

Enhancing French Oral Production Skills Through Digital Media: The Effectiveness of the 'French School TV' YouTube Channel in Secondary Education

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Abstract

This study investigates the effectiveness of the "French School TV" YouTube channel in enhancing the oral production skills of secondary school students learning French at MAS YASPI Medan. Employing a pre-experimental design, 26 students from class X Agama were subjected to a pre-test to assess their initial proficiency in introducing themselves in French. The intervention involved the use of YouTube videos from the "French School TV" channel over two sessions, focusing on self-introduction skills. A post-test was conducted to evaluate the improvement in students' oral production skills. The results demonstrated a significant improvement in the students' performance, with the average score rising from 26.92 in the pre-test to 84.58 in the post-test. Statistical analyses, including the Shapiro-Wilk normality test and paired sample t-test, confirmed the normal distribution of data and the significant difference between pre-test and post-test scores (p -value = 0.000). The N-Gain analysis further validated the intervention's effectiveness, with an average N-Gain score of 0.85, categorizing it as "highly effective." These findings suggest that integrating digital media, specifically YouTube, into the language curriculum can significantly enhance student engagement and learning outcomes. The study highlights the need for modern teaching tools and adequate teacher training to maximize the benefits of digital resources. While the results are promising, further research with larger and more diverse samples is recommended to validate these findings and explore the long-term effects of digital media on various aspects of language learning. The present study implies that the "French School TV" YouTube channel is a highly effective tool for improving the oral production skills of students learning French, offering valuable insights for educators, policymakers, and researchers in the field of language education.

Keywords: *Efficiency, Oral Production, Se Présenter, YouTube*

INTRODUCTION

Language serves as a fundamental means of communication, facilitating the exchange of information, ideas, and opinions between individuals through both oral and written expressions. According to Muallimah et al. (2023), language is an essential tool for human interaction, enabling effective communication within and across communities. Mastery of multiple languages provides significant advantages, including enhanced communication capabilities, educational opportunities, and potential job offers (Chaer, 2015; Hava, 2021).

French is a widely spoken language, used in 30 countries that are part of the Organisation Internationale de la Francophonie. This organization's members share a common use of the French language, promoting its cultural and educational values globally. As the world becomes more interconnected, the ability to communicate in multiple languages, including French, has become increasingly important. This trend underscores the need for effective language education that can equip learners with the necessary skills to navigate a globalized world (Arham & Akrib, 2018; Farida et al., 2024; Kim, 2020).

In Indonesia, the importance of foreign language education is recognized at various educational levels, including SMA/SMK MAS YASPI, a school that includes foreign languages in its curriculum. Preliminary testing at this school revealed significant challenges in French language acquisition among students (Andriani et al., 2022). Out of 26 students, 21 scored in the "very minus" category when asked to introduce themselves in French, highlighting substantial difficulties. Several issues were identified from this preliminary assessment:

1. Students struggled to remember French words or phrases for self-introduction.
2. There was a noticeable difficulty in students' ability to introduce themselves in French.
3. Vocabulary usage was often influenced by English pronunciation.
4. Students found it hard to memorize French vocabulary.
5. There was a lack of adequate learning facilities and resources at the school.

Discussions with the supervising teacher confirmed these findings, indicating a clear need for improved language teaching methods and resources. The lack of student interest in learning French, coupled with limited access to modern learning tools and restrictions on the use of mobile phones, further exacerbated the issue. Traditional teaching methods, which primarily rely on textbooks and whiteboards, appear insufficient to engage students and foster effective language learning.

Despite the recognized importance of French language education and the challenges faced by students, there is a notable gap in research regarding the integration of digital media, specifically YouTube, as a pedagogical tool in language learning within Indonesian secondary schools. While several studies have explored the use of digital media in language education, few have specifically examined its impact on French language acquisition in this context. Additionally, most existing studies focus on higher education or adult learners, leaving a gap in understanding the effectiveness of such tools for younger learners in secondary education.

