

## Pronunciation French To Improve Your Speaking Skills French Language Students-Based Media Video

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### Abstract

*The purpose of this research is to develop the Pronunciation En Dialogue textbook, in the form of a physical book equipped with an electronic book containing audio video in one click and to measure the feasibility of the media products that can be used as a medium of learning conversational skills in French, so as to improve the ability of students of French Language Education UNIMED. We hope to increase the ability of these students to speak the French language as a result of using textbooks and instructional videos that are developed. These textbooks will be published with their indexes in international journals. By using the six stages of research and development (research and development), namely; 1.the analysis of the potential and problems, 2.data collection, 3.the design of the product, 4.design validation, 5.product revision, and 6.product trials, this study was able to analyze the potential and problems through the use of observation and questionnaires. Researchers tested the product to the students of French language education UNIMED using questionnaires, a process used to develop and validate products of education, learning model in the form of videos and books as textbooks. Data were collected through study documentation and observation of learning. Consequently, this study produced a video media to improve the pronunciation of French Language Speech of the French language students. Study limitations included a limited research in the area of pronunciation of French in French FBS UNIMED Students. This research is important because of its ability to aid the learning process of French language from the beginning to the end.*

### Keywords

media video;  
pronunciation french;  
speaking skills of  
french language  
students



## I. Introduction

The teaching objective of this Production Orale Débutante course is to provide knowledge about the pronunciation of oral and nasal vowels in French sentences. Each language has a pronunciation / pronunciation that is different from one language to another. In particular, learning French does not only study the grammatical or grammatical aspects of the language but also learns the pronunciation/pronunciation of the language.

Students who enter the Unimed French Study Program come from various ethnic groups that have different dialects so that they experience difficulties in their French pronunciation and most of them do not have a French background, only a few students who have had studied French while in Public High School. This requires teachers to be able to practice patiently the pronunciation of students in the Production Orale Débutante course that students study in the first semester.

The reason for choosing the video media model is based on the need to proffer solution to the problems encountered by students who enter the Unimed French Study Program. It has been observed that since they come from various tribes with different dialects, they experience difficulties in pronouncing French words. Therefore, this research will produce a textbook in the form of a physical book equipped with an electronic book containing audio video in one click, which will be used by UNIMED's French students to improve their French speaking skills. Students encounter problems when pronouncing French phonemes, for example:

1. to pronounce: C'est blanc [se blā]: It's white

Pronounced: C'est blond [se blā]: Blonde

In the sentence above, the error arises because blanc [blā] is pronounced blond [bl□] which causes the meaning also to be wrong because the two nasal vowels are not found in the Indonesian language.

From all the errors, it can be seen that students still have difficulty in mastering French pronunciation in sentences. Besides these errors, students also experience difficulties in each aspect of French phonology, as shown in the following table:

**Table 1.** French Phonology

Vocals	Be spoken	Example	Be spoken	Should
[y]	[u]	Tu	[tu]	[ty]
[y]	[i]	Salut	[sali]	[saly]
[φ]	[e]	Ceux	[se]	[sφ]
[φ]	[o]	Deux	[do]	[dφ]
[φ]	[œ]	Peu	[p œ r]	[pφ]
[ã]	[ɛ̃]	[Banc]	[bɛ̃]	[bã]
[ã]	[õ]	[Cent]	[sõ]	[sã]

Errors of pronunciation in French arise because the vocals do not meet or almost meet in the Indonesian language. Vowels that are not in the Indonesian language are:

- oral vowels : [y] and [œ]
- nasal vowels : [□], [ã], [□], [œ]

The reason for choosing the video media model is to enable this research to produce a textbook in the form of a physical book equipped with an electronic book containing audio video in one click, which will be used by students to improve their French speaking skills.

Therefore, we hope that this research will enrich the development of Production Orale Débutante teaching material and further increase the motivation of students to speak French.

