



ENSEIGNER ET APPRENDRE LE FRANÇAIS

Dynamiques Pédagogiques, Linguistiques, et Littéraires



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et Littéraires*



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Novembre 2024

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NEEDS ANALYSIS OF FRENCH LEARNING IN FRENCH LANGUAGE EDUCATION DEPARTEMENT OF UNY

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Abstract

A curriculum and learning program will be carried out well if it is adjusted to the needs of learners. To find out what the program implementers and learners need and need, a needs analysis is carried out. This research is a descriptive study that aims to describe learning French organized by the French Education Study Program through the identification of needs analysis for learning French. The instrument used is a questionnaire with answers using a Likert scale. The subjects of this study are 79 students of French Language Education FBSB UNY. The results of research related to necessities show that the teaching materials and media used are in accordance with the curriculum and the needs of the learners. Regarding the lacks, students still find it difficult and afraid to use French. Regarding wants, students have a strong desire to learn French with several goals. The implication of the results of the study is that the French Language Education study program can improve its learning based on the needs of the learner.

Keywords : *curriculum, french language, learning, needs analysis*

INTRODUCTION

French is one of the foreign languages studied in Indonesia. Regulations related to foreign languages or French as a foreign language have been regulated by Indonesian government in several regulations. Here are some of these regulations: 1) Permendikbud No. 21 Tahun 2016 which states that French as a foreign language content is intended for Language and Culture Sciences Interest Group in SMA/MA/SMALB/Paket C, 2) Permendikbud No. 36 Tahun 2018 where French as a foreign language is an interest subject, 3) Permendikbud No. 42 Tahun 2018: Article 1 Foreign Language is

a language other than Indonesian and Regional Language; Article 19 paragraph 6 which states that increasing language and literary cooperation with foreign parties can be done by participating in international exhibitions and foreign language translation activities into Indonesian or regional languages; Article 19 paragraph 8 states that the development of Foreign Languages that have strategic value and language diplomacy will be carried out.

In addition, foreign language management is also regulated in PP No. 57 Tahun 2014. The government has facilitated the improvement of foreign language competency as stated in article 22 paragraphs 1, 2, and 3. Based on this article, the government will facilitate the improvement of foreign language competency of Indonesian citizens by accelerating the mastery of science, technology, and art, and will improve the ability of citizens and expand international communication. To facilitate the improvement of this competency, the government holds foreign language teaching through formal and non-formal education. Furthermore, the government also facilitates foreign language competency by improving the quality of foreign language teaching, providing teaching materials to support this and providing foreign language educators.

French itself is one of the foreign languages referred by the government. In relation to the improvement of teaching French as a foreign language, French is taught in both formal and non-formal education. One of these language teachings is organized by universities. The French Language Education Study Program, FBS UNY is one of the organizers of French language teaching in universities. In this study program, French is taught from the basics. This is because not all students have French language skills since high school. With the diversity of student abilities, of course the French Language Education study program needs to pay attention to everything related to their French learning needs.

The needs of learners and everything related to a program can be realized in a curriculum. The curriculum used must pay attention to the objectives of the program it creates. These

objectives must also pay attention to the students involved in the program. The objectives in question must refer to a general statement of change that the program being created seeks to bring to students. The purpose of the curriculum objectives is 1) to provide a clear definition of the objectives of a program, 2) to provide guidelines for teachers, students, and material writers, 3) to help provide focus for instruction, 4) to describe important things and real changes in learning (Richards, 2001). Therefore, curriculum makers must really pay attention to all aspects that can support the running of a program.

Learning in the French Language Education study program, FBS UNY currently uses the Merdeka Belajar – Kampus Merdeka curriculum. In the FBS UNY French Language Education Curriculum book (2020) is stated that through the French language learning that is held, the French Language Education study program wants to create graduates who have the ability in the main field of teaching French and additional skills in the field of tourism, professional translation, and other fields according to the talents and interests of students and have a pious, independent, and intellectual attitude. Based on these objectives, graduates of the French Language Education Study Program will become French Language Education Graduates who have independent, responsible, critical, creative, and innovative characters who have the competence to teach French; communicate verbally and in writing in French; translate French texts into Indonesian texts; develop the ability to guide French-speaking tourists; research French language and literature, and its teaching; design programs and manage school management; and other relevant fields.