The novelty of this research lies in its focus on using the "French School TV" YouTube channel as an innovative educational medium to enhance oral production skills among high school students learning French. By leveraging the engaging and accessible nature of YouTube videos, this study aims to address the identified challenges and improve students' ability to introduce themselves in French. The selected video, "Comment se présenter en français, questions et réponses simples type DELF A1," provides a structured and interactive approach to learning, which is hypothesized to be more effective than traditional methods.

To address these challenges and fill the identified research gap, this study investigates the use of the "French School TV" YouTube channel as a learning medium. This channel provides a range of French language learning videos, covering vocabulary, grammar, conversation, and preparation for the DELF DALF exams. Specifically, this study focuses on the video titled "Comment se présenter en français, questions et réponses simples type DELF A1," which is designed to help students learn how to introduce themselves in French.

The primary objective of this research is to evaluate the effectiveness of using the "French School TV" YouTube channel as a tool to enhance the oral production skills of students in class X Agama at MAS YASPI Medan. The research hypothesis is formulated as follows:

- Ho: Learning using the "French School TV" YouTube channel does not improve oral production skills on the topic "Se Présenter" in class X Agama at MAS YASPI Medan.
- Ha: Learning using the "French School TV" YouTube channel improves oral production skills on the topic "Se Présenter" in class X Agama at MAS YASPI Medan.

This study aims to provide empirical evidence on the effectiveness of integrating YouTube as a supplementary educational tool to improve students' proficiency in French, thereby contributing to better language learning outcomes and offering insights into innovative language teaching methods.

METHOD

This research is quantitative research using experimental research methods. Experimental research is a research method used to investigate the effect of certain treatments on others under controlled conditions (Sugiyono, 2015). This research uses a type of pre-experimental research, The model of this research is group pretest posttest of a group. According to Sugiono (2014), the group pretest posttest model of a group is a research model that contains a pretest, before the treatment is administered. This model was used because this research involved only one class, namely the experimental class (X Agama), which was carried out by comparing the results of the Pretest with the results of the Posttest.

The Group Pre-test Post-test design model is as follows:

Table 1 Conception de Groupe Pre-test Post-Test d'un Groupe

The group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2

Description:

O1: Experimental group pre-test (before receiving treatment)

X: Treatment

O2: Post-test of experimental group (after receiving treatment)

In this research the technique used to determine the sample is Purposive sampling. Purposive Sampling is a deliberate sample in accordance with the sample requirements required by the researcher (Sugiyono, 2015). In this study is the students of class X Agama at MAS YASPI totalling 26 students.

The instrument used in this research is the test. This test is an oral test with video. Tests to determine the effectiveness of learning media use YouTube media on the French School TV channel on students in class X Agama of MAS YASPI Medan. The Data Collection technique is pre-test and post-test. Pre-test is designed to determine students' initial ability to pronounce "introduce yourself". Post-test is designed to determine students' final skills after receiving

treatment. Pre-test and post-test were administered to the experimental class to determine the level of ability to pronounce "se présenter" using YouTube media on the "French School TV" channel.

1. Search Procedure

a. Pre-test

The pre-test is a test conducted by the researcher before the students learn to use the YouTube medium on the French School TV channel. Ask students to "present themselves" in French according to what they've learned beforehand. The pre-test will be carried out in the experimental classroom.

b. Treatment

At this stage, the treatment is given to the experimental class. The treatment uses YouTube media on the "French School TV" channel in oral production skills. There will be easy interaction between us (the audience) and a native French speaker (Vincent Bouen). There are 5 questions given for formal and informal situations. The 5 questions are: name, age, nationality, profession and place of residence.

c. Post-test

The post-test will also be carried out in the experimental classroom. The post-test will be carried out to determine the success of oral learning by presenting oneself in French after having undergone a treatment using the YouTube media on the "French School TV" channel, and to compare with the scores obtained in the pre-test.

