataire*) so that in learning writing skills, students are expected not only to be able to express ideas or ideas but also to be able to write for readers/recipients (*destinataire).* That is why in the learning activities the skills of the situation/context of communication must be clear: who is the reader,

the function of communication, and this means of communication and the temporal spatial state, are chosen in such a way. The lecturer must train the student in the written production of all kinds of authentic texts in French, which can exist as such in social reality.

However, even though the example text comes from an authentic text in French, it does not mean that students must write based on the social context of French society. Schematic knowledge foreign language learners are influenced by the culture of the mother tongue. Learning a foreign language by adopting the culture of the target language makes it difficult for students to understand the material because they are not familiar with lexical items and the culture of the target language. That is why in writing learning ideally students can produce texts that are under the context in which the student is located (Cem & Alptekin, 1984; Martono, 2014)

This context-based approach to the situation is explained in detail in the Systemic Functional Linguistic (SFL) approach. SFL is a theoretical approach that analyzes the relationship between social contexts and linguistic aspects. In SFL, language is functional (functional) and meaning-making. Language is functional, that is, how the language is used in the context and how it is composed so that it can be used. Furthermore, language is considered meaning-making, which is how speakers and writers have a systematic choice in context (Halliday & Matthiessen, 2014).

The foundation of Genre Based Pedagogy (GBP) is Halliday's Systemic Functional Linguistics (SFL) theory. According to the SFL, every practice (spoken as well as written language) has a system and is functional. Having a system means, the use of language in the choice of forms, while functional implies that language is in the context of use and that forms of language carry out functions, of which there are three main functions of language, namely ideational functions, interpersonal functions, and textual functions, these three functions are known as metafunctional (Akinyeye & Plüddemann, 2016).

Furthermore, the term *genre* itself, according to the *Sydney School of SFL*, is a system that allows a community in a particular cultural context to carry out social functions through the practice of language/text. Social functioning here can generally be achieved through several steps of interaction between individuals through the practice of language whose patterns are formed/evolved according to the context/needs of the social community that uses them.

In addition to the SFL approach to language, one of the important theories that became the basic assumption in the genre-based pedagogy was the theory of the development of socio-cultural psychology which laid down social interaction as one of the key processes in the development of an individual's learning. In this process, a person who is considered to be more knowledgeable plays an important role as a mediator for a learner. It is through this mediator that a learner is guided to bypass the barriers to his knowledge and can ultimately develop his knowledge potential, technically, this stage of development is called the zone of proximal development.

By combining the SFL approach and Vygotsky's psycho-socio-cultural theory, the pedagogy genre offers a form of teaching and learning that puts forward several

important points, namely oriented to the needs/objectives of social practice, practicing a more explicit learning process where the expected results and targets of learning are conveyed in detail, and involves the practice of using language in a real/authentic manner (Hyland, 2007)

For two centuries *the Genre Based Pedagogy* (GBP) has had a major influence in the teaching of writing (Hyland, 2007). The purpose of GBP is to direct students to be able to produce effective and relevant texts. In line with Hyland's opinion, Derewianka & Christie (2008) states that the purpose of GBP is how to use the forms of language to produce writing that is coherent and in accordance with the purpose of writing. In addition, GBP seeks to delve into the functions of language as a system of choice in order to communicate some of the functions by which the human being can express his experience of the world, interacting with others to generate a coherent message (Hyland, 2003).