From the objectives of the implementation of French language learning that is currently being carried out, it is necessary to study more deeply whether it is in accordance with the needs and desires of the learners and whether it is in accordance with the curriculum used. To find out what is felt, desired, or how to improve French language learning, a study related to needs analysis is needed. Needs analysis is used to find out what learners already know and what they need to know. Needs

analysis is also used to ensure that the learning program carried out will contain things that are relevant and useful to learn (Nation and Macalister, 2010).

Needs analysis is a description of the current conditions compared to the conditions that should be (Warsita, 2011). Needs analysis itself is actually the first step in designing a curriculum in order to provide validity and relevance for all follow-up activities in the curriculum (Li, 2104). The focus of language learning needs analysis consists of three parts, namely necessities, lacks, and wants (Nation and Macalister, 2010). Necessities are what learners need in using French. Lacks focus on what the shortcomings of French learners are. Then wants are related to the desires of French learners, namely what they actually want to learn and what they want in learning French.

The focus of necessities, lacks, and wants relates to how the language learning process takes place and how the learner's needs are. The aspects studied are the use of the language itself, ideas, abilities, and texts used (Nation and Macalister, 2010). From the language aspect, the topics to be discussed are the learning objectives, learner skills, what activities the learner participates in, and where the language being learned will be used. Furthermore, from the language aspect, the topics to be discussed are what content the learner is learning. From the ability aspect, the topics are how the learner uses the language being learned, the learning situation, and with whom they will use the language. Then from the text aspect, what kind of language is used by the learner.

First, related to necessities in this paper will look at the French language teaching materials used, media, French language learning environment, and things that are liked in learning French such as their enjoyment in joining study groups and their enjoyment of French songs, films, and comics. Teaching materials must be chosen appropriately so that students can achieve the competency standards and basic competencies optimally (Romansyah, 2016). The selection of teaching materials used must follow the principles of relevance, consistency, and adequacy (Aunurrahman, 2009). The principle

of relevance is the principle of relevance where the teaching materials used must be appropriate, relevant, and related to the competency standards and basic competencies that have been determined. The principle of consistency is the principle of consistency based on basic competencies. The principle of adequacy is that the teaching materials used must be sufficient to help learners achieve learning goals. A teaching material will have a good impact on learners if it has novelty, variety, has an interesting presentation, interesting content that offers the possibility of learning something new, has challenges that can be achieved such as tasks that challenge learners to think (Tomlinson, 2011). Thus, teaching materials also need to be analyzed in a needs analysis to find out whether the teaching materials are in accordance with the curriculum and in accordance with the needs of the learners.

The use of teaching materials in the classroom is supported by the use of appropriate media. The choice of media will depend on the subject to be taught and the way the learning program is designed. Media has an additional effect and the use of several media will increase the likelihood that all necessary pedagogical processes will be covered (Chan, et al., 2011). Learning media has a major effect on the success of learning. Therefore, learning media that can be used must meet several factors such as the learning objectives to be achieved, student characteristics or targets, the type of learning stimulus desired, background or environmental conditions, local conditions, and the breadth of coverage to be served (Abidin, 2016).

Furthermore, as previously mentioned, the environment also influences the learning process. The context for language learning programs varies and certain variables that play a role in certain situations are often the main determinants of the success of a program (Richards, 2001). One of the situations in question is the learning environment in the classroom during learning. A conducive learning environment is related to the quality of learner learning. The creation of a conducive class will prevent students from boredom, psychological fatigue and also the creation of a conducive class will provide motivation and

resilience in learning so that in the learning environment there must be interaction between learners and between teachers and learners, for example discussing the material (Jumrawarsi and Suhaili, 2020).

Second, regarding lacks will be seen how the learners' French language skills and the difficulties they face in using French such as their fluency in speaking French, the number of vocabulary they have memorized, and their fear of speaking French. Studies on vocabulary events show that the order of vocabulary mastery goals will provide the best results in learning. If the goal is very focused, then the vocabulary mastered is around 1,600 words from the same core and around 650 general academic words (Sutarsyah, 1993). Vocabulary mastery has a very big influence on a person's fluency when communicating in any situation.

