

Effectiveness of Video Series *Tendances* in Teaching French Speaking Skills

Ersy Veronita^{1,*} Sonya Puspasari Suganda¹

¹ Linguistics Department, Faculty of Humanities, Universitas Indonesia

*Corresponding author. Email: ersy.veronita@ui.ac.id

ABSTRACT

This article discusses the effectiveness of video series media in textbooks *Tendances* in teaching French speaking skills. The research questions and the purposes of this study are to analyze the effectiveness of video series media in teaching French speaking skills and to gain understanding of the perceptions of students who use video series media in learning their French speaking skills. The methodology used in this study is Action Research using two cycles with 30 research subjects studying French at the A2 level. The study was conducted over four months with a total of 15 meetings. The research data used in this study are quantitative data such as pre-test, progress-test and post-test as well as qualitative data such as the initial questionnaire, final questionnaire, student journal and interview. All quantitative data are analyzed using Repeated Measures ANOVA. The results of this study indicate the advantages and disadvantages of video series media and its effectiveness in teaching French speaking skills.

Keywords: French, Speaking Skills, Video Series Media.

1. INTRODUCTION

According to Hussain [1], on various occasions, speaking skills have become a measure of a person's foreign language proficiency. Therefore, speaking skills have an important position for foreign language learners in general. In that case, the learning method that is quite often used in learning speaking skills is monologue. Normally, it is used by doing a role play such as buying clothes at a shop or vegetables at the market. On the one hand, in the monologue-shaped learning method, students choose a theme and then they are given time to prepare their presentation which then they must answer several questions raised by the teacher according to the theme that has been presented.

However, this learning method still cannot answer the difficulty of acquiring speaking skills for students in general. Some of the difficulties are influenced by the learner's motivation, the learner's character, and the learner's attitude towards the target language. Of course, as cited by Riswan in Amelia [2] all of these factors are complex which are influenced by various factors. For example, student's motivation which is influenced by internal factors and external factors from themselves.

In that case, the media as a component of learning can determine the success of learning. Therefore, according to Falahudin [3] teachers must pay attention to several things such as how to choose and to select principles criteria and benefits of the learning media used. Not only that, in learning speaking skills that utilize learning media, teachers should also look at several other things

such as reasons for choosing learning media, the purpose of using learning media, characteristics of learning media, time, cost and availability of learning media used to maximize their use in the classroom.

In line with this, Aini [4] described several types of learning media that are often used in language classes such as pictures, textbooks, whiteboards, projectors and computer-based presentations. She also stated that all types of learning media must be integrated with the use of objects in the real world or this case the learning media available in the classroom. Thus, the use of learning media must be adapted to the facilities available in schools or where language learning takes place to help teachers in facilitating learning in the classroom maximally.

Then, according to Suharsih & Hamidiyah [5], learning media in a foreign language class are media of various objects that can be found in the real world as well as objects in the class we teach. The learning media is used to fulfill the objectives so that learning in the classroom can be fun and interesting. Therefore, in practice, teachers must prepare in advance some learning media that will be used in the classroom by adjusting the needs of students in the classroom and the learning objectives to be achieved.

Besides, as cited by Usman & Asnawir in Manurung [6], the media can affect the effectiveness of a learning program. Nevertheless, learning media always develops the recent technological developments. Therefore, every time a new teaching medium launches, its effectiveness is still considered doubtful because it is still difficult for

students to express themselves in the target language. For example, in speaking skills students find it difficult to convey messages to the interlocutor because of a limited vocabulary or lack of grammar understanding. Therefore, every learning media that appears should be better examined for its effectiveness to convince its users and ensure that the media can make a significant contribution to foreign language learning.

Based on the research background above, it can be summed up that the teachers are still in doubt of the effectiveness of video series teaching media in improving speaking skills. Considering that currently, the use of video as a learning medium is increasing in number, the effectiveness of video as a learning medium needs further investigation. In this study, video series was used as a teaching medium in learning French speaking skills. This study wanted to analyze the effectiveness of video series in learning French speaking skills. The research questions in this study are:

1. Based on the results of the pre-test, progress-test and post-test measuring instruments in this study, how is the effectiveness of serial video media in learning speaking skills of French students?
2. Based on the results of the initial questionnaire, the final questionnaire, student journals and interviews in this study, how are French students' perceptions of the implementation of serial video media in learning speaking skills?

Related to the research questions above, there are two research objectives to investigate the effectiveness of video series in learning the learners' French speaking skills. The two objectives of this study are as follows:

1. Analyze the effectiveness of video series media in learning French speaking skills.
2. Analyze students' perceptions of the implementation of serial video media in their French speaking skills.

