ENSEIGNER ET APPRENDRE LE FRANÇAIS

Dynamiques Pédagogiques, Linguistiques, et Littéraires

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Dr. Rohali, M.hum

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FRENCH LEARNING IN ISLAMIC ELEMENTARY SCHOOL AR-RAUDHAH, BEKASI

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Abstract

French learning in Indonesia can not only be found at high school and university, but it can also be found at one of the integrated Islamic elementary schools in Bekasi called SDIT Ar-Raudhah. The aim of this research is to describe French learning in this school. How does the learning process work? Is there any difference between French learning for children at elementary school and at high school and university. Gulö's (2002) learning component is used to answer the questions as a reference in this study. The learning component is the purpose of teaching, teachers, students, subject matter, teaching methods, and teaching media. This research is qualitative descriptive research. The instruments in this study are observations, interviews, documentation studies, and impressions of messages from students about French learning. The informant in this study are French teacher and the principal of SDIT Ar-Raudhah. The results of this study show that the purpose of French learning for the children in this school is that students can have a broad insight into linguistic and cultural knowledge and know that there are other languages and cultures besides Indonesian and English. Teachers must have more skills to be able to prepare for proper learning, such as being able to raise happiness in students and also understand the explanations. Students are average in between 7 - 12 years old. Teaching materials delivered by teachers in accordance with the syllabus that has been created by a team of French teachers. The method used in learning is still a communicative method. Teachers use games so that students understand the material better with prizes in each game. The media used in teaching French are media that are adapted with the students' conditions. This research can be used as an example for French teachers who want to learn French for children.

Keywords : *French Learning for Children, French Learning in Elementary School*.

INTRODUCTION

In the modern-day era, schooling will become one of the maximum critical matters in our existence, specially as the way to enhance our self. education is likewise turn out to be one of the most crucial tools within the development of human resource. A person lifestyle exceptional also can be seen from their best of education. education will make someone come to be a religious character, have a noble man or woman, are wise and have talents (Sujana, 2019).

One form of training that is developing is language training, specifically foreign languages. Language as we realize it is a tool utilized by human beings to communicate with every other, both in regular life or in a learning interplay, including at college or college like the explanation from Devitt & Hanley (2006) in (Noermanzah, 2019) that language is the message delivered in the shape of expressions because the communique gear in sure conditionin diverse pastime. Language can also be recognized as a chain of sounds used as a way of verbal exchange (Setyonegoro, 2012).

In Indonesia, not most effective English is growing, however there are different overseas languages, along with German, Arabic, and French. French as a studying may be found at the college level, high faculty, and even in a few primary schools. The goals and materials of gaining knowledge of French at every stage are surely different, in step with the situations of the scholars. Every language getting to know must have four primary language capabilities, which include French, listening, speak, studying and writing. The points in this look at cognizance on speakme capabilities. Derakhshan, Khalili, & Beheshti (2016) in (Parmawati & Inayah, 2019) display that one of the language talents that makes a specialty of verbal exchanges is speaking. that is capable of appropriately producing, sending, and receiving facts. The speaker should be aware about his or her vocabulary, grammar, and pronunciation.

Growing the capacity to speak French calls for extra effort and exercise, no longer handiest having to understand the that means of each sentence to be discussed, however additionally

having to pronounce sentences nicely and effectively, in order that the message conveyed may be received via the recipient of the message. That is due to the fact writing in French, both phrases and sentences are said in a different way. because it stated (Rakhmat et al., 2015) that French language is one of the languages which has the complex sound system to learn. Because of this the development of speak talents cannot stand by myself, because it has to also be balanced with appropriate listening skills and also speak abilities.

One of the essential colleges that incorporate French language mastering into the school curriculum is included Islamic standard faculty Ar-Raudhah. incorporated Islamic elementary school that's the faculty with the getting to know interest in public faculties via integrating the cutting-edge technological know-how with the values or the teachings of Islam (ZahrinPiliang et al., 2017). French language gaining knowledge of at SDIT Ar-Raudhah has existed considering 2015 that's taught from grade one to grade six. SDIT Ar-Raudhah has also collaborated with IFI (L'Institut Français d'Indonesie) or the French language way of life middle in Indonesia in protecting an global test called DELF/DALF each year.

The existence of French language getting to know at SDIT Ar-Raudhah is based on government regulation No.19 of 2005 on countrywide schooling requirements, requires each college to develop the curriculum based totally on competency standards and content requirements and guided via the suggestions set up with the aid of the countrywide schooling standards organization. each faculty is expected to put together and expand the syllabus independently consistent with the traits of subjects, situations, and needs of each faculty (Azizah et al., 2020).