Then regarding wants will be seen in relation to the hopes and desires of learners in learning French such as their desire to go to France, work in a French company, speak to French tourists, and become a French teacher. These hopes and desires are related to motivation. Motivational factors not only determine the goals that people aspire to, but also how they search for, process, and use information (Alderman, 2004). This underlies that motivation is a series of efforts to provide certain conditions (Emda, 2017). With motivation, a person will always try and want to do something they want. Motivation itself can be stimulated by external and internal factors. External factors come from other people or the surrounding environment, while internal factors come from within themselves.

The French Language Education Study Program has actually organized French language learning that is adjusted to the Merdeka Belajar – Kampus Merdeka curriculum. However, in its implementation, it is certainly related to several other factors. Whether the learning that has been implemented so far is in accordance with the existing curriculum, and in accordance with what is needed by students, of course, needs to be seen or reviewed according to the focus of the needs analysis related to learners and also French language learning itself. Based on these things, this study wants to examine how French language

learning is organized by the French Language Education study program through learning needs analysis.

METHOD

This research is a descriptive study related to the analysis of French language learning needs. The purpose of this study is to describe how French language learning is organized by the French Language Education study program through the identification of needs analysis on learners. This needs analysis research was conducted at the French Language Education Study Program, Yogyakarta State University in April-May 2021. The subjects of the study were students of the French Language Education study program in semesters II and IV. The number of respondents in this study was 79 people.

The instrument used in this study was a questionnaire developed from a grid containing indicators of language learning needs analysis in the form of a Likert scale. The research criteria created were based on an assessment rubric designed by the researcher. The scoring on the Likert scale used was Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) (Retnawati, 2016). Data collection was carried out by distributing questionnaires via Google Form. Participants were asked to fill out the questionnaire with the options Strongly Agree, Agree, Disagree, and Strongly Disagree.

RESULTS AND DISCUSSION

Results

The number of respondents in this study was 79 students of the French Language Education study program at UNY. As many as 45 (57%) students were second semester students and the rest, namely 34 (43%) were fourth semester students. The following is the distribution of research data related to necessities, lacks, and wants in learning French.

In this article, we will only discuss the needs revealed from the recapitulation data from both groups of students, without

discussing the data one by one. First, data related to necessities regarding teaching materials, media, French learning environment, and things that are liked in learning French. Second, data related to lacks regarding learners' French language skills and difficulties faced in using French. Then third, related to wants regarding learners' hopes and desires in learning French.

The data is presented in several tables with vertical columns containing STS, TS, S, and SS which are representations of the respondents' answer options. The following is the data table.

Table 1. Data on *necessities* for learning French

N	<i>Necessities factors</i>		STS	TS	S	SS
1	French learning materials	language teaching	16%	8.8%	77.2%	12.2%
2	French learning media	language	0.6%	10.7%	60.1%	28.5%
3	French Learning Environment	Language	5.0%	19.8%	68.3%	11.4%
4	Things to like about learning French		2.5%	27.5%	54.4%	15.5%
N=79						

Table 2. Data on French language learning *deficiencies*

N	Lacks factor	STS	TS	S	SS
1	French language skills	3.8%	54.8%	37.1%	4.2%
2	Difficulties related to the use of French	5.1%	20.3%	55.7%	19%
N=79					

Table 3. Data on French language learning *wants*

N	Wants factor	STS	TS	S	SS
1	Hopes and desires in learning French	3.0%	15.9%	44.0%	36.9%
N=79					

Discussion

Table 1 shows that the current textbook, the Défi book, is in accordance with their needs. As many as 77.2% of students agree that the current French textbook can help them communicate in French, and contains many exercises to improve their French language skills. This is in accordance with what is in the Défi book . This book contains simple materials that are easy for students to understand because they have been adjusted to their ability level. Currently, first-semester students are using the Défi 1 book and fourth-semester students are using Défi 2. Défi 1 is intended for students in the first year, while Défi 2 is for students in their second year of studying French. The division of levels and existing materials have been adjusted to the CECR framework.