The GBP teaching and learning cycle developed by (Derewianka, 2003) shows the deconstruction stage (preparation and modeling). This deconstruction stage consists of *joint construction* and *independent construction.* In the first step the lecturer prepares the student experience to feel and explore the situational and cultural aspects of the social context of a text. This initial activity aims to make students familiar with the topics of *the genre,* vocabulary, and grammar in the *Genre.* In the *joint construction stage,* students in a class or small group will be directed by the lecturer to compile a text according to *the genre* using knowledge of the topics used in the first and second stages. After they are ready, then students are asked to compile their own texts through *the stages of drafting, revising,* and *editing* (Gebhard & Harman, 2011). The following is an illustration of the steps of learning to write based on
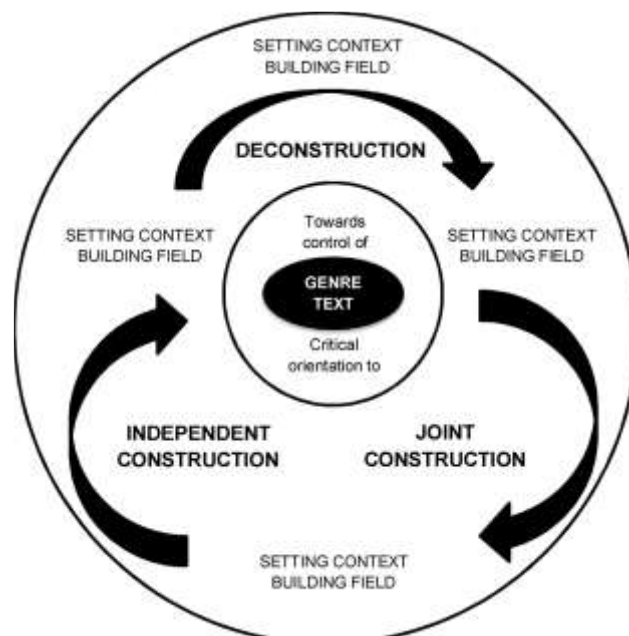

Figure 1. The Teaching/Learning Cycle (Martin & Rose, 2005: 252)

These steps from GBP can be applied in the development of writing skills teaching materials. There are several previous studies that examine the development

of writing teaching materials using the *SFL Genre Based Pendagogy approach,* namely the research of Rosnaningsih & Puspita (2020) which develops writing materials using a genre-based approach to English courses at the faculty of social and political sciences. In developing the material, their research adopted ASSURE steps, namely: (1) *analyze learner characteristics,* (2) *state objectives,* (3) *Selecting Method, Modify Writing Materials and Designing the Task,* (4) *utilize materials,* (5) *require learner participation,* and (6) *evaluate and revise.* It is in this fifth stage that learning will be integrated by the *Genre Based Approach*

Kuhn-Brown' (2015) research on the SFL approach in instructional design for the teaching of a second language (German) by linking language and *content* to the *advanced* level. The results showed that the SFL approach can be a useful method in creating a negotiating activity for advanced students who learn German. This approach can contribute to the improvement of the experience of both cultural knowledge and linguistic knowledge of students, in addition to also being able to improve historical and cultural competence.

Writing skills (*production écrite*) is one of the productive skills of the four language skills. Writing in the dictionary Larousse (2007) explains that "*Écrire est tracer les signes d'un système d'écriture, les assembler pour représenter la parole et la pensée".* The opinion can be understood that writing is drawing signs from a system of writing combined to express words or thoughts. According to Tagliante (2005), the notion of writing is,*"Écrire devient un acte de communication fonctionnelle un savoir et un savoir faire spécifique permettant à l'apprenant de s'exprimer et de communiqué au moyen d'un système de signe spécifique, les signes graphiques."* Writing becomes an act of functional communication, special knowledge and knowledge that allows the learner to express himself and communicate through a certain system of signs, graphic signs.