2. Data Analysis Technique

The tools used to simplify the data analysis process are SPSS 23 for windows. The steps involved in processing statistical data are as follows:

a) Normality Test

The data normality test is performed to determine whether the distribution of the data to be analyzed is normal or not. The decision criteria in the normality test are as follows:

If the Shapiro Wilk significance is greater than α (sig>0.05), then H_a is accepted and the data can be said to be normally distributed.

b) Hypothesis Test

The hypothesis test was performed after the normality test, and the analysis continues with hypothesis tests using the paired sample t test. The formula for the paired sample t test is as follows:

$$t = \frac{x - \mu}{s/\sqrt{n}}$$

Explication :

t : coefficient t

x : average of the sample

μ : Average population

S: Standard Sample Deviation

n: number of sample

- Ho: Learning uses YouTube media on the channel "French School TV" can not improve oral production skills on the material "introduce yourself" in class X Agama of MAS YASPI Medan.

- Ha: Learning using YouTube media on the channel "French School TV" can improve oral production skills on the material "se présenter" in class X Agama of MAS YASPI Medan.

c) Normalized Gain Tets (N-gain)

The standardized gain test or N-gain aims to provide insight into changes in learning outcomes between before and after treatment. The formula used is as follows.

$$N\text{-Gain} = \frac{\text{scores posttest} - \text{scores pretest}}{\text{scores edéal} - \text{scores pretest}}$$

To determine the effectiveness of learning media in the cognitive domain, consult the following table of average percentage effectiveness categories.

Table 2 Efficiency Categories

Average N-gain (%)	Category
80-100	Highly effective
66-79	Effective
56-65	Quite effective
40-55	Less efficient

Sources : Arikunto (2010)

Table 3 N-Gain Score Category

Score N-Gain	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Less

Sources : Arikunto (2010)

FINDINGS AND DISCUSSIONS

Findings

Based on these three steps, the data analysis in this chapter is divided into 3 parts, namely (1) Pre-test, (2) Processing, (3) Post-test. The explanation of the description of each part is as follows:

1. Pre-test

Pre-testing is the first activity in this research. The first action carried out as part of this research was in class X Agama. The pre-test activity will take place on November 14, 2023. This test is needed as a benchmark to see an increase in student learning process results. The pre-test was carried out with 26 students using test instruments by asking students to "se présenter" orally.

Table 4 Pre-Test Results

Students	Scores Pre-test
ELV-ASH01	75
ELV-ARA02	30
ELV-AS03	0
ELV-AA04	10
ELV-AF05	20

ELV-BE06	55
ELV-B07	10
ELV-CR8	20
ELV-EA9	20
ELV-FA10	10
ELV-FUA11	35
ELV-FLP12	60
ELV-HFA13	50
ELV-HMA14	10
ELV-MH15	0
ELV-MS16	10
ELV-MF17	15
ELV-MSS18	75
ELV-NN19	40
ELV-NH20	10
ELV-N21	25
ELV-SA22	60
ELV-SF23	30
ELV-SD24	20
ELV-VO25	10
ELV-ZA26	0
Average	26,92

The students had a lot of trouble "introducing" themselves. They don't know what they mean, nor do they know how to pronounce the sentence. Based on the pre-test table above, on the oral production to the "Se Présenter" material in French by the 26 students, it shows that none of the students scored very high and high scores, 2 students scored average, 3 students scored less and 21 students scored in the very less category. The overall value of the pre-test is 26.

2. Treatment

At this stage, the researcher provided the material and introduced the "French School TV" YouTube channel to the students. Processing was carried out over two meetings.

- First meeting

The first meeting took place on February 19, 2024. At the first meeting, the researcher entered Class X Agama first greeting and asking how the students' condition. The researcher conveyed the aims and objectives of the meeting, namely the implementation of the treatment as the stage of research conducted by the researcher. Next, the researcher introduced the medium he used in the research, namely the YouTube channel "French School TV".

In this meeting, the researcher attempted to refresh the students' knowledge of the "Se Présenter" material. The researcher asked them to open the book that had been taught by the teacher. The researcher explained to the students how to "introduce themselves" in French, what the difference is between formal and informal "Se Présenter", how to say name, age, nationality, place of residence and profession in French.