Studying French isn't the same as mastering English or Arabic that is familiar to Indonesian children. French is specially critical for kids to end up a foreign language that still needs greater time in order that children can learn it well and correctly, in order that teachers have to additionally honestly locate appropriate substances and techniques so that kids do no longer have issue in expertise it, specifically in times of on-line studying

as it is nowadays. children will research while the training they analyze are appropriate to their desires, desires or are a intention they need to do (Vanthier, 2009).

The results of interviews with French instructors at SDIT Ar-Raudhah stated that mastering French at SDIT Ar-Raudhah from grade one to grade six has the purpose of making college students familiar with French vocabularies which can be still related to the sector of college or the sector of kids. besides that, college students also are able to speak virtually in the context of ordinary communique, and students also are capable of present themselves and others, in particular the principle family with nicely and efficiently.

The results of interviews with school principals and French instructors at SDIT Ar- Raudhah show that learning French at SDIT Ar-Raudhah, which has been strolling in its 6th year, has been going nicely, but still needs to be maximized in diverse aspects, along with timing. getting to know French which remains minimal, that is only hours of instructions consistent with week, the usage of French within the school environment is still less effective, repetition of cloth that does not do business from home, due to the fact parents cannot manual their youngsters because of language obstacles, and also media- The gaining knowledge of media used are still traditional, namely within the form of textbooks and CDs containing instructions and simple conversations according to the fabric inside the textbook.

The shortage of maximum getting to know of French is inversely proportional to the condition of kids who are in a maximum nation in absorbing and mastering foreign languages, together with French. Even Cole & Cole (2001) in (Harun, 2018) explained that children in the age of 3 months have a huge potential to do not forget, more than grownup may want to imagine. youngsters have many blessings after they study a foreign language at an early age, which includes a higher reminiscence in memorizing vocabulary, and additionally a pronunciation that resembles the pronunciation of the language they may be learning.

Based on this description, studies changed into conducted with the intention to see the manner of studying French at SDIT Ar-Raudhah from the getting to know components in keeping with Gulö (2002). The mastering component is the reason of coaching, teachers, students, issue count number, coaching strategies, and teaching media.

METHOD

This have a look at uses qualitative descriptive strategies. Qualitative descriptive research is studies with accumulated information taking the shape of phrases or snap shots in place of numbers (Emzir, 2010). Written research effects contain excerpts from the statistics to illustrate and offer proof of presentation. The data consists of interview transcripts, field information, pictures, videotapes, non-public files, memos, and other reliable recordings. The research became conducted through interviewing French teachers in addition to the important of SDIT Ar-Raudhah on French language studying.

RESULTS AND DISCUSSION
Results

There are six studying components consistent with Gulö (2002) that allow for adjustments among face-to-face learning, particularly learning goals, instructors, students, teaching materials, studying techniques, and mastering media. Interviews with French teachers and principals of SDIT Ar-Raudhah confirmed a distinction among the face-to-face getting to know component and on line mastering.
The numbers in a table or graph should not be repeated in verbal descriptions presented before or after it.

Discussion
Learning Goals

The purpose of learning French at SDIT Ar-Raudhah is still in accordance with the French language mastering syllabus used at some stage in the length. French language studying is performed for two hours of instructions each week in each class,

accompanied by means of the condition of students who require gaining knowledge of thru on-line media by watching a pc screen, in order that there are changes to every teaching purpose at every meeting. "*En classe de langue, le projet commun d'appropriation entre los angeles partie guidante et los angeles partie guidée, est appelé contratdidactique*", (Cuq and Gruca, 2002). The purpose of teaching in a language magnificence is a joint venture between educators and newbies so that during figuring out a coaching goal in a learning, referred to as French language mastering, college students also are a consideration of the course of the teaching targets, in order that the coaching goals are determined in step with the conditions, want and desires of the students.

Teachers

SDIT Ar-Raudhah has two teachers who already have a bachelor's degree in education and have a B2 DELF certificate. Narcy (1990) in Cuq and Gruca (2002) explains that, "*le position de l'enseignant est triple, il doit être ; organisateur et gestionnaire de formations, conseiller des apprenants et interlocuteur des apprenants*". teachers have three roles, namely as the organizer of getting to know, the organizer of the implementation of learning, as well as a partner of college students. French getting to know throughout the pandemic went thoroughly. French teachers at SDIT Ar-Raudhah must have a strong educational spirit, because teaching French to students is not an easy thing. Teaching French to children is not an easy thing. Teachers must be able to find ways so that students can learn while playing.