It cannot be denied that technology continues to develop and be present in the world of foreign language learning. Like double-edged sword, technology can bring convenience and difficulty to teachers. The difficulty that can be perceived by teachers is that they have to adapt to the technology used in their class, especially for those who have not experienced the use of technology. Meanwhile, the ease of technology can be experienced for teachers who are able to maximize the use of technology in their class. Forms of technology such as videos, internet sites or interactive games are learning media that teachers currently use in various foreign language classes in Indonesia.

According to Sudjana & Rifai in Manurung [6], media is something that is used to assist the learning and learning process. In addition, according to Hariyanti [7] also stated that learning media is anything that can transmit messages, can stimulate the thoughts, feelings,

attention, and willingness of students so that they can encourage the creation of a learning process in students. It can be said that the media helps students to create their own learning process apart from the help of the teacher in the classroom. Therefore, the teaching media is adjusted to the character of students so that the success rate of its use is higher.

All types of learning media are increasingly varied along with technological developments. One of the learning media that is increasingly in demand is video. For this reason, according to Susanti [8], videos can be used as an aid in learning four language skills, namely listening skills, reading skills, writing skills and speaking skills. Due to that, according to Rice in Susanti [8], conversations in videos can be used as a medium to improve students' speaking skills.

Subsequently, according to Hadijah [9], the use of video can facilitate learning activities more interestingly because it can provide a different learning experience if it can be implemented by teachers effectively. In addition, according to Harmer in Hadijah [9], videos can provide more benefits for students for their learning experience, enrich students with the use of target languages, increase students' intercultural understanding, develop their creativity and increase their learning motivation.

Of the four language skills in a language learning, each skill has its own conveniences and difficulties for each student. Thus, according to Kriswinardi [10], a topic that must be significantly researched in language learning is speaking skills because teaching speaking skills is a very important skill to be applied in the classroom so that the target language can be used continuously as a means of communication when the student has mastered the target language.

In addition, according to Aissani [11], speaking skills have a dominant space in learning foreign languages because they are the main skills for communicating. As for Robert's French dictionary, the definition of speaking skills is as follows:

"Opposé à l'écrit qui se fait, qui se transmet par la parole. Qui est verbal..."

In that definition, speaking skills are the opposite of everything that is related to writing or things that are conveyed in speech or something verbal. In general, in communicating, many messages that are considered are conveyed verbally rather than written.

For this reason, according to Loghin & Vlad [12], in general people express their desire to learn a foreign language to be able to speak in that language because they want to be able to communicate orally because in general, when we first meet someone, we will ask if he speaks a certain foreign language not whether he can write or read in certain foreign languages. This can be experienced when you first meet someone and want to know what foreign language skills they have. We tend to ask their

speaking skills with the question "can you speak French?" compared to other language skills.

In learning French, according to Nawel [13], there are two types of videos that are usually used, namely authentic and artificial videos. The difference between the two types of videos is that the authentic video contains real and natural situations in the target language culture, while the artificial video contains situations made specifically for teaching foreign languages that emphasize the use of sentences in terms of grammar or vocabulary to be taught. The use of the two types of videos can be varied according to the needs of the students.

For example, in one of the video series in the *Tendances* textbook, there is a story that depicts the main character being sick and he explains the pain he feels with the appropriate expression and sentences that can be imitated by students. Not only that, the video also depicts people who are sick and try to provide help by offering drinking water or medicine and even offering to take them home. So, students learn not only how to pronounce certain sentences but also how to express them in precise situations such as in videos.

Due to that, according to Bonsignori [14], the advantage of using serial video media in language learning is that students can see how paralinguistic elements are used in different contexts and cultures. So they can expand their intercultural communication competence by listening to various accents of characters in in the video series used. In addition, serial video media helps students become more aware of non-verbal cues such as gestures, facial expressions, gaze direction, physical closeness and the use of pauses and intonation patterns.

2. METHOD

This article discusses the effectiveness of the *Tendances* series of video media in learning French is a Classroom Action Research with two cycles. The participants in this study were students at a French language institution in Jakarta with a French level learning A2. The subjects of this study were students aged 15-25 years. This research lasted for four months starting in January and ending in April 2020. The study was conducted in 15 meetings with one meeting to distribute the initial questionnaire and pre-test, one meeting for the progress-test, one meeting for the post-test, five meetings for taking action in the first cycle, five meetings for taking action in the second cycle, one meeting for distributing the final questionnaire and one meeting for interviewing.

