



Render Forest Application to Improve A1 Level Reading Comprehension for French Department Students

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ABSTRAK

Masih banyak siswa yang kesulitan dalam belajar bahasa terutama dalam bahasa Perancis. Tujuan penelitian ini yaitu untuk menganalisis penerapan aplikasi Render Forest dalam upaya meningkatkan pemahaman membaca siswa tingkat A1. Subjek penelitian ini adalah mahasiswa semester genap Jurusan Perancis. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan (Action Research). Penelitian ini menggunakan desain Kurt Lewin yang terdiri dari empat fase yaitu merencanakan, bertindak, mengamati, dan merefleksikan. Metode pengumpulan data menggunakan observasi, kuesioner, dan tes. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner dan soal tes. Subjek yang terlibat adalah 36 siswa. Teknik analisis data yang digunakan adalah data kualitatif dan kuantitatif. Penelitian ini menemukan bahwa penggunaan aplikasi Render Forest meningkatkan pemahaman membaca siswa tingkat A1 dalam berbagai cara. Pertama, siswa tertarik dengan aplikasi Render Forest sebagai aplikasi untuk membaca suatu teks. Kedua adalah Render Forest merupakan aplikasi yang familiar bagi pelajar. Siswa merasa nyaman dan mudah beradaptasi dengan aplikasi ini. Selain itu, data kuantitatif mendukung temuan ini, yang menunjukkan bahwa siswa telah mencapai beberapa kemajuan. Nilai pre-test siswa di awal adalah 44,34. Setelah siklus pertama selesai meningkat menjadi 73. Setelah siklus kedua, siswa akhirnya mencapai tujuan penelitian, yaitu dengan 85. Kesimpulannya, aplikasi Render Forest berhasil meningkatkan pemahaman membaca siswa pada Level A1.

ABSTRACT

There are still many students who experience difficulties in learning languages, especially French. This research aims to analyze the application of the Render Forest application to improve A1 level students' reading comprehension. The subjects of this research were even semester students of the French Department. The method used in this research is Action Research. This research uses a Kurt Lewin design which consists of four stages, namely planning, implementation, observation and reflection. Data collection methods use observation, questionnaires and tests. The instruments used to collect data were questionnaire sheets and test questions. The subjects involved were 36 students. The data analysis techniques used are qualitative and quantitative data. This research found that using the Render Forest application improved A1 level students' reading comprehension in various ways. First, students are interested in the Render Forest application as an application for reading text. Second, Render Forest is an application that is familiar to students. Students feel comfortable and easy to adapt to this application. Additionally, quantitative data supports these findings, indicating that students have made some progress. The student's pre-test score at the beginning was 44.34. After cycle I was completed, it increased to 73. After cycle II, students finally achieved the research goal, namely 85. In conclusion, the Render Forest application improved students' reading comprehension at Level A1.

1. INTRODUCTION

There are four language skills in language activities, namely listening skills (comprehension orale), speaking skills (production orale), reading skills (compéhensin écrite), and writing skills (production écrite) (Astuti & Wiyasa, 2020; Dewi, 2020; Oudia et al., 2018). These four language skills cannot be separated and are interrelated with each other. Listening skills and speaking skills are oral skills, while reading and writing skills are writing skills (Febiyanti et al., 2020). Reading is one of the four language skills taught and therefore also has consequences for being tested on language learners (Mulatu & Regassa, 2022). So, the reading process can be used by readers to obtain messages in learning. Reading is a human physical and mental activity to find meaning in writing, as well as the process of recognizing letters (Georgiou et al., 2021; Kim et al., 2020). In reading activities, a person will gain a lot of new knowledge. In learning French, reading skills (comprehension écrite) are one of the mandatory skills in the process of learning French A1. Level A1 is the basic or introductory level in learning French. Reading skills have several goals, namely

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improving reading comprehension skills, increasing linguistic competence, increasing vocabulary richness, increasing students' reading speed, and expanding students' knowledge (Mashudi, 2021; Wardani & Budiadnyana, 2023). Reading skills are a skill that plays an important role in the development of science and as a communication tool in human life.