Students

College students at SDIT Ar-Raudhah are children among a while of six and twelve. Linguistic factors also are one of the aspects which are growing within the condition of children who are less than twelve years vintage (Vanthier, 2009). Students are an important factor in success
French language learning. Students at SDIT Ar-Raudhah sometimes looks tired and sleepy when taking French lessons. One of the reasons is that French lessons are too late in the day, which is 13.30, so that when you are in class you will have energy and the students are exhausted after going through school

activities. The condition of the students can also influence the learning process, according to the explanation (Wena, 2011), without considering the characteristics of the student, then the application of certain learning strategies cannot achieve overall learning outcomes maximum.

Learning Material

Teaching substances in French language gaining knowledge of in accordance with the syllabus as a reference for learning, that's fabric that suits the needs and conditions of youngsters. Kids will learn when the training they study are suitable to their desires, dreams or are a aim they want to do (Vanthier, 2009).

As stated by Gulö (2002) that the subject matter can be divided into formal and informal material. Formal material is material sourced directly from books or methods used by teachers, while informal material is material that the learning material comes from surrounding environment or from the teacher's own creations. On language learning French in SDIT Ar-Raudhah, formal material is books or methods which consists of a method book or known as a book package and cahier d"excercise as an exercise book for students with refers to the syllabus or découpage, while the material is informal are materials resulting from theacher's creativity as a language teacher France at SDIT Ar-Raudhah.

The material taught in SDIT Ar-Raudhah is not always learn grammatical concepts, but emphasize more on objectives. Learning is so that students can communicate using France language, although still simple and also focuses on improvement students' French language skills in adding vocabulary French. According to Brown (2007), "Getting" competence linguistics in both second and first languages is equally difficult. For children, grammatical explanations may stimulate the "pop go weasel" effect of language second", or will run like a ferret. This condition can make students not interested in learning French if the materials are not available What is taught is always related to grammar or internal word structure French, but students will enjoy the materials what is taught is related to their daily lives

relate to something they recognize and use methods which are interesting.

Learning Method

Gaining knowledge of techniques are methods that instructors take to create a laugh and supportive coaching conditions for the smooth learning technique and achievement of first-class children's getting to know achievements (Puspitasari, 2012). Gaining knowledge of French at SDIT Ar-Raudhah uses a communicative technique in the mastering process. The communicative method in addition directs French freshmen to be able to use their abilities in communicating, via applying a communicative approach youngsters will be guided to continue to apply French in speaking during mastering so that it will educate kid's capacity to dare to speak using French that they've mastered (Bérard, 1991). The mastering approach at SDIT Ar-Raudhah facilities on how children can use the French that has been found out within the study room, either in the form of making a song or simple verbal exchange.

This matter in accordance with Stern's (1970) summary of the general view that recommend second language teaching methods or procedures based on on first language acquisition in Brown (2007) in the seventh point "A child uses language just like that. He didn't learn grammar standard" so that in learning French for children it is not by teaching children such as dictating a conjugation or explains in detail the use of an adjective, however by always trying to communicate using French so that Students are used to hearing and seeing, so they can imitate without having to we dictate as in learning French for adults or teenagers.

Learning Media

Mastering the teaching media and information the methods of use will significantly help the academics' venture in improving the effectiveness of the gaining knowledge of technique (Sagala, 2013). The studying medium utilized in on line French language protection at SDIT Ar-Raudhah is a presentation the use of PowerPoint that includes teaching substances to be explained to students through zoom, webex, or Google Meet platforms. in addition, teachers also use an app referred to as Powtoon to create

animated motion pictures that comprise simple dialogues or conversations in step with the fabric being taught.

CONCLUSIONS

Based totally on the effects of french language studying research SDIT Ar-Raudhah, it can beconcluded as follows:

1. French language getting to know at SDIT Ar-Raudhah has been going very well, in view that 2014 till now

2. French language learning objectives at SDIT Ar-Raudhah focus on the objectives stated in the learning syllabus.

3. Teachers have to be greater in preparing for studying, either through strength factor displays, or gaining knowledge of videos. teachers need to also be ready to communicate on every occasion and anywhere there are students who do no longer apprehend the gaining knowledge of and communication achieved not in the proper situations and instances.

4. The technique used by teachers in the mastering procedure is still the equal, specifically with a communicative method. A greater child-targeted method to being capable of use or use the language he has found out in day by day existence.

5. The learning media used is within the shape of presentation of materials the usage of electricity factor or through making studying videos thru the Pawtoon utility that are made according with the mastering substances already inside the syllabus.

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