This book also contains various exercises that can be used to improve students' French language skills. In each material presented, there are at least 10 practice questions covering listening, speaking, reading, and writing skills. Then the

grammatical system used in the textbook is very clear for use in communication. This can be seen from the language used in the Défi book. The language used is also in accordance with the level of learners so that students can easily understand the existing materials. For example, in the Défi 1 book, the language used uses simple sentences and uses the present tense. For first-level students, they still use the present tense because they are still at the basic level. Thus, the Défi book is in accordance with the current curriculum and in accordance with the needs of students to improve their French language skills.

Similar to textbooks, the learning media currently used are in accordance with the material being taught and are varied. As many as 60.1 % agree with this. According to them, the existing learning media are very varied such as videos, YouTube, films, images, comics and so on. Currently, these media are used by teachers to support classroom learning. Since the beginning, teachers in the French Language Education Study Program, UNY have used several of these media.

The most frequently used media are videos, YouTube, films, and images. The use of several media is adjusted to the topic or material being taught. For listening skills, teachers will use audio, video, film, or YouTube media. Meanwhile, to teach reading skills, teachers use comics or images. Likewise, in teaching speaking and writing skills, teachers have used various media to support learning in the classroom.

In addition, the media used also helps them in learning French because it can be accessed easily. The learning media used can be easily accessed by students because learning is done through Besmart , WA group , Google Meet, or Zoom modes that can be accessed by students anytime and anywhere. These media have been used by each lecturer concerned to facilitate learning. Even before the pandemic, the media used were also very easy to access because in every class meeting, teachers had used these media. Students can easily access them when in class or outside class. Based on this, the use of various media needs to be maintained

and improved so that students are more interested and happy in learning French.

Regarding the student learning environment, as many as 68.3 % of respondents agreed that their learning environment was very enjoyable because there was reciprocity between the teacher and the learner. Not only that, with a pleasant learning environment, they felt helped in learning French because of the motivation from the teacher. This is in accordance with what happened in the field. In every lecture, the teacher always gives feedback to the students, either in the form of material taught or reciprocity when communicating. The teacher always pays attention to what the students convey, whether it is related to learning or outside of learning so that they feel comfortable when communicating with the lecturer or teacher.

Not only that, teachers always motivate students. This is done by teachers so that students feel happy and more motivated when learning French. Based on this, there has been good communication between teachers and students so that there is reciprocity from both. Do not forget that teachers must always motivate students. This motivation plays a big role in the psychological aspect of students.

Then as many as 54.4 % of respondents admitted that there were many things they liked in learning French. They enjoyed joining French language study groups outside of class. In addition, they enjoyed listening to French songs, watching French films and reading French comics. They did this to improve their ability in speaking French. This is proven by the current situation, namely when teaching them a material and the media used is the media they like, they are more interested than just books. For example, when using songs to teach the names of the days in French. The teacher uses French songs to teach the material. Furthermore, students are asked to sing along with the song. It turns out that they find it easier to memorize the names of the days using songs than using writing or picture media.

Then when they were asked to watch a movie, they also seemed more interested in listening to the movie scenes from beginning to end. From several things related to what they like, teachers can use various other media besides books such as songs, movies, or comics in learning French in class. This proves that the media used are media that they like. By using media that they like, they will feel happy to follow the learning in class.

lacks data related to the shortcomings of the learners. Regarding the French language skills of the students, they did not agree with the statement that their French language skills were good. As many as 54.8 % of respondents chose this answer option. Currently, some UNY French Language Education students still find it difficult when asked to speak French in class. One of the reasons that makes it difficult for them when asked to speak French is because they feel that their French language skills are not good. This problem causes some students to be less active in class and only a few are active.

French Language Education study program students also feel that the number of vocabulary they have mastered is still very low. Regarding vocabulary, there is currently a Vocabulaire course for students. The course is worth 2 credits. In this course, students are taught several materials related to vocabulary that is often used in French. In addition, the vocabulary learned is also obtained from several other courses such as language skills courses. However, they still lack mastery of French vocabulary.

