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## The effectiveness of video as media learning on improving student oral comprehension of French language

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### Abstract

French Language subject is one of the optional subjects at High school. Process of learning in classroom needs the correct learning media related to student characteristic, explained material and the condition of supported facility to make an effective learning process. Within the right learning media, it will lead student to better learning outcomes. This research has a purpose to analyse student needs and teacher needs toward video learning media using French Language material for second grade class of Social Science-I and its result of learning media video development in the first semester. This research used descriptive qualitative analysis technique, which means a research method that described the reality or fact based on the obtained data with a purpose to understand student learning outcomes and to obtain student responses toward learning activities during the process of learning. The result of this research showed that media video can be effective to improve student learning activities and process. It can be seen by the increase number on very active student category from 7.89% on early cycle, increase to 15.79% in cycle I and 31.58% in cycle II. It was proven by the number of students who were very active in the learning process from 7.89% in the initial cycle, increasing to 15.79% and becoming 31.58% in the second cycle. Thus, based on the result it can be concluded that Media video learning is a good help to improve student participation in studying French Language of second grade class Social Science-1 at State High School 1 in Bandar.

**Keywords:** learning video; oral comprehension; learning outcomes.

### INTRODUCTION

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Exposition text is a paragraph which contains information or knowledge served in a simple way, solid and precise ([Partanto & Al Barry, 2016](#)). French Language subject is one of the optional subjects at High school. Nobody knows when the beginning of French Language started to be taught in Indonesia, however French is considered as a beautiful language since the era of XIX ([Kosasih, 2017](#)). On the process of learning French language, there are four basic abilities of language as the aim of learning. That is oral comprehension, oral production, reading comprehension and writing comprehension. Those four abilities have relation to each other ([Suprijono, 2016](#)). Oral comprehension

is a process of understanding by listening a sound, language, identify, interpret, assess and respond the meaning inside it ([Tarigan, 2018](#)).

Process of learning in classroom needs the correct learning media related to student characteristic, explained material and the condition of supported facility to make an effective learning process. Within the right learning media, it will lead student to better learning outcomes. Nowadays, learning media used at State High School I in Bandar is paper books and power point media.

Learning media is a mediator used to explain the material subject (in this case teacher, textbook and school as media is possible) ([Bahri, 2018](#)). Specifically, the definition of media in learning process is a graphical tool. It is considered as photographic or electronic tools to gained, processed and arranged the information visually or verbally ([Arsyat, 2018](#)). Teacher needs learning media to explain the information and material to his student.

In oral comprehension, media is needed as listening mediator to student. One of the auditory media is video. Video media is a learning media which contains any material to be learned by auditory visual. Video has movement aspect to gain interest of a student. Video has a good movement aspect and interesting animation to catch student's attention longer than other learning media. This media has an auditory aspect which is related to the ability of oral comprehension. Thus, besides listening, student can be directly seen the figure of a speaker and is able to understand the content of material. The learning process at school based on the curriculum which has been prepared by each school because it is an autonomous right of higher education ([Zulyadaini, 2020](#)).

Lack of learning media at High School caused the lack of students' oral comprehension. Whereas, actually high school has a good language laboratory, LCD Media and a good sound system that can help teacher to explain the material. However, teacher still suffers from the lack of knowledge and information regarding a good source for oral comprehension on French Language in the 2<sup>nd</sup> grade class of Social Science-I. In accordance with the topic of family life (*La vie familiale*) and everyday life (*La vie quotidienne*), the curriculum 2013 is determined the indicators accordance with the Core Competencies and Basic Competencies in French.

Thus, this research tried to examine students' and teachers' needs toward video learning media of French Language material for the 2<sup>nd</sup> grade class of Social Science-I and its result of learning media video development in the first semester. Within the existence of media video, teacher can explain the material, especially the oral comprehension. Besides, learning video will contain film with learning material in French.

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## METHODOLOGY

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This research used descriptive qualitative analysis technique, which means a research method which described the reality or fact based on the obtained data

with a purpose to understand students' learning outcomes and to obtain students' responses toward learning activities during the process of learning ([Sukmadinata, 2018](#)).

To analyse the success stage or percentage of students' learning success, every time after this process, teacher will give evaluation to student in form of written test at the end of the day. This research was done at State High school 1 during August – September 2019. Subject of this research is students of second grade at Social Science-1 State High School 1 in Bandar regarding their oral comprehension.