- Second meeting

The second treatment took place on February 20, 2024. At this second meeting, we did the same thing again, opening the meeting with greetings and asking how the students were doing. We also conveyed the purpose of this second meeting, which was not very different from the first. However, in this second treatment, the students were invited to watch the video

"Comment se présenter en français, questions et réponses simples type DELF A1". Not forgetting that the researcher also reminded them that there would be easy interaction between the students and the native speaker in the video. Five questions will be asked for formal and informal situations.

During the easy interaction session between students and native speakers in the video, the researcher asked each of the students questions. The researcher asked "what is your nationality?". When the researcher asked, the students seemed unsure of what to answer. Then the student replied "I'm Indonesian". Some students still don't know the difference between using the feminine and the masculine. They still pronounce the masculine. But after the researcher replayed the video, the students were able to understand the difference.

3. Post-test

The post-test is the last activity of this research. The last action carried out as part of this research was in class X Agama. The post-test activity will take place on February 27, 2024. This test is necessary to observe improvements in the results of the students' learning process.

To determine the final oral production ability using the YouTube channel "French School TV" of the Class X Agama students, this was carried out post-test with the same questions from the pre-test, namely Se Présenter. The students' scores were as follows.

Table 5 Post-Test Results

Students	Scores Post-test
ELV-ASH01	95
ELV-ARA02	90
ELV-AS03	90
ELV-AA04	80
ELV-AF05	95
ELV-BE06	85
ELV-B07	80
ELV-CR08	90
ELV-EA09	60
ELV-FA10	75
ELV-FUA11	89
ELV-FLP12	95
ELV-HFA13	70
ELV-HMA14	80
ELV-MH15	75
ELV-MS16	80
ELV-MF17	80
ELV-MSS18	95
ELV-NN19	90
ELV-NH20	90
ELV-N21	90
ELV-SA22	85
ELV-SF23	95
ELV-SD24	90
ELV-VO25	80
ELV-ZA26	75
Average	84,58

On the basis of the post-test results, it appears that the lowest score obtained by the students was 60, while the highest score obtained by the students was 95. The overall average score obtained by the students or post-test was 84.58 it is shown that the pass is higher than the

specified passing standard, namely is 75. These descriptive results mean that there are changes in learning outcomes after students use the YouTube channel "French School TV" in learning.

The results of the post-test above describe that the oral production of students in class X Agama increased after being treated. The next step is the data analysis technique. The explanation of the results of each part is as follows:

- Test results Normality

The data normality test is performed to determine whether the distribution of the data to be analyzed is normal or not. The normality test used was the Shapiro Wilk test using SPSS 23 for Windows. The results were as follows.

Table 6 Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest fst	.197	26	.011	.883	26	.007
posttest fst	.190	26	.016	.899	26	.015

a. Lilliefors Significance Correction

Based on the above data, the distribution value of the data in the pre-test is 0.07 and the distribution value of the data in the post-test is 0.15. Therefore, it can be concluded that there is a significant difference between learning outcomes before using the YouTube channel "French School TV" and after using the YouTube channel "French School TV". Therefore, Ha (alternative hypothesis) is accepted. Since the Shapiro Wilk significance is greater than α ($\text{sig} > 0.05$), Ha is accepted and the data are normally distributed.

- Hypothesis test results

Based on the pre-test and post-test results, a correlation test was performed using the SPSS statistical application to prove the hypothesis of this research. The results were as follows.

Table 7 Hypothesis Test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest se presenter - Posttest se presenter	-57.654	20.705	4.061	-66.017	-49.291	-14.198	25	.000

A search is said to have a proven hypothesis if the significance value is less than 0.05 ($\text{sig.} < 0.05$), where Ho is rejected and Ha is accepted. Based on table 4.4, we can see that the significant value in the hypothesis test using SPSS 23 for Windows obtained a Sig. value (2-tailed) = 0.000. We can say that the hypothesis of this research is proven because 0.000 is < 0.05 . This means that there is a significant difference between the pre-test and post-test results of students who learned to use the YouTube channel "French School TV". This shows that learning to use the YouTube channel "French School TV" is effective on "se presenter" learning outcomes for Class X Agama MAS YASPI Medan students.