The purpose of the *Production Écrite Elementaire* (PEE) course at the French Literature Study Program of UNNES is to prepare students to hone their French writing skills equivalent to A1. The PEE course is one of the mandatory courses given to second semester students and is a continuation of the PEPE (*Production Écrite Pre Elementaire) course.* The main source book used for four language skills is the book Tendaces A1-B1 by Girardet et al. For PEPE and PEE using the book Tendaces A1, for PEE material it is taken from *chapitre 0 – 4,* while PEE continues the next chapter, which is *chapitre 5-10.*

The following is a description of the competence of writing skills at the A1 level based on CECR guidelines:

Table 1. Competence Writing Skills Based on *Tendances* A1 Books

Competence	*Peut écrire une carte postale simple et brève.* Able to write simple and concise postal cards
Linguistic knowledge	*Possède un choix élémentaire d'expressions simples pour les informations sur soi et les besoins de type courant.* Mastering simple expression options for yourself and daily needs

Vocabulary knowledge	*Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.* It has a basic repertoire of isolated words and expressions related to certain concrete situations.
Grammar knowledge	*A un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.* It has limited control of syntactic structures and simple grammatical forms over the repertoire.
Mastery of otographic	*Peut copier de courtes expressions et des mots familiers* Can copy short phrases and familiar words
Sociolinguistic Knowledge	*Peut établir un contact social de base en utilisant les formes de politesse les plus élémentaires* Can establish basic social contact using the most basic forms of politeness

Culture (*culture*) includes various dimensions in society, it can be a way of life, a dress code, types of food, local customs, values, traditions etc. Broadly speaking, culture is an environment created by humans. Culture is something that belongs to a group related to cultural elements: style, clothing, customs, etc. This is what causes culture to be something that cannot be separated in language learning.

SFL itself is a *genre-based approach,* the genres within the SFL represent the social system that shapes a culture. Martin & White (2005) states that *genres* provide a stable structural form, including the use of lexicogramtic and semiotic sources. Martin (2014) also states that genres within the SFL focus on social goals and activities, writers or speakers who use genres are tied to the social activities into which they enter the cultural community. Each *text genre* has a diverse cultural purpose. Understanding social meanings and contexts makes us understand the meaning of language and social actions (Wan Fakhruddin & Hassan, 2015).

French learning for foreign speakers is supposed to relate to the context of everyday life in which students are socially engaged. According to Alpetekin (1993) the schematic knowledge of foreign language learners is influenced by the culture of the mother tongue. Learning a foreign language by adopting the culture of the target language makes it difficult for students to understand the material, because they are not familiar with lexical items and the culture of the target language.

In line with this, Post & Rahet (1995) stated that adopting a local culture in learning a foreign language can encourage student motivation and increase student sensitivity to language learning goals. Local *culture* also makes it easier for students to express their ideas/opinions. For example, in PEE learning there is a *theme of Féte* (Religious celebrations / Holidays), students can be assigned to write about traditional parties in the area where they live. According to the cognitive perspective, integrating the target language culture will conflict with the initial knowledge or experience of the student.

In relation with this, the objectives of this paper were (1) to develop an integrated local culture Padlet based writing course using Systemic Functional

Linguistics Genre Based Pedagogy and (2) to investigate the quality of content, language, and media of Padlet.

RESEARCH METHOD

This research is a research and development *(Research and Development)*. The product developed is a Padlet-based teaching materials by integrating *local culture* through a *Genre Based Pendagogy (GBP) approach.* The development model adopted in this study is the ADDIE development model, which consists of five steps, namely: *Analysis, Design, Development, Implementation, and Evaluation.* The ADDIE model has been widely used by practitioners, researchers, and teachers in developing technology-based teaching materials (Stapa & Mohammad, 2019).

In the analysis phase, the researchers analyzed students' problems, instructional goals, and learning objectives. Moreover, in order to analyze the obstacles encountered by students in learning writing skills, the researchers incorporated a set of interview questions and students' written works. For identifying students' written works, the researchers used the theory of error analysis of Alamargot & Chaquoy (2001) and the theory of cohesion and coherence by Halliday & Matthiessen (2014). The errors were classified based on the types of errors and tabulated in the table according to categories and frequency of occurrence of errors and percentage found among the subjects in paragraph writings.