### 1.1 Formulation of the Problem

1. How do you see the development of video-based *Production Orale Débutante* textbooks to improve the speaking skills of French students?
2. How can textbooks be used in the teaching of *Production Orale Débutante* in French in order to motivate students optimally to study the *Production Orale Débutante* course?

### 1.2 Research Purposes

1. For the development of textbook of Pronunciation En Dialogue-based video for improving the speaking skills of the French students.
2. To produce textbooks used in the learning of French Language Productions Debutante Orale, in order to optimally motivate students to learn subjects related to Orale Productions Debutante.

### 1.3 Research Output

Based on the research objectives, it is hoped that this research will produce reputable scientific publication articles in the form of reputable international journals, Prononciation En Dialogue textbooks in the form of physical books equipped with electronic books containing audio video in one click to improve the speaking skills of UNIMED French students. From the pronunciation mistakes that were observed, it can be seen that students still have difficulty mastering French pronunciation in sentences. Besides these mistakes, students also experience difficulties in each aspect of French phonology.

## II. Review of Literatures

### 2.1 Classification of Learning Media

Suprihatiningrum (2016: 323) classified learning media into three types, namely: 1) audio media that emphasizes on voice skills, 2) visual media that emphasizes on still images, 3) audio visual media. Prasasti (2019) states that Learning media emphasizes the position of the media as a vehicle for channeling messages or information and learning to condition a person learning. So, learning media is an intermediary tool that can help channel learning information or channeling messages to help the learning process so that learning objectives are achieved better and perfect (Simanjuntak, 2019).

Broadly speaking, learning media can be classified into three types, which includes audio media, a media that is more involved in auditory, visual media is more involved in the senses of sight, and audio-visual, a media that combines the ability of the senses of sight and hearing.

### 2.2 Video Media

Video media is one of the media that has long been used in the teaching and learning process in schools. Video media is included in the classification of audio-visual media, because video is a media that combines images or visuals and sound or audio (Suprihatiningrum, 2016: 323). As added by A. Navartchi in Kemmoum (2015: 1) who said that «... le terme "audio-visuel" utilisé dans les années soixante et soixante-dix pour qualifier une méthodologie d'enseignement des langues vivantes liant son et image, et l'acception générale du terme "audiovisuel" qui renvoie plus directement à la télévision et à la vidéo». Video media is considered as one of the suitable media for foreign language learners, because video media has many positive sides.

The term 'audio-visual' was used in the sixties and seventies to qualify a modern language teaching methodology that combines sound and image, as well as the general

meaning of 'audiovisual' which refers more directly to television and video". Furthermore, video media is considered as one of the suitable media for foreign language learners, because video media has many positive sides.

According to Hoban and Dale in Abdulhak (2015: 83), learning materials and devices must be able to provide a "see and hear" experience for students, so that students gain real experience. Furthermore, Daryanto (2016: 104) describes that the use of video media is considered effective in helping the learning process, both for mass, individual, and group learning. This is because the video display size is flexible which can be adjusted according to needs. From the opinions of several experts above, it can be concluded that video media is one of the media that is able to present material in the form of images and sound.

This opinion is reinforced by the results of research conducted by Silberman which says learning using audio-visual can improve memory from 14% to 38%. This study also showed an improvement in vocabulary up to 200% when taught audio-visually (Purwanti, 2015: 43). In addition, video also has a fairly high flexibility in learning. Lecturers can use videos by focusing on certain segments or sections according to the subject matter to be delivered, because videos have pause-replay capabilities.

This statement is reinforced by the opinion of Hamzah, et al. (2014: 136), that video media has several conveniences, namely lecturers can choose a video program that is in accordance with the material to be taught and can be watched together in the classroom then discuss and discuss it. Kustandi (2013: 64) described the benefits of the application of video media as a medium of learning, namely:

1. video can supplement the basic experience of students when reading, during discussion and practice,
2. video can be watched over and over again,
3. video is able to encourage, improve motivation and instill attitudes and other affective terms in students,
4. video can encourage students to observe the thinking and analyzing of an object or event.