3. RESULTS AND DISCUSSION

Based on the results of all quantitative and qualitative data analysis, all data collected in this study showed varied results. There is an increase in learning outcomes

in most research subjects in the pre-test, progress-test and post-test they have done. Besides, there are positive perceptions, neutral perceptions to negative perceptions of research subjects showed in the results of the initial questionnaire, final questionnaire, student journals and the interviews they filled out. Most of the results of the analysis of all research data show the effectiveness of video series media in improving French speaking skills.

Qualitative data analysis was carried out based on data collected from the initial questionnaire, the final questionnaire, student journals and interviews. One of the objectives of this study was to determine the perceptions of French students by the implementation of serial video media in learning speaking skills by the formulation of the second problem in this study. Most of the results of student journals, interviews, the initial questionnaire, and the final questionnaire showed positive results. However, several things must be considered as follows:

3.1. Initial Questionnaire

All responses that have been analyzed show that the video series is an interesting teaching medium, and it was perceived successful in improving speaking skill for the students. However, one thing that should be considered is that several students also studied French using other media, such as books or online book applications, which are more accessible and interactive. Therefore, serial videos must also keep abreast of the times by making them more interactive and accessible by making them available on an internet site. The videos can be accessed by students who have passwords so that they can access serial videos on cell phones or other devices.

3.2. Final Questionnaire

The responses obtained in the final questionnaire indicate that video series is effective for learning French speaking skills. However, the teaching techniques used by teachers in the classroom also determine the effectiveness of the teaching media. Given that the serial video teaching media provides the background for serial stories, the teacher in the class must remember each story or at least the background story in general from each video to help students in the class understand each video.

Also, video viewing cannot be done only once, viewing must be tailored to the needs of students and use some questions that can help students. As in this study, in each cycle, several questions were given which were used to help research subjects understand the serial video that was broadcast. In the first cycle, the students were even given some information related to the background story in the video. While in the second cycle the students were only given questions without video info. It can be adjusted according to the type of student in each class.

3.3. Student Journal

Based on the results of the analysis of all student journals on the first video to the tenth video showing the advantages and disadvantages of each video for each research subject. On the one hand, in general, the shortcomings of each video are in the part of the grammar or verb material that has not been studied and the speaking style of some characters is not clear and fast so that the video that is broadcast is quite difficult to understand. On the other hand, the advantages contained in each serial video are in a continuous and interesting background story so that the research subject is curious about the previous and subsequent stories and the themes used are everyday themes so that they are easier to understand and practice.

3.4. Interview

Based on the results of the interviews conducted, many responses were ranging from positive, neutral to negative. In that case, positive responses indicate that serial videos are effective in learning French speaking skills, while negative responses do not say so and neutral responses are on both sides. In the end, there were more positive responses. Nevertheless, all neutral to negative responses must also be considered to make serial videos a better teaching medium.

On the one hand, in a neutral response, several research subjects stated that they understood the video content but were not able to properly imitate the sentences exemplified in the video. On the other hand, in the negative responses, several research subjects felt intimidated by the speaking tempo of the characters in the video. Therefore, teaching techniques in the classroom should pay attention to video viewing techniques by playing the parts that are difficult for students and explaining them specifically.

Based on the analysis of all the qualitative data of this study, it can be stated that the serial video teaching media has advantages and disadvantages that must be considered by every teacher who will use it as a teaching medium. Besides, teaching techniques in using serial video teaching media also determine its effectiveness. Therefore, based on all the results of the qualitative data analysis, serial video teaching media are effective for use in learning French speaking skills.

Quantitative data analysis is based on the results of the pre-test, progress-test, and post-test. The entire learning outcomes of the three tests were obtained based on the French CEFR speaking skill assessment rubric which was adapted in this study. Considering that one of the objectives of this study was analyzing the effectiveness of video series in improving French speaking skills, a statistical test was carried out. The learning outcomes of research subjects are presented in the table below:

Table 1 Subjects' result study

No.	Students' Code	Pre-test	Progress-test	Post-test
1.	P1	15	16	17
2.	P2	16	17	19
3.	P3	17	18	19
4.	P4	13	14	17
5.	P5	11	12	14
6.	P6	10	11	17
7.	P7	12	13	15
8.	P8	12	13	17
9.	P9	13	14	16
10.	P10	18	19	20
11.	P11	16	17	19
12.	P12	10	11	14
13.	P13	16	17	18
14.	P14	15	16	19
15.	P15	9	10	13
16.	P16	9	11	13
17.	P17	10	11	14
18.	P18	9	10	12
19.	P19	13	14	17
20.	P20	15	16	18
21.	P21	17	18	20
22.	P22	14	15	17
23.	P23	11	12	15
24.	P24	15	16	19
25.	P25	14	15	19
26.	P26	7	8	13
27.	P27	5	7	11
28.	P28	9	10	15
29.	P29	8	10	15
30.	P30	8	9	11

Based on Table 1, of the total maximum value of 20 in the pre-test, there are still eight students who got a score below 10 or 50% of the maximum value. However, in the progress-test only three students scored below 10 until the post-test results, all students scored more than 10 points. As can be seen in the table above, all student's learning outcomes show an increase. This shows that their speaking skills have increased.