Based on the results of observations made in the second semester *écrite élémentaire* comprehension class, French Language Education Study Program, Faculty of Languages and Arts, Medan State University, it shows that students are still not enjoying the ongoing French language learning. This is shown during the learning process, some students are still busy talking with their friends, don't focus, lack concentration, don't understand the text they read, and repeat the same mistakes when reading the text. Several factors that become obstacles in the learning process are that students are afraid of making mistakes when reading French texts, especially reading sentences or expressions in French, students feel a lack of motivation in learning French, the difference between the French and Indonesian sound systems. These differences result in students making many mistakes in terms of pronunciation, the lack of variation that lecturers have in determining methods and media in the learning process is also a factor inhibiting students' reading abilities. Factors that cause difficulties in understanding texts for students include teaching materials that are not interesting (the text is too long, difficult and boring), reading becomes a burden (instead of trying to get information, see a new point of view or something entertaining), and readers often get lost when reading. reading due to inadequate basic understanding

The process of learning to read comprehension requires media to stimulate students' minds and make it easier for them to understand the material presented by the lecturer so as to help achieve the learning objectives that have been set. One of the media used is the Render Forest application. The Render Forest application is an online 3D animation video that is capable of creating marketing videos and animations in the form of slide shows, animated logos or symbols, and business videos (Harahap & Lubis, 2021; Sunami & Aslam, 2021; Yuniarni et al., 2019). The application of Render Forest presented by lecturers to students is expected to be able to increase learning motivation, direct students' attention to the media, and have the ability to provide responses, feedback including encouraging students to carry out learning practices correctly so that they can be developed using the Render Forest application (Nur Aeni et al., 2022). This application is able to convey what lecturers are unable to express during learning (Harahap & Lubis, 2021). The Render Forest application is software that is used for certain purposes such as processing documents, managing Windows and games. The Render Forest application is software that offers free online video production services (PDP Dewi & Suniasih, 2022; Li et al., 2022). The free tool lets you create professional-quality presentations, intros, slideshows, and more.

Previous research findings stated that blended learning based on the Render Forest application significantly improved reading comprehension skills (Harahap & Lubis, 2021). The problem based learning model assisted by Render Forest video animation media can improve mathematics learning outcomes for elementary school students (Sari & Fathoni, 2022). Therefore, as lecturers, of course we have to choose the right texts and techniques to make it easier for students to understand the reading. Referring to the problem, it is hoped that the application of the rendering forest application can improve reading comprehension. The aim of this research is to analyze the application of the Render Forest Application to improve A1 level reading comprehension for Unimed Language and Arts Faculty Students.

2. METHODS

This research uses a classroom action research method with Kurt Lewin's Action Research Model. This model is a problem-solving approach that involves collaboration between researchers and practitioners to identify, analyze, and solve real-world problems. It consists of a cyclical process of planning, action, observation, and reflection. The key stage of Lewin's Action Research Model is problem identification. The first step is to identify and define the problem or issue that needs to be addressed. This may involve gathering input from stakeholders, conducting interviews, or analyzing data. Planning, at this stage, researchers and practitioners collaborate to develop an action plan. The plan should outline the objectives, research questions, data collection methods, and strategies for addressing the problem. Planned actions are implemented at this stage. This involves implementing strategies and interventions and making necessary adjustments. Observation, at the action stage, data is collected through various methods such as surveys, interviews, observations, or document analysis. This data is used to evaluate the effectiveness of the actions taken and to monitor progress. Reflection: Data collected at the observation stage is analyzed and interpreted. Researchers and practitioners reflect on the findings to gain insight into what works, what doesn't work, and what can be improved. Feedback and Iteration: Insights gained from the reflection stage are shared with stakeholders and used to refine strategies and interventions. Feedback is provided to all parties involved, and necessary adjustments are made to the action plan. Implementation and Continuation:

Based on feedback and plan revisions, actions are re-implemented. This process continues in an iterative cycle until the desired result is achieved.

This research uses the Render Forest application to improve students' reading skills. Planning is in the form of preparing actions that explain what, why, when, where and by whom the action will be carried out. Implementation of the design of learning strategies and implementation scenarios that will be implemented, action scenarios must be implemented well and appear reasonable. Observations are carried out to observe and record everything that is necessary and occurs during the implementation of the action. Reflection is a comprehensive assessment of the actions that have been taken, based on the data that has been collected, then evaluated in order to improve further actions. The subjects involved were 36 students who took the *compréhension écrite élémentaire* course. The data analysis techniques used are qualitative and quantitative data. In collecting data, the author carried out observations, taking scores, and interviews. Observations were carried out in two cycles. In the first cycle to determine students' reading abilities, and in the second cycle to apply the rendering forest application. Scores are taken at the end of each session in each cycle. The target for success in improving students' reading skills is to achieve a score of 80.