Data collection technique obtained by observation of active media learning using video, observation of student and teacher activities by questionnaire of student motivation and formative test. Instruments used in this analysis contain of syllabus, Learning Plan and Formative Test.

To analyse the success stages or the percentage of students' success after teaching and learning process each round is done by providing an evaluation in the form of written test questions at the end of each round. This analysis is calculated using simple statistics, as follows:

The researcher sums up the scores obtained by students, which are then divided by the number of students in the class so that the average formative test can be formulated:

With: = Average value;

$\Sigma X$  = Sum of all student grades;

$\Sigma N$  = Number of students.

There are two categories of mastery learning. They are individual and classical ones. Based on the instructions for implementing teaching and learning (Permendiknas number 25 of 2006), some students have finished studying reaching 65% or a value of 65. To get the full completion of studying class needs 85% of those who have gained more than or equal to 65 %.

## RESULTS

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### Activities and abilities of oral comprehension in early observation

Actions taken in the first cycle is carrying out the learning process using video learning. Teacher implemented apperceptions and gives the information that will be discussed and the purpose will be achieved. Teacher explains the details regarding the learning stages model. The teacher conducts a written test individually and then rewards the group with the highest average score. The observation of teacher during the learning process was done by collaborator, while the observation process of student done by teacher and collaborator within the instrument of observation sheet. The implementation of the first cycle of action was carried out in August 2019 with one meeting time (2x40 minutes). There were 2 collaborators and a teacher. Thus, student observation was done by 3 people. They were assigned to observe students in one group during learning process. During this process, observatory took some

strategic places that didn't not disturb the process of learning. The result of students' activities observation in early observation cycle can be seen in the [Table 1](#).

Table 1. **Students' participation on early observation process**

No.	Score category	Participation category	Students' number	%
1	4	Very active	3	7.89
2	3	Active	6	15.79
3	2	Less active	17	44.74
4	1	Passive	12	31.58
<b>Total</b>			<b>38</b>	<b>100.00</b>

Sources: own study

Based on the [Table 1](#), it can be concluded that students' activities and their participation in cycle I should be improved. It can be seen from the explained result of observation. From 38 students, 3 students (7.89%) are very active, 6 students (15.79%) are active, 17 students (44.74%) are less active and there are still many students around 12 students (31.58%) who are passive. Furthermore, the data regarding student test results in early cycle will be explained in the [Table 2](#).

Table 2. **Student ability score of oral comprehension on early observation**

No.	Score	Category	Total number	cycle I (%)
1	85 – 100	Very good	2	5.26
2	70 – 84.9	Good	5	13.16
3	55 – 69.9	Decent	18	47.37
4	40 – 54.9	Bad	13	34.21
5	0 – 39.9	Very bad	0	0.00
<b>Total</b>			<b>38</b>	<b>100.00</b>

Sources: own study

Based on [Table 2](#) it can be seen that the amount of student with a very good ability of oral comprehension is only 2 students (5.26%). There are 5 students with a good ability of oral comprehension (13.16%), while the number of students with decent oral comprehension is 18 (47.37%). 13 students are with bad ability of oral comprehension (34.21%) and none of student is under very bad category.

### **Activities and abilities of oral comprehension in cycle I**

The observation of teacher during the learning process was done by collaborator, while the observation process of student was done by teacher and collaborator within the help of observation sheet. There are 2 collaborators and a teacher. Thus, student observation was done by 3 people who had to observe students in one group during learning process. During the observation process,

observatory again took some strategic places that didn't not disturb the process of learning. The results of student activities observation in cycle I can be seen in the [Table 3](#).

Table 3. **Students' participation in cycle I**

No.	Score category	Participation category	Total number of student	%
1	4	Very active	6	15.79
2	3	Active	15	39.47
3	2	Less active	15	39.47
4	1	Passive	2	5.26
<b>Total</b>			<b>38</b>	<b>100.00</b>

Sources: own study

Based on the [Table 3](#), it can be seen that there is an improvement in cycle I of student learning participation. It can be proved by the explained result of observation. From 38 students, 6 students (15.79%) are very active, 15 students (39.47%) are active, 15 students (39.47%) are less active and there are just 2 students (5.26%) who are passive. Furthermore, the data regarding students' test result in cycle I will be explained in [Table 4](#).