All scores are given objectively by two assessors who have an official certificate for the French international test. In that case, to determine the consistency of the measurements made by the assessors, the researcher conducted a correlation test using the intraclass correlation coefficient through the SPSS program. The data used in the inter-rater correlation test can be seen in the following table:

Table 2 Sample correlation test data

No	Rater 1			Rater 2		
	Pre-test	Progress-test	Post-test	Pre-test	Progress-test	Post-test
1	15	16	17	15	16	17
2	16	17	19	16	17	19
3	17	18	19	16	17	18

Table 2 shows the sample data used for the inter-rater correlation test. Samples were taken of three students with the scores of the three tests given in this study. All data are processed one by one starting from the pre-test, then progress-test and post-test, which are then summarized from the three tests with the following results:

Table 3 Pre-test correlation test results

	Interclass Correlation ^b
Single Measures	.750 ^a
Average Measures	.857 ^c

Table 4 Progress-test correlation test results

	Interclass Correlation ^b
Single Measures	.750 ^a
Average Measures	.857 ^c

Table 5 Post-test correlation test results

	Interclass Correlation ^b
Single Measures	.857 ^a
Average Measures	.923 ^c

Based on Table 3-Table 5, the mean correlation coefficient between the raters shows a value > 0.75. Specifically, as seen in each table, the results of the pre-test and progress-test correlation test show the results of 0.750 and 0.857 and the results of the post-test correlation test show the results of 0.857 and 0.923. This shows that the inter-rater correlation coefficient on all tests is > 0.50. Thus, the results of the inter-rater correlation test in this study indicate that the assessment of all tests is consistent.

As it seen, there are the same values in the pre-test and progress-test correlation test results, namely 0.750 and 0.857. However, there are different values in the results of the post-test correlation, namely 0.857 and 0.923. This shows that in the pre-test and progress-test scores the two assessors saw the same improvement in students, but on the post-test, it can be indicated that one of the assessors has slightly higher expectations of improvement than the student so that the score given is not as high as the score given. given another appraiser.

Meanwhile, all data on the learning outcomes of research subjects were statistically analyzed in the Shapiro-Wilk table in SPSS for data normality tests and Repeated Measures ANOVA. The results of the analysis of the normality test which can be seen in the Shapiro-Wilk table are shown in the Table 6:

Table 6 Test of normality Shapiro-Wilk

<i>Shapiro-Wilk</i>		
<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
.964	30	.393

.961	30	.334
.937	30	.073

Based Table 6, the three variables were analyzed from 30 research subjects with the Sig. or P value > 0.05. The result of the pre-test variable is 0.393, the result of the progress test variable is 0.334 and the result of the posttest variable is 0.073 which shows a P value > 0.05 so that all data from the three variables are declared normal. After the normality test was performed, the analysis was continued with repeated measures ANOVA which showed the following results:

Table 7 Repeated measures ANOVA results

REPEATED MEASURES ANOVA

Tests of Within-Subjects Effects

Measures: MEASURE_1

Source		Type III Sum Of Squares	df	Mean Square	F	Sig.
Test time	Sphericity Assumed	238.156	2	119.078	189.162	.000
	Greenhouse-Geisser	238.156	1.067	223.149	189.162	.000
	Huynh-Feldt	238.156	1.075	221.615	189.162	.000
	Lower-bound	238.156	1.000	238.156	189.162	.000

Based on the results of the Repeated Measures Anova analysis above, the table that becomes the determinant is the Greenhouse-Geisser table with the results of a significant value that is below 0.05 (<0.05) so that it can be stated that there is a significant change from the pre-test, progress- test and post-test in this study.

4. CONCLUSION

Based on all the results of the analysis of the data obtained in this study, it can be concluded that serial videos are effectively used as a medium for teaching French speaking skills. The conclusion was obtained based on all learning outcomes or quantitative data such as pre-test results, progress-test results and post-test results as well as qualitative data in this study such as perceptions obtained from the initial questionnaire, the final questionnaire, student journals from the first to tenth video series. and the results of interviews from all research subjects who answered the two research questions posed in this study.