Meanwhile, in the design phase, researchers determined a task inventory and composed performance objectives. Those were ordered regarding the teaching/learning cycle of GBP theory (Zhu & Wang, 2020). Next, development phase, in this phase we authored and produced the materials, activities, or exercises, as well as chose the interactive background and storyline of Padlet. The Padlet developed was assessed by three experts to see the quality of content/material, language, and media. The feasible Padlet was then implemented in the class. At the end of the class, students gave their views about the content/material, language, and media of Padlet. The last step was evaluation, in this step, we revised the Padlet based on students' views and field reports during the implementation.

The population in this study is all undergraduate students of the French Literature Study Program who were in the second semester and were taking the *Production Écrite Elementaire* (PEE) course, there were two classes, class 1 consisted of 32 students, and class 2 there were 30 students, accordingly, the total population was 62 college students. For samples, this study used *the purposive sampling* method, the samples used in this study were for small group tests, namely 32 people.

This study implemented three types of instruments, i.e., questionnaires in the form of open-ended questions (questionnaires for students and lecturers at the needs analysis stage, and rubrics for expert assessment of media, materials, and languages. The expert assessment rubric is in the form of *a rating scale* of 1-4, with criteria of 1= disagree/not good, 2= enough (agree), 3= agree/good, and 4= strongly agree/excellent. To lessen the ambiguity and misinterpretation, both questionnaires were written in Indonesia language. The drafts of questionnaires were revised based on the suggestions of two French lectures and one statistics expert. The reliability of the questionnaires was obtained in calculating the cronbach alpha coefficient which

revealed .9530 (students' questionnaires) and .9532 (lecturers' questionnaires). Hence, the questionnaires used in this research had been valid and reliable. The data in the needs analysis was analyzed descriptively qualitatively, while the data in the assessment rubric was analyzed quantitatively by looking for the percentage of answers from experts by looking at the frequency of the answer of each item is different. Furthermore, the results of the calculation are interpreted by referring to the qualification criteria as follows:

Table 2. Expert Value Scale Criteria (Media, Materials, and Language)

Value Scale	Validation Level	Eligibility Criteria
3.26 – 4.00	Excellent	Very Worthy
2.51 – 3.25	Good	Proper
1.76 – 2.50	Not Good	Not Worth It
1.00 – 1.75	Very Unkind	Very Unworthy

Source: modified from Borich et al. (1996)

The output of this research is a *local culture-based* Padlet learning media product using the *SFL Genre Based Pedagogy* approach for basic writing skills courses (*Production Écrite Elementaire*).

RESULT AND DISCUSSION

Analysis Phase

The objective of this phase is to identify the probable causes performance gaps and to determine instructional goals. In this phase, the researchers collected the data related to students' problems, the instructional goals, and learning objectives. The result of the analysis as follow:

a. Students' analysis

The objective of students' analysis is to find out the problems and difficulty faced by students in PEE class, students' perception of local culture and French culture integrated in the PEE class, and students' preference of learning activities. The data collected used google form in form of open-ended questionnaire given to the students and analyzed students' writing in prior class of PEE.

From the questionnaire, it was found the problems faced by students in PEE class were related to vocabulary mastery, grammar, and syntax. (1) students lack knowledge of vocabulary: *"I think my major problem when writing was, I did not have enough vocabulary for constructing my idea." (S1).* (2) Students also had problems with grammar and syntax: *"I think the most tricky thing in writing in French is grammar. Not like other languages, French has very complicated grammar, such as: subject-verb agreement, feminine masculine nouns and adjectives, and tenses. (S4). "I found difficulty in constructing a sentence." (S5).*

Those problems also found in the analysis of writing samples of students. The researcher examined students' written works using the theory writing error classification of error analysis of Alamargot & Chaquoy (2001) and the theory of cohesion and coherence by Halliday & Matthiessen (2014). Alamargot & Chanquoy categorized these errors into three foremost groups, i.e., spelling errors, grammatical

errors, and punctuation errors. The findings revealed a total of 897 problems related to vocabulary mastery, grammar, syntax, punctuation, spelling, cohesion, and repetition of ideas. Grammar error contributed the most percentage which account for 532, followed by syntactical errors which account for 430. Vocabulary error were in fifth position which account for 120 errors.