- Pre-test and post-test N-Gain results

The N-Gain technique is a data analysis technique used to assess and determine improvements in learning outcomes. The Ngain score aims to determine the effectiveness of using a particular treatment in research. The N-gain score test is performed by calculating the difference between pre-test and post-test scores. By calculating the difference between the pre-test and post-test scores, or the gain score, we can determine whether the use or application of a particular method can be considered effective or not. The N-Gain results based on the pre-test and post-test scores are as follows.

Table 8 N-Gain test results

Students	Scores pre-test	Scores post-test	Post-Pre Test	S. Ideal-Pretest	N-Gain score	% N-Gain score
ELV-ASH01	75	95	20	20	1.00	95.00%
ELV-ARA02	30	90	60	65	.92	87.69%
ELV-AS03	0	90	90	95	.95	90.00%
ELV-AA04	10	80	70	85	.82	78.24%
ELV-AF05	20	95	75	75	1.00	95.00%
ELV-BE06	55	85	30	40	.75	71.25%
ELV-B07	10	80	70	85	.82	78.24%
ELV-CR8	20	90	70	75	.93	88.67%
ELV-EA9	20	60	40	75	.53	50.67%
ELV-FA10	10	75	65	85	.76	72.65%
ELV-FUA11	35	89	54	60	.90	85.50%
ELV-FLP12	60	95	35	35	1.00	95.00%
ELV-HFA13	50	70	20	45	.44	42.22%
ELV-HMA14	10	80	70	85	.82	78.24%
ELV-MH15	0	75	75	95	.79	75.00%
ELV-MS16	10	80	70	85	.82	78.24%
ELV-MF17	15	80	65	80	.81	77.19%
ELV-MSS18	75	95	20	20	1.00	95.00%
ELV-NN19	40	90	50	55	.91	86.36%
ELV-NH20	10	90	80	85	.94	89.41%
ELV-N21	25	90	65	70	.93	88.21%
ELV-SA22	60	85	25	35	.71	67.86%
ELV-SF23	30	95	65	65	1.00	95.00%
ELV-SD24	20	90	70	75	.93	88.67%
ELV-VO25	10	80	70	85	.82	78.24%
ELV-ZA26	0	75	75	95	.79	75.00%
Average	26,92	84,58	57,65	68,07	0.85	80%

Table 9 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	26	.44	1.00	.8512	.13774
Ngain_persen	26	42.22	95.00	80.8662	13.08564
Valid N (listwise)	26				

In the table above, the first column contains the pre-test results, the average score is 26.92. The next column is the post-test result score, with an average value of 84.58. Following this is the column for the difference between the post-test and the pre-test, which has an average value of 57.65. To find the N-gain, data is also required on the difference between the ideal value and the pre-test results in the fourth column with an average score of 68.07. Thus, the N-gain percentage obtained from the pre-test and post-test data is 80%. Confirming the table of percentage mean values in the learning media effectiveness category in Chapter III, an increase of 80-100 is included in the highly effective category. On the basis of the data analyzed, it can be concluded that the YouTube channel "French School TV" is highly effective in improving oral production competence on the material "Se Présenter" for students in class X Agama of MAS YASPI Medan.

Discussion

The findings from this study provide compelling evidence that the use of the "French School TV" YouTube channel as an educational tool significantly improves the oral production skills of students learning French. The pre-test results revealed substantial difficulties among students in introducing themselves in French, with an average score of 26.92. This aligns with existing literature indicating that conventional language teaching methods, which often rely heavily on textbooks and rote memorization, may not effectively engage students or foster practical language skills (Richards & Rodgers, 2014).

The intervention using the "French School TV" YouTube channel yielded a significant improvement in the students' performance, with the post-test average score rising to 84.58. This substantial increase underscores the potential of digital media, particularly YouTube, in enhancing language learning. The interactive and engaging nature of video content likely contributed to better retention and understanding of the material (Chen & Thomas, 2020). Moreover, the exposure to native speakers and authentic pronunciation provided through the YouTube channel helped students grasp nuances in pronunciation and usage that are often difficult to convey through traditional methods (Fansury et al., 2020).