From the survey conducted, their vocabulary is less than 250 words. With this situation, the study program needs to rethink how to improve their vocabulary. With a small vocabulary, most of them feel they cannot communicate in French. Therefore, this requires special attention from the study program. The study program needs to think about the best way to improve their ability to communicate using French, whether by adding credits for the vocabulaire course or by emphasizing more vocabulary in other French courses.

Then, students of the French Language Education study program UNY still feel afraid when communicating in French. As many as 55.7 % agree that they are afraid to use French. One of the factors that influences this is because the vocabulary they master is still small as previously mentioned. Other factors can come from the students themselves or from the teachers.

Currently, teachers have tried to always give students the opportunity to speak and participate in class. Teachers try to make students able to communicate in French by correcting mistakes when speaking French by helping them provide the right way . However, students still feel afraid when communicating.

The problem related to students' fear in communicating using French requires special attention from study programs and teachers. An in-depth study is needed to find out the reasons why they are still afraid of using French. Teachers also need to provide motivation so that they are no longer afraid to speak French, for example by providing motivation and opportunities for each student to speak French even though they are still wrong. Teachers can help them to correct if there are still mistakes.

Next, related to hopes and desires (wants) in learning French. Students have many hopes and desires when learning French. They learn French because they want to be able to communicate in French , want to go to France, want to talk to French tourists, want to be a French teacher, and want to work in a French company. As many as 44.0 % admitted this, which is reflected in table 3.

This is in contrast to the results of the previous question which said that they were still afraid to speak French. They want to be able to communicate in French but they are afraid to try it. Regarding their desire, this can be used as motivation given to them to be more active in learning French.

Currently, the curriculum has also provided several courses that support them in achieving their desires. In accordance with the curriculum used, French graduates are expected to become French language teachers. Therefore, there are several courses

such as learning evaluation, media and strategies, FLE learning, and several other teaching courses. Not only that, the study program also provides courses related to tourism that can improve their ability to communicate in French with French tourists. Courses such as hospitality and translation are also provided to support their French language skills if they want to work in other fields besides being teachers.

As a basis for French language skills, other French language skills courses are also provided as a foundation for them to be able to speak French starting from listening, speaking, reading and writing skills.

All French language skills and other supporting courses have been obtained from semester 1 to semester 7. They can use this as a provision to master French and provisions to achieve their desires who want to speak with tourists, work in a French company, go to France, become a teacher, become a tour guide , work in a hotel, and so on. Of course, the study program has thought about what students might need when they graduate and enter the world of work.

CONCLUSIONS

currently used contains many exercises and uses easy to understand grammar so that students can improve their French language skills. Furthermore, the learning media used is also appropriate. In the learning process There has also been reciprocity between teachers and learners so that the classroom atmosphere is already well created. This is also supported by study group activities outside the classroom. who can improve their French skills.

Then, students like activities such as listening to songs, watching movies, and reading French comics. Seeing this, teachers can use various French media to support learning in class. By learning using media they like, it will certainly increase their motivation in learning.

Based on the results of the existing questionnaire, there are several things that need to be considered, namely: vocabulary mastery, fluency in French and student fears in communicating using French. Meanwhile, in some questions others, students said they enjoyed learning French. It should be when they enjoy learning French, they are not afraid anymore when communicating using French.

Therefore, a more in-depth study is needed. related to this matter. For example, what factors can influence mastery their vocabulary and what factors make them afraid to speak using French. By knowing what factors are influencing it, teachers can design an approach or learning method which enables them to master more French vocabulary, making they speak French fluently and are no longer afraid.

Furthermore, related to their desire to learn French, a special method is needed so that they can communicate fluently to support their ability to speak French. Learners must be given stronger motivation so that they are driven by their desire.

Through this French language learning needs analysis, the UNY French Language Education study program can improve French language learning. Good cooperation is needed between teachers and learners to communicate with each other regarding the needs of the learning being carried out. Of course, the success of a curriculum or learning program that is created must pay attention to existing factors so that it can be implemented properly.

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