3. RESULT AND DISCUSSION

Results

The pre-test was carried out with a total of 25 questions consisting of 20 multiple choice questions and 5 essay questions. The pre-test aims to determine or measure students' French reading abilities. From the pre-test results, it can be seen that the average score obtained by students was 55. This score was said to be insufficient because it had not reached the minimum score of 80. The pre-test results are presented in [Figure 2](#).

[Figure 2](#) shows that there were 10 students (27.77%) who had achieved a minimum score of 80 and 26 students still obtained a score below 80 (72.23%). Next, the next stage is carried out, namely cycle 1. First is planning, at this stage the research creates a Learning Plan that will be used at the first and second meetings held on 06 and 11 May 2023 with material that has been discussed with the lecturer, namely *Les Eco Gestes-Se Déplacer*. Apart from that, the researchers also prepared instruments that would be used in cycle I. Second, the implementation of cycle I actions was carried out in two meetings to deliver material on the implementation of forest rendering and carry out evaluations. Evaluation at the end of cycle 1 by giving 25 questions consisting of 20 multiple choice questions with 5 answer choices and 5 true and false questions. Post-test which aims to determine the improvement in students' reading abilities. The results of cycle 1 are presented in [Figure 3](#).

Based on [Figure 3](#), there are 25 students (69.44%) who have obtained a score of 80 and 11 students (30.56%) who have not yet obtained it. Based on these data, it can be seen that there has been an increase in students' French reading skills from the pre-test to cycle 1. Based on the results above, the researcher will correct the deficiencies found in cycle I and will continue to make improvements. cycle II. Cycle II starts from planning, at this stage create a learning plan that will be used to implement cycle II. The first and second meetings were held on 25 and 30 May 2023 with material discussed by researchers and lecturers, namely *Organizer et Faire Un Voyage* material. Apart from that, researchers also prepared instruments that will be used in cycle II. Cycle II actions were carried out in two meetings, namely by implementing the Render Forest application and conducting an evaluation at the end of the cycle. Evaluation. at the end of cycle 1 by giving 25 questions consisting of 20 multiple choice questions with 5 answer choices and 5 true and false questions. Post-test which aims to determine the improvement in students' reading abilities. The results of cycle II are presented in [Figure 4](#).

Based on [Figure 4](#), there are 32 students (92%) who have obtained a score of 80, and 11 students (8%) have not yet obtained it. Based on these data, it can be seen that there was an increase in students' French reading skills from cycle 1 to cycle II. Based on the research results, stopping the action with the assumption that 90% have obtained a minimum score of 80. using the Render Forest Application can improve the A1 level reading skills of students in the French Language Education Study Program, Faculty of Language and Arts, Medan State University in the *écrite élémentaire* comprehension course. Students' reading ability experienced a very good improvement after implementing the Render Forest application.