Table 4. **Students' ability score of oral comprehension in cycle I**

No.	Score	Category	Total number	cycle I (%)
1	85 – 100	Very good	3	7.89
2	70 - 84.9	Good	21	55.26
3	55 - 69.9	Decent	12	31.58
4	40 - 54.9	Bad	2	5.26
5	0 – 39.9	Very bad	0	0.00
<b>Total</b>			<b>38</b>	<b>100.00</b>

Sources: own study

Based on [Table 4](#) it can be seen that the number of students with a very good ability of oral comprehension is 3 students (7.89%). Students with a good ability of oral comprehension increased to 21 students (55.26%), while the number of students with decent oral comprehension became 12 students (31.5%), 2 students have a bad ability of oral comprehension (5.26%) and none is under very bad category.

Those fact and details explained that there are decrease numbers of students with very bad, bad and decent categories after they followed the learning process of media video in cycle I. Furthermore, the number of students with a good and very good ability of oral comprehension increased after the use of media video learning process. To obtain a better condition, there is further observation called action research cycle II.

## Activities and abilities of oral comprehension in cycle II

The observation of teachers during the learning process was done by collaborator, while the observation process of students done by teacher and collaborator within the use of observation sheet. Joint research with the collaborator compiles an action plan which includes the following:

- 1) Identify problems and determine alternative solutions.
- 2) Choosing teaching material which is about "La vie familiale".
- 3) Arrange Learning Implementation Plan (RPP), attached.
- 4) Determine indicators of success.
- 5) Arrange student worksheets.
- 6) Developing observation, test and documentation formats.

There are 2 collaborators and a teacher. Thus, student observation was done by 3 people who had to observe students in one group during learning process. During the observation process, observatory again took some strategic places that didn't disturb the process of learning. The result of student activities observation in cycle II can be seen in the [Table 5](#).

Table 5. **Students' participation in cycle I**

No.	Score category	Participation category	Total number of student	%
1	4	Very active	13	34.21
2	3	Active	24	63.16
3	2	Less active	1	2.63
4	1	Passive	0	0.00
<b>Total</b>			<b>38</b>	<b>100.00</b>

Sources: own study

Based on the [Table 5](#) it can be seen that there is an improvement result of students' learning participation in cycle II. It can be proved by the explained results of observation. From 38 students, 13 students (34.21%) are now very active, 24 students (63.16%) are active, only 1 student (2.63%) is less active and none of them is passive. Furthermore, the data regarding students' test results in the oral comprehension cycle II will be explained in [Table 6](#).

Table 6. **Students' Ability score of oral comprehension in cycle II**

No.	Score	Category	Total number	cycle II (%)
1	85 – 100	Very good	14	36.84
2	70 – 84.9	Good	20	52.63
3	55 – 69.9	Decent	4	10.53
4	40 – 54.9	Bad	0	0.00
5	0 – 39.9	Very bad	0	0.00
<b>Total</b>			<b>38</b>	<b>100.00</b>
<b>% Learning Completeness</b>				<b>89.47</b>

Sources: own study



Based on [Table 6](#) it can be seen that the number of students with a very good ability of oral comprehension increased to 14 students (36.84%) in cycle II. The number of students with a good ability of oral comprehension became 20 (52.63%), while the number of students with decent oral comprehension became 4 (10.53%), and students with a bad ability of oral comprehension is 0% in cycle II. Moreover, student learning passes number became 89.47%.

Thus, learning model using video as learning media has been able to improve students' active participation and their ability of oral comprehension in learning process of French Language.

## DISCUSSION

Based on the result above, overall the observation result of students' participation in classroom during three parts of the cycle, is explained as in the [Table 7](#).