Before teaching and learning activities begin, lecturers and the teaching team must design a Semester Learning Plan (RPS) by determining the basic competencies, learning objectives, methods, teaching techniques, media, teaching materials, and evaluation to be used in language teaching. The lecturer and his team must determine the order of teaching materials that should be taught to students according to the competencies that students must have after they have finished studying the *Production Orale Débutante* course for 1 semester.

In this case, the lecturers must be careful and precise in choosing and using the French Production Orale Débutante textbook. The proper packaging of textbooks and according to students' needs can motivate them to learn the French pronunciation they are studying, especially if they have never studied French before. There is a uniqueness in French pronunciation which causes one of the factors for mistakes made by students who are studying French pronunciation.

Ellis in Susanto (2007: 232-233) stated that: There are two main factors that bring about these difficulties, the first factor is the characteristics of the target language. Even though the languages of this world have universal characteristics, it is aimed at making it easier for someone to learn another language. The characteristics of the mother tongue (BI) which are mastered by language learners will affect and cause difficulties for a language learner when he learns a foreign language (BA). The second factor is individual language learners. Individual differences in language learners have an influence on the success of language learners' foreign language learning.

The differences in question are the factors: (1) individual beliefs in language learning, (2) the effective state of individual language learners in language learning, (3) general factors of language learners, including age, language aptitude, learning style, personality, language learners, and motivation.

Students who are studying the pronunciation of French as a foreign language often make mistakes in the pronunciation of French words. This is one of the processes in learning French as a foreign language which has a structure and rules that are different from the structure and rules of the Indonesian language as the mother tongue especially since there are no or almost no French vowels such as, *ô, y, ô, ÷, é, œ, õ, ã, ê* in Indonesian.

### 2.3 Benefits of Research

#### 1. Theoretical Benefits

Theoretically, this research is useful for improving students' French speaking skills as a result of the use of developed textbooks and learning videos.

#### 2. Practical Benefits

Practically the results of this study can be useful for the following parties.

##### a. Benefits for Unimed French Education Study Program

The results of this study can be used as a reference in developing the curriculum of the study program at the institutional, subject, and subject unit level.

##### b. Benefits for Teachers

The results of this study can help teachers in overcoming the problem of learning Production Orale Débutante, especially learning Audition Prononciation.

##### c. Benefits for Students

The results of this study can improve students' French speaking skills.

## III. Research Methods

This research is carried out with a design and development (RnD) method, this is a research oriented to the development of a product or the improvement of existing products. Sugiyono (2016: 407) stated that the design and development (RnD) is a research method used to produce a certain product, test the effectiveness of the product, and to produce a required product requirements analysis phase. The purpose of an RnD research is to develop an effective product that is able to facilitate the learning process. Thus, we intend to develop video-based instructional media to teach French debutant Orale Production for French Language Education students UNIMED.

## IV. Discussion

### 4.1 Description of Research Results

Based on the problem formulation and research methods that have been described in the introductory chapter and the research methods chapter, a description of the research results is obtained as follows:

#### 1. Description of the Results of the Needs Analysis Phase Research Activity

This activity involved two research members. At this stage an analysis has been carried out on: (1) the curriculum and textbooks for learning to speak French that are being used in the French Language Education Study Program FBS Unimed, (2) the needs of students related to speaking skills. (3) theories that support research, (4) learning models

and media used in ongoing French speaking learning, and (5) evaluating and revising the results of the needs analysis.