Table 3. Analyses of Error Produced by First Grade of French Literature Students

No.	Aspect	Frequency of Occurrence
1	Grammar	532
2	Syntax	430
3	Spelling	370
4	Punctuation	340
5	Vocabulary	120
6	Cohesion	80
7	Repetition ideas	25
	Total	1897

Students' perception toward the importance of local culture and French culture, 94 % of students agreed that local culture must be integrated in PEE class, "*in my opinion, local culture is important integrated in the PEE class, so we know how to tell or describe our own culture in French." (S7),* and 97 % students agreed that French culture must be integrated in PEE class *"for me, I am not only interested in mastering French language but also want to know French's culture." (S15)*.

b. *The instructional goals and objectives*

Regarding the curriculum of French literature department, there were four themes developed i.*e., voyager, faire des achats, parler des loisirs, and se loger.* The instructional goal has been stated in the curriculum, whereas for the objectives the lecturers must develop from that goal. The term of instructional goals refers to a description of general purposes of a curriculum/instruction, whereas the instructional objectives refer to the specific and concrete description of purposes (Richards, 2013). These two are the core stone of instruction. stated by Tomlinson, the most effective teaching materials must be based on the student' needs and learning objective (Tomlinson, 2001, 2014). By stating clear instructional goals and objectives clearly, it can be very helpful in determining course content and structure of the lecture and guiding to choose relevant activities and assessments. As In addition, this also can facilitate the students to understand what they should learn and exactly what they need to do.

Here the example of course goal and objectives formulated.

Course Goals:

to develop the students' writing skills in French at a basic level (equivalent to A1 level) by integrating local culture value.

Theme   : Voyager (faire et organizer un voyage)

Objectives:

1. The students will be able to **recognize** specific vocabulary related to theme.

2. The students will be able to **compose** a descriptive text telling the tourist destinations that they have visited.
3. The students will be able to **recognize** the structure of an email
4. The students will be able to **compose** an email telling their traveling experiences

Design Phase

After determining the instructional goals and objectives, the next step is designing the materials and exercises on Padlet. The purpose of this phase is to verify the desired performance and the assessment method. In this phase, the researchers determined a task inventory, composed performance objectives, and generating assessment strategies.

The task inventory is the content organization that is constructed based on course goals and objectives. The result of a task inventory is a diagram that specifies the essential tasks required to accomplish the instructional goals (Branch, 2020).

Objective 1: The students will learn specific vocabulary related to theme

- Filling crossword
- Finding the meaning of words in bold in the text

Objective 2: The students will understand how to describe the tourist destinations that they have visited

- understanding an email describing tourist destinations
- describing a tourist destination

objective 3: The students can understand the structure of an email

- identifying the structure of email
- writing an email telling their traveling experience

The tasks were ordered by considering GBP theory, the first objective aimed at building initial knowledge of students related to theme "*Voyager: faire et organiser un voyage*". The second objective represents the step of joint construction, and the third objective represents the step of independent construction which the students write an email independently.

Development Phase

In this phase, we authored and produced the content of Padlet (materials/exercises) based on the objective formulated in the design phase. We also chose the appropriate and interesting template of Padlet. Here the example of materials and exercises developed on Padlet.

Fifure 2 . Materials (source: Voyager: organiser et faire un voyage (padlet.com))

The Padlet developed was then validated by three French lecturers to see the quality of its materials, language, and media. These aspects were based on the theory proposed by Widodo & Jasmadi (2008). Moreover, the set of questions formulated for the questionnaire adopted the model developed by (Solehana et al., 2019). Also, the aspect of material was developed by referring to the principles of SFL-GBP.