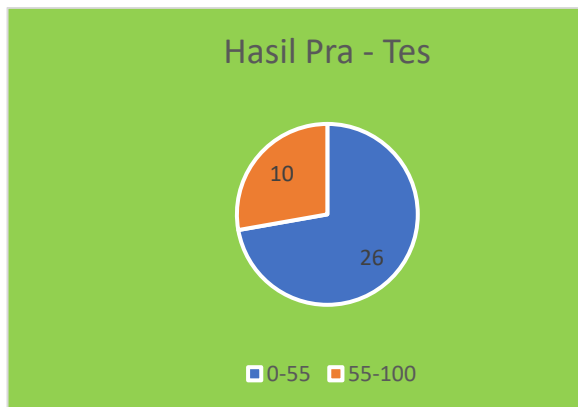


Figure 2. Pre-Test Results

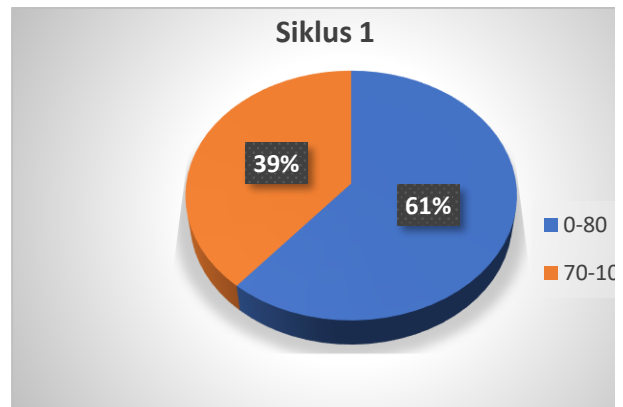


Figure 3. Results of Cycle 1

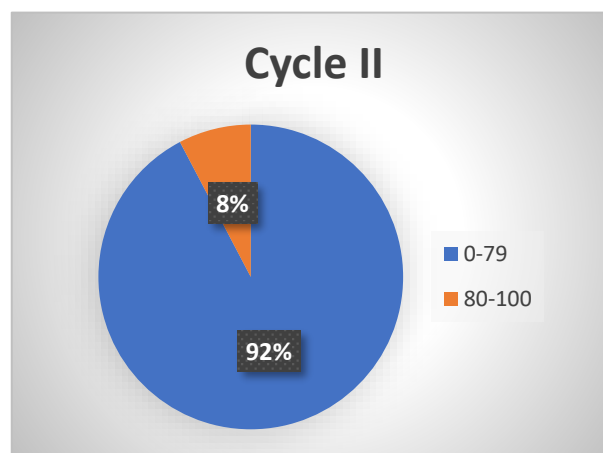


Figure 4. Results of Cycle II

Discussion

The research results show that the Render Forest application can improve the A1 level reading skills of students in the French Language Education Study Program, Faculty of Languages and Arts, Medan State University in the *écrite élémentaire* comprehension course. The Render Forest media presented by teachers to students is the main support in a quality education process. This media must be able to increase learning motivation, can be used and direct students' attention to the media, and have the ability to provide responses, feedback including encouraging students to carry out learning practices correctly so that they can be developed using Render Forest media. The Render Forest application is software that is used for certain purposes, such as processing documents, managing windows and games and so on (Destiani et al., 2023; Nur Aeni et al., 2022). The Render Forest application is software that offers free video production services online (Alamsyah et al., 2023). Free tools enable you to create professional quality presentations, intros, slideshows and more (Nur Aeni et al., 2022; Sari & Fathoni, 2022). Render Forest offers the best solution for that. This software provides several templates in various categories such as Logo Reveal, Flipping Slideshow, promotions, company introductions, story promotions, app promotions, music visualizers, animated video clips and more (Sukarini & Manuaba, 2021; Widyaputri & Agustika, 2021). In short, anyone will find a predefined template for almost any need.

The Render Forest application can improve reading skills. This rendering forest application is suitable for use as a learning medium. The use of this media can increase student responses to reduce feelings of boredom in learning. This will create a classroom atmosphere that is more conducive and effective in teaching and learning activities. This is because virtual classroom activities can provide a real role in online teaching and learning activities. The teacher's ability to create the Render Forest learning media that was developed apparently had an influence on learning success. Based on validation results from experts, all aspects of making Render Forest media, starting from the color display aspect, the role of the 3D toolkit characters, interesting music, suitability of the material, and linguistic aspects received a good assessment. The results of the analysis show that the development of this learning media has proven optimal in improving students' reading skills. This finding is strengthened by previous research findings

stating that blended learning based on the Render Forest application significantly improves reading comprehension skills (Harahap & Lubis, 2021). The problem based learning model assisted by Render Forest video animation media can improve mathematics learning outcomes for elementary school students (Sari & Fathoni, 2022). The implication of this research is that it can help educators create interesting learning animation videos using the Render Forest application.

4. CONCLUSION

Based on the explanation and discussion of the classroom action research data above, it can be concluded that using the Render Forest Application can improve the A1 level reading skills of students in the French Language Education Study Program, Faculty of Language and Arts, Medan State University in the écrite élémentaire comprehension course. Students' reading ability experienced a very good improvement after implementing the Render Forest application.

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