## 2. Description of the Results of Planning Phase Research Activities

At this stage, detailed planning is carried out on everything that is needed in the development of a teaching video-based French speaking Prononciation En Dialogue textbook. namely (1) the focus of the textbook design, and (2) the design of learning videos as supporting media to facilitate students in pronouncing French words. The ability to speak French cannot be separated from proficiency in speaking (Production Orale). This Production Orale competency is part of the four language competencies that French language learners must possess, namely Compréhension Orale, Compréhension écrite, Production Orale, and Production écrite. Based on the research objectives, there are three parties involved in this research, namely (a) two validators who are tasked with assessing the research product, (b) a lecturer who is tasked with teaching at the implementation stage (trial), and (c) 20 students as the target of implementation activities.

## 3. Description of the results of research activities in the design phase

There are two activities to design a Prononciation En Dialogue textbook, namely (a) developing a Prononciation En Dialogue textbook design, in the form of a physical book equipped with an electronic book that contains audio videos in one click and (b) developing learning videos. The activity of preparing the design of the Prononciation En Dialogue textbook based on video learning includes two sub-activities, namely the preparation of the framework and format of the textbook and preparing the standard for writing textbooks consisting of systematic writing and graphics as well as designing learning videos as a support to improve French speaking skills, especially about French pronunciation. Mastery of Production Orale competence is inseparable from the ability of students to distinguish sounds (phonétique) in French. The rationale is that there is a fundamental difference between pronunciation in French and the mother tongue of the learners. The activity of compiling content grids and determining references consists of three sub-activities, namely (1) analyzing data on the theory of textbook development, (2) selecting data according to the needs for developing textbooks, and (3) determining references that are in accordance with textbook development needs. The theory of textbook development is referred to so that the Prononciation En Dialogue textbook developed does not deviate from the basic/rules of textbook development. The steps taken in designing the Prononciation En Dialogue textbook based on video learning are as follows.

- 1) The overall structure and format of the Prononciation En Dialogue textbook is drawn up.
- 2) Prepared a draft of the formulation of learning objectives for each unit of the Prononciation En Dialogue textbook based on learning outcomes, basic competencies, and learning indicators contained in the syllabus.
- 3) A lexical study design and a grammatical study of each unité of Prononciation En Dialogue textbooks are arranged according to the contents of the syllabus.
- 4) Prepared the design of teaching materials for each unit of the textbook.
- 5) Prepared the design of practice questions for each unit of the textbook.
- 6) Prepared the design of the evaluation of learning outcomes for each unit of the textbook.
- 7) A self-evaluation exercise plan is prepared for each unit of the textbook.

## 4. Description of the Results of Research Activities in the Development Phase

This phase is the phase of realizing the design of the Prononciation En Dialogue textbook based on learning videos that have been prepared previously. The design of the Prononciation En Dialogue textbook developed must be in accordance with the design that has been prepared previously. However, it is possible to change the form of the

Pronunciation En Dialogue textbook. This can happen if there are deficiencies or discrepancies in the design with reality when developing the Pronunciation En Dialogue textbook. The development of the Pronunciation En Dialogue textbook based on learning videos is adjusted to the objectives and contents of the syllabus. Activities carried out to develop Pronunciation En Dialogue textbooks based on learning videos, namely (a) drafting 1 textbook, (b) reviewing drafts of 1 textbook, (c) revising 1 textbook draft into 2 textbook drafts, (d) an expert assessment of the 2 drafts of Pronunciation En Dialogue textbooks based on learning videos, and (e) evaluating and revising the textbooks.

#### 4.2 Research Output

1. Publication of Research Results to reputable international journals.
2. The Pronunciation En Dialogue textbook published with an ISBN is a physical book equipped with an electronic book containing an audio video in one click and a video product learning speaking skills known as Production Orale Débutante.

### V. Conclusion

These are (1) the production of the Pronunciation En Dialogue textbook in the form of a physical book equipped with an electronic book containing audio video in one click, (2) the development of Pronunciation En Dialogue learning video, which has been declared valid by the validator, (3) ) the development of Pronunciation En Dialogue textbooks that can help students in PBM.

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