Table 7. **Students' participation in learning process: early cycle, cycle I and cycle II**

No.	Score category	Category	Early cycle	cycle I	cycle II
1	4	Very active	7.89	15.79	34.21
2	3	Active	15.79	39.47	63.16
3	2	Less active	44.74	39.47	2.63
4	1	Passive	31.58	5.26	0.00
<b>Total</b>			100.00	100.00	100.00

*Sources: own study*

Based on the data comparison in [Table 7](#), it can be seen how the number of very active student in learning process has been increased from 7.89% in early cycle, has become 15.79% in cycle I and increased again to 34.21% in cycle II. The same thing happens with the number of students with active participation in learning process, in early cycle the number of active students was only 15.79%, increased into 39.47% in cycle I and increased again to 63.16% in cycle II. During the increase number of students with very active and active participation, the number of students with less active and passive participation decreased. The number of less active participation in early cycle is 44.74% decreased into 39.47% in cycle I and decreased once more into 2.63% in cycle II. The number of passive students decreased from 31.58% in early cycle to 5.26% in cycle I and 0% in cycle II. The increase in number of students with very active participation and active participation along with the decrease of less active student and passive student can be concluded as the effectiveness of learning using video as media to improve student active participation in learning process.

Students' participation in learning process has significantly influenced student oral comprehension ability. An active, creative, effective and good learning process make an effect on students' learning outcomes by using video

as media learning on this action research ([Saminanto, 2019](#)). The detail of students' oral comprehension ability progress is in the [Table 8](#).

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**Table 8. Students' ability on oral comprehension in early cycle, cycle I and cycle II**

No.	Score	Category	Early cycle	cycle I	cycle II
1	85 – 100	Very good	5.26	7.89	26.32
2	70 – 84.9	Good	13.16	39.47	68.42
3	55 – 69.9	Decent	47.37	44.74	5.26
4	40 – 54.9	Bad	34.21	7.89	0.00
5	0 – 39.9	Very bad	0.00	0.00	0.00
<b>Total</b>			100.00	100.00	100.00
<b>% Learning Completeness</b>			18.42	63.16	94.74

*Sources: own study*

Based on the data of each cycle change in [Table 8](#) it can be seen that the number of students with very good abilities improved from 5.26% in early cycle to 7.89% in cycle I and 26.32% in cycle II. Thus, the same with students who has good ability of oral comprehension increased from the early cycle 13.16% and increased to 39.47% in cycle I and 68.42% in cycle II. While the number of students with decent ability decrease from 47.37% to 44.74% and on the last observation of cycle II continue to decrease to 5.26%. Students with bad ability of oral comprehension decreased from 34.21% to 7.89% and became 0% in cycle II. Furthermore, learning completeness in early cycle is 18.42% increased to 63.16% in cycle I and 94.74% in cycle II. Fact indicated that there is a decrease on the number of students with very bad ability of oral comprehension and decent one after they followed learning process of video media and the opposite, there is an increase number of students with a good and very good ability of oral comprehension. Thus, media video is significantly effective to bring an improvement of students' oral comprehension ability.

## CONCLUSIONS

Based on the observation result, it can be concluded that Video as Media Learning can help to improve students' active participation of French Language of the second grade students at Social Science-I State High school I in Bandar. It has been proved by the increased number of student active participation after media video learning. It was proven by the number of students who were very active in the learning process from 7.89% in the initial cycle, increasing to 15.79% and becoming 31.58% in the second cycle. Likewise, students who actively participated in the learning process experienced an increase from 15.79% in the initial cycle, increasing to 34.21. % and became 57.89% in the second cycle. But, the number of students who are less active decreased from 44.74% in the initial cycle to 39.41% in the first cycle and again decreased to 10.53% in the second cycle. While the number of inactive students increased



from 31.58% in the initial cycle reduced to 10.53% in the first cycle and no longer in the second cycle.

Student Oral Comprehension ability. Media video learning can be effective to improve student learning ability in the second grade of Social Science I Semester I at State High School I in Bandar and the number of students' oral comprehension ability significantly increased. It can be seen that the number of students with very good abilities improved from 5.26% in early cycle to 7.89% in cycle I and 26.32% in cycle II. Thus, the same with student who have good ability of oral comprehension increased from the early cycle 13.16% and increased to 39.47% in cycle I and also 68.42% in cycle II. While the number of students with decent ability decreased from 47.37% to 44.74% and in the last observation of cycle II continued to decrease to 5.26%. Students with bad ability of oral comprehension decreased from 34.21% to 7.89% and 0% in cycle II. Thus, by using video media learning, it is effective to improve students' ability of oral comprehension.

## SUGGESTION

Teachers at State High School 1 in Bandar should be motivated to make an action research using media in order to improve students' learning quality and they can use learning video for each learning subject. School Committee and Educational department should try to motivate their teachers to make an observation and financial support for these observations.

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