The purpose of this phase is to measure the quality of Padlet developed in term of materials, language, and media. There were three experts who validated Padlet. All of three experts answered Padlet meets all the criteria of the aspect of goals of the course. The finding of expert analysis is descriptively shown in table 4.

Table 4. The Result of Experts' validation

No.	Aspect	1	2	3	4
A	**Material Aspects**				
1	Completeness of the material and exercises	4	4	3,5	4
2	Breadth of material and exercises	4	4	3	3.5
3	Depth of material and practice of the questions	3.5	3	3.5	3,5
4	Gradation	3	3	3	3.5
5	Up-to-date material and exercises	3	3	3.5	3
6	Materials integrating local culture values.	4	4	4	4
7	Availability of elements of French language culture	4	4	4	4
8	Availability of authentic documents	4	3.5	3.5	3
	***SFl-Genre Based Pendagogy* Approach**				
10	*Decontruction* Stage	4	4	4	4
11	*Joint Construction* Phase	3	4	3.5	3.5
12	*Independent Construction* Phase	4	4	4	4
Mean		3.7	3.7	3.6	3.6
B	**Language Aspects**				

13	Accuracy of grammatical rules	3.5	3.5	4	4
14	Simple sentence pattern	3.5	4	4	4
15	The prevalence of language structure	4	4	4	4
16	Grammatical conformity with the theme.	4	3.5	3.5	3.5
17	The accuracy of diacritic marks	3.5	4	4	4
18	The harmony of the structure and variety of	3.5	3.5	4	4
19	languages	3.5	3.5	3.5	3.5
	Compatibility of vocabulary with various languages				
Mean		3.6	3.7	3.9	3.9
C	**Media**				
14	Application Aspects	3.5	3.5	3.5	3.5
15	Aspects of Graphic Feasibility	3.5	3	3.5	3.5
16	Visual Aspect	4	3.5	3	3.5
17	Navigation	4	4	4	4
Mean		3.8	3.6	3.6	3.6

The result of experts' judgement analysis above shows that the aspect of material, language, and media for all chapter categorized as excellent. This can be seen from the means that reach 3.6-3.9 (see table 2). However, the first draft of Padlet was recommended to revise according to experts. The revisions were related to materials content, misspelling, grammatical correctness, and the graphic presentation.

Table 5. Experts' Suggestion

No.	Experts' suggestion	revision
1	Activité 4: add an example for this activity (chapter 1)	An example has been added.
2	Correct some misspellings, such as: les activities → les activités, sacre → sacré, Trosième La déstination → la destination La region → la région Copin → copain bleu → bleue	Some misspelling has been corrected
3	Correct some grammatical points: a. Pour render visite mes grands parents → pour **rendre** visite **à** mes grands parent (Chapter1) b. Paul y s'intéresse → Paul s'y intéresse (Chapter 3) c. Décrivez qu'est-ce qu'elle porte → décrivez ce qu'elle porte (chapter 3)	The sentences have been corrected.
4	Change some illustrations/images: Document 10: the illustration/image are not clear (chapter 4) Document 3: change the illustration/image to more and intercative one (chapter 3)	The images/illustration has been changed.

Implementation Phase and Evaluation

After the product developed had been stated that it is feasible to apply in the class. It was tested in the class on 32 students of French literature department of Semarang State University. The students were also asked to assess the product regarding materials, language, and the media aspects. The result of students' assessment as follows:

Table 5. The Result of Experts' validation

No.	Aspect	1	2	3	4
1	**Material Aspects**	4	4	3,5	4
2	**Language aspects**	4	4	4	3.5
3	**Media**	3.5	3,5	4	4

From the result of students' assessment above, conclusively the product developed has been categorized as a feasible product regarding the material, language, and media aspects. The minimum score is 3.5 that is included in good, such as for material aspect in chapter 3, and media aspects for chapter 1 and 2, whereas for other chapters reach 4 that is included in excellent.