In this study, the serial video instructional media which is a relatively new teaching medium used in the learning of French speaking skills was examined to determine its effectiveness. In that case, the implementation of video series teaching media in this study refers to two important things by the objectives of

this study. First, the implementation of video series teaching media is effectively used as a teaching medium in learning French speaking skills. Second, students' perceptions in the French class regarding the implementation of serial video teaching media in the textbooks used.

AUTHORS' CONTRIBUTIONS

All authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by Ersy Veronita and Sonya Puspasari Suganda. The first draft of the manuscript was written by Ersy Veronita and all authors commented on previous versions of the manuscript. All authors read and approved the final manuscript

ACKNOWLEDGMENTS

I would like to express my deep gratitude to Sonya Puspasari Suganda, my research supervisor for her patient guidance, encouragement, and useful critique of this study.

REFERENCES

- [1] Hussain, S. (2018). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communication (IJMJC)*, 3(3), pp. 14-21. <http://dx.doi.org/10.20431/2454-9479.0303003>
- [2] Amelia, M. (2016). Penerapan Model Kooperatif Tipe Bercerita Berpasangan Berbasis Kecerdasan Kinestetik Dalam Pembelajaran Bercerita (Kuasi eksperimen Pada Siswa Kelas VII Smp Negeri 1 Cikoneng) [The application of the cooperative model of paired storytelling based on kinesthetic intelligence in storytelling learning]. [Unpublished Thesis]. http://repository.upi.edu/25447/4/T_B.IND_1402468_Chapter1.pdf.
- [3] Falahudin, I. (2014). Pemanfaatan Media dalam Pembelajaran [Utilization of Media in Learning Process]. *Jurnal Lingkar Widyaiswara*, 1(4), pp. 104-117. https://juliwi.com/published/E0104/Paper0104_104-117.pdf
- [4] Aini, W. N. (2013). Instructional Media in Teaching English to Young Learners: A Case Study in Elementary Schools in Kuningan. *Journal of English and Education*, 1(1), pp. 196-205. <https://ejournal.upi.edu/index.php/L-E/article/view/350/239>
- [5] Suharsih, S., & Hamidiyah, A. (2012). Realita: The effective media for teaching English for EYL. *Proceedings of Teaching English for Young Learners in Indonesia (TEYLIN)*, 2, pp. 6-14.
- [6] Manurung, D. (2016). The implementation of video in teaching vocabulary in the second grade of elementary school. [Unpublished undergraduate thesis]. Universitas Lampung.
- [7] Hariyanti, et. al. (2013). Pemanfaatan Media Pembelajaran Audio Visual Filkartika (Film Kartun Matematika) Dengan Pokok Bahasan Bangun Ruang Pada Siswa Kelas IV SD [Utilization of audio-visual learning media filkartika (mathematical cartoons) with the subject of building space for fourth grade elementary school students]. *Jurnal Ilmiah Pendidikan Matematika*, 1(2). <http://doi.org/10.25273/jipm.v1i2.482>
- [8] Susanti, et. al. (2015). The use of video conversation in teaching speaking at SMP Negeri 6 Pontianak. *Untan Pontianak*, 1-15.
- [9] Hadijah, S. (2016). Teaching by using video: ways to make it more meaningful in ELF classrooms. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2). <http://ejournal.unp.ac.id/index.php/selt/article/view/6990>
- [10] Kriswinardi, G. T., et. al. (2017). An analysis of using video on teaching speaking in ELF classroom of the eleventh-grade students of SMAN 4 Singaraja in academic year 2017/2018. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 5(2). <http://dx.doi.org/10.23887/jpbi.v5i2.14931>
- [11] Aissani, L. (2018). L'impact des supports audiovisuels sur l'expression orale en classe du FLE [The impact of audiovisual aids on oral expression in French as a foreign language class]. [Unpublished thesis]. University of Guelma. <http://dspace.univ-guelma.dz:8080/xmlui/handle/123456789/1263>
- [12] Loghin, L. D. & Vlad, M. P. (2016). Teaching. Learning and assessing oral production in a foreign language. A general approach. *Quaestus Multidisciplinary Research Journal*, (9), pp. 215-224. https://www.quaestus.ro/wp-content/uploads/2012/03/loghin.vlad_.pdf
- [13] Nawel, S. & Sammah, N. (2017). L'impact de la vidéo sur la compréhension de l'oral chez les apprenants de la 2ème année moyenne [The impact of video on oral comprehension among grade 2 learners]. <http://hdl.handle.net/123456789/1574>
- [14] Bonsignori, V. (2018). Using films and TV series for ESP teaching: a multimodal perspective. *System* 77, pp. 58-69. <https://doi.org/10.1016/j.system.2018.01.005>