The normality test confirmed that the data distribution was normal, ensuring the reliability of the subsequent statistical analyses. The paired sample t-test revealed a significant difference between pre-test and post-test scores, with a p-value of 0.000. This result confirms the hypothesis that using the "French School TV" YouTube channel improves students' oral production skills in French. This finding aligns with previous research highlighting the efficacy of multimedia resources in language education (Gilakjani, 2012; Abduh et al., 2022). The N-Gain analysis showed an average N-Gain score of 0.85, categorizing the YouTube intervention as "highly effective." This metric further validates the positive impact of the treatment on students' learning outcomes, emphasizing the role of engaging, multimodal resources in language acquisition.

The significant improvements observed in this study suggest that integrating digital media, such as educational YouTube channels, into the language curriculum can be highly

beneficial. Educators should consider incorporating such resources to complement traditional teaching methods, thereby creating a more dynamic and interactive learning environment (Arham & Ariani, 2020). The study highlights that students' engagement and motivation can be significantly enhanced through the use of digital media. The interactive and visual nature of video content can capture students' interest more effectively than text-based materials, leading to better learning outcomes. Schools should explore various digital platforms and tools to make language learning more appealing and accessible.

To maximize the benefits of digital media in language education, teachers need to be adequately trained in selecting and using these resources effectively (Zhang & Zou, 2022; Shadiev & Yang, 2020). Professional development programs should include training on integrating multimedia tools into the curriculum and leveraging them to enhance student learning. The study also brings to light the issue of resource constraints in schools, such as the lack of modern learning tools and restrictions on mobile phone usage. Educational policymakers and school administrators need to address these challenges by investing in technology infrastructure and updating school policies to support the use of digital learning resources.

While this study provides valuable insights, it is not without limitations. The sample size was relatively small and limited to one school, which may affect the generalizability of the findings. Future research should consider larger, more diverse samples to validate these results. Additionally, longitudinal studies could provide deeper insights into the long-term effects of using digital media in language education. Moreover, while this study focused on oral production skills, future research could explore the impact of digital media on other aspects of language learning (Hasan et al., 2020), such as listening comprehension, reading, and writing skills. Investigating the effectiveness of different types of digital content, such as interactive apps and virtual reality, could also provide valuable information on optimizing language education.

CONCLUSION

This study aimed to evaluate the effectiveness of the "French School TV" YouTube channel in improving the oral production skills of students learning French at MAS YASPI Medan. The findings indicate a significant improvement in students' ability to introduce themselves in French following the intervention. The pre-test results highlighted substantial challenges in oral production, with an average score of 26.92. However, after the implementation of the YouTube-based learning intervention, the post-test average score rose dramatically to 84.58, indicating a highly effective learning outcome.

The normality test confirmed that the data distribution was normal, and the paired sample t-test showed a statistically significant difference between pre-test and post-test scores, with a p-value of 0.000. Additionally, the N-Gain analysis classified the intervention as "highly effective," with an average N-Gain score of 0.85.

The results underscore the potential of integrating digital media, particularly YouTube, into language education to enhance student engagement and learning outcomes. The interactive and visually engaging nature of YouTube videos, combined with exposure to native speakers, provides a valuable supplement to traditional language teaching methods. This study also highlights the importance of providing teachers with the necessary training to effectively utilize digital resources and addressing resource constraints within educational institutions.

While the study has provided valuable insights, its limitations, such as the small sample size and focus on a single school, suggest the need for further research with larger and more diverse populations. Future studies should also explore the long-term effects of digital media

on various aspects of language learning, including listening comprehension, reading, and writing skills. Overall, the "French School TV" YouTube channel proves to be a highly effective tool for enhancing the oral production skills of students learning French. This study's findings have important implications for educators, policymakers, and researchers, emphasizing the need for continued exploration and integration of innovative educational tools in language education to create more engaging and effective learning environments.

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