Discussion

Based on the analysis of the student's writing, there were seven errors found, namely, grammatical, syntactical, spelling and punctuation, vocabulary, cohesion, and ideas repetition errors. Above all, there were four significant problems faced by the students in writing, i.e., grammatical, syntactical, spelling, and punctuation errors. First, the grammatical and syntactical errors found in the students writing covered errors related to gender and number, verbs and adjectives, noun-pronoun agreement, as well as subject–verb agreement. Second, most spelling errors were related to the orthography, and third, the punctuation errors identified were those dealing with detailed punctuation and capitalization errors. Hence, these errors were the main concern that was addressed in developing the Padlet used in the course.

Other facts from the questionnaires revealed that most of the students think that Indonesian and French culture should be integrated into the teaching media, including the Padlet. This fact confirms a hypothesis proposed by Mckay (2011) who stated that "on the pedagogical level, culture plays an important role in the choice of the content that is included in the teaching materials." From a different angle, Cortazzi & Jin (1996) put forward an idea to differentiate the use of the mother language culture and the target language culture. In this case, French culture could be categorized as the target culture materials whereas Indonesian culture would be the source culture materials. These cultural aspects are said to be very essential in teaching and learning a foreign language. Being only competent in grammatical knowledge, vocabulary range, and phonological patterns is not enough to understand a target language properly. Students also must be aware of the cultural norms and aspects that both languages represent. Thus, students will have to confront and cope with the issues of cultural differences (Snigdha, 2022). This research argues that these ideas could be applicable in the development of the Padlet materials in a French writing course. The culture of the target language, for example, could be represented as how the structure of descriptive writing unfolds (as argued in the idea of genre which plays a central role in the context of a culture in SFL-GBP theory). Meanwhile, the source culture could be explored as the content of the writing. It is also possible to make a comparison between the generic structure of the target language and the source culture.

The results of this needs analysis became the basis for determining the instructional objectives of the PEE course. Moreover, the objectives were also formulated concerning the six levels of Bloom's taxonomy, i.e. knowledge, comprehension, application, analysis, and synthesis. The evaluation of the student's achievement against the objectives was designed to meet the criteria of both lower (LOTS) and higher-order of thinking skills (HOTS) (Aitbaikyzy, 2018; Alaghbary, 2021; Mrah, 2017; Qasrawi & Beniabdelrahman, 2020). In this research case, the tasks on Padlet were developed from the lowest level to more high or complex tasks, for instance: the verbs "recognize" and "reproduce" could represent the level of knowledge in Bloom's taxonomy, and thus they would appear in the lower level of tasks; whereas the verb "compose" represent the level of synthesis, and thus would be used more often in a much higher level of tasks.

In the design phase, the researchers created a sort of task inventory and formulated a set of performance objectives that were ordered concerning the teaching/learning cycle of the SFL-GBP approach (Zhu & Wang, 2020). For the content and instructional design, the product developed had been valid in terms of the appropriateness of materials, language, and media. Some issues, however, were highlighted by experts including some grammatical errors, spelling, and the clarity of images which later have been addressed and resolved. The experts also confirmed that the aspects of local culture have been integrated proportionally into the products and have been compiled with SFL-GBP measures. Thus, all aspects of the Padlet learning media developed in this research were eventually considered valid. Therefore, this product was appropriate for the lecturer to use in the teaching and learning process. Furthermore, based on students' views have been categorized as a feasible product regarding the material, language, and media aspects.

CONCLUSION

The argument proposed in the discussion section, it showed that the products can be firmly categorized as a very good and feasible model for a French writing course uses. This argument also agrees with the expert judgment validation as well as the students' views. The findings of this research as well as are expected to have a significant contribution to the development of comprehensive teaching syllabi, materials, as well as lesson plans for French language courses at the university level, more specifically, the writing courses which integrate local culture in their content and incorporate SFL-GBP teaching approach. It is suggested, though, to conduct a further study on this research result which focuses on the effectiveness of the products in developing students' writing competence.

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