Analysis of the French Language Learning Multimedia Development in Integrated Islamic Elementary School

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Abstract: This study aims to describe the problems in the application of French as a language used to communicate in the school environment, the level of active French language skills, and also the level of need for the development of multimedia learning French to further practice speaking skills in French carried out by students in the school environment. This research was a descriptive qualitative research with 60 student needs evaluation questionnaires of French language learning multimedia, interviewed the headmaster, and two French teachers. The sample of this research is the principal, French teacher and also students at SDIT Ar-Raudhah, Bekasi from the third until the sixth grade who were selected using random sampling method. The data was collected by interviewing the principal and also the French teacher. In addition, a questionnaire or open questionnaire was given to students. The data that has been collected is then analyzed using qualitative descriptive techniques. The results of research showed that there was a decline in the practice of speaking French in the school environment caused by various problems faced by students, such as the difficulty of students understanding French material and grammar, lack of confidence from students to communicate using French, there is no firmness from the school on the rules made in improving the ability of students to communicate using French and learning support media that are still incomplete to be used by students in improving their ability to communicate using French. This shows that the level of development need for multimedia in learning French, especially in the aspect of speaking skills is very high, thus requiring schools to be able to provide facilities that use multimedia in the French language learning process at SDIT Ar-Raudhah.

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Introduction

In the current era, education becomes one of the most important things in our life, especially as the way to improve our self. Education is also become one of the most important instrument in the development of human resource. Someone life quality can also be seen from their quality of education. Education will make a person become a religious person, have a noble character, are intelligent and have skills (Sujana, 2019).

One type of education that is growing is language education, especially foreign languages. Language as we know it is a tool used by humans to communicate with each other, both in everyday life or in a learning interaction, such as at school or university like the explanation from Devitt & Hanley (2006) in (Noermanzah, 2019) that language is the message delivered in the form of expressions as the communication tools in certain condition in various activity. Language can also be identified as a series of sounds used as a means of communication (Setyonegoro, 2012).

In Indonesia, not only English is developing, but there are other foreign languages, such as German, Arabic, and French. French as a learning can be found at the college level, high school, and even in some elementary schools. The objectives and materials of learning French at each level are certainly different, according to the conditions of the students. Every language learning must have four basic language skills, including French, listening, speaking, reading and writing. The points in this study focus on speaking skills. Derakhshan, Khalili, & Beheshti (2016) in (Parmawati & Inayah, 2019) show that one of the language abilities that focuses on verbal exchanges is speaking. This is capable of accurately producing, sending, and receiving data. The speaker must be aware of his or her vocabulary, grammar, and pronunciation.

Developing the ability to speak French requires extra effort and practice, not only having to understand the meaning of each sentence to be discussed, but also having to pronounce sentences properly and correctly, so that the message conveyed can be received by the recipient of the message. This is because writing in French, both words and sentences are pronounced differently. As it said (Rakhmat et al., 2015) that French language is one of the language which has the complex sound system to learn. For that reason the development of speaking skills cannot stand alone, because it must also be balanced with good listening skills and also speaking skills.

One of the elementary schools that incorporate French language learning into the school curriculum is Integrated Islamic Elementary School Ar-Raudhah. Integrated Islamic Elementary School which is the school with the learning activity in public schools by integrating the modern science with the values or the teachings of Islam (ZahrinPiliang et al., 2017). French language learning at SDIT Ar-Raudhah has existed since 2015 which is taught from grade one to grade six. SDIT Ar-Raudhah has also collaborated with IFI (*L'Institut Français d'Indonesie*) or the French language culture center in Indonesia in holding an international test called DELF/DALF every year.

The existence of French language learning at SDIT Ar-Raudhah is based on Government Regulation No.19 of 2005 on National Education Standards, requires each school to develop the curriculum based on competency standards and content standards and guided by the guidelines established by the National Education Standards Agency. Each School is expected to prepare and develop the syllabus independently according to the characteristics of subjects, conditions, and needs of each school (Azizah et al., 2020).

The results of interviews with French teachers at SDIT Ar-Raudhah stated that learning French at SDIT Ar-Raudhah from grade one to grade six has the aim of making students familiar with French vocabularies that are still related to the world of school or the world of children. Besides that, students are also able to communicate simply in the context of everyday conversation, and students are also able to present themselves and others, especially the main family with properly and correctly.

The results of interviews with school principals and French teachers at SDIT Ar-Raudhah show that learning French at SDIT Ar-Raudhah, which has been running in its sixth year, has been going well, but still needs to be maximized in various aspects, such as timing. learning French which is still minimal, which is only two hours of lessons per week, the use of French in the school environment is still less effective, repetition of material that does not work at home, because parents cannot guide their children due to language limitations, and also media- The learning media used are still conventional, namely in the form of textbooks and CDs containing instructions and simple conversations according to the material in the textbook.

The lack of maximum learning of French is inversely proportional to the condition of children who are in a maximum state in absorbing and learning foreign languages, including French. Even Cole & Cole (2001) in (Harun, 2018) explained that children in the age of three months have a massive ability to remember, more than adult could imagine. Children have many advantages when they learn a foreign language at an early age, such as a better memory in memorizing vocabulary, and also a pronunciation that resembles the pronunciation of the language they are learning.

One of the efforts to improve the learning process is to maximize learning media through computer media which is commonly referred to as learning multimedia. Multimedia simply means a lot of the media or a combination of the use of the media, as a picture, sound, moving pictures, animation, or text that is being combined or in the mix for purposes of conveying information in various ways (Roblyer, 2016). Multimedia can also be measure as any combination of text, images, sound, animation, and video sent to you via a computer or other electronic device or by digital manipulation. (Vaughan, 2010). Presentation of topics using multimedia can be more effective than using only one medium (Nazir et al., 2012).

Multimedia has its own characteristics. There are seven characteristics of multimedia (Nayef, 2015) ; 1) multimedia mastery of students' basic skills by means of practice. 2) It helps to solve the problems by learning by doing and also understand abstract concepts. 3) It provides enhanced access for students and teachers in remote locations. 4) It facilitates individualized and cooperative learning. 5) It helps in management and administration of classroom. 6) It activities and learning content. 7) It simulates real life problem handling environments.

Multimedia is one of the teacher's solutions in developing teaching materials and helping students understand the material in the learning process. The teacher can create an interesting work from various media that is adapted to the conditions of the students and the material with the aim that students can understand it more easily. There are four advantages of multimedia in language learning (Guan et al., 2018) ; 1) Turning the abstract into the concrete. 2) Providing information within limited time. 3) Stimulating students interest in learning. 4) Highlighting the main position of students. The advantages of multimedia can be an innovation for learning French, especially to maximize students' speaking ability. Speaking skills are not only students can speak French, but also students understand vocabulary and are able to pronounce them properly and correctly. Multimedia can make students' learning atmosphere more interesting, because the components used in vocabulary and a context of daily conversation, do not only use text and two-dimensional images, but can be combined and matched with video, audio and other supporting media.

The condition of today's students who are very close to technology, whether mobile phones, laptops, etc., makes the application of multimedia in the learning and teaching process easier. In addition, through multimedia, students are not only glued to the learning process that occurs at school, so students can review materials at home with their parents. Multimedia can also increase students' initiative attitude because students learn and solve problems in the learning process by learning by doing. Learning materials that are prepared with high interactivity can create more interest and are able to create an environment known as learning anytime and anywhere (Nazir et al., 2012).

The application of multimedia in learning has been carried out by (Isnaningsih, 2015), but with a different language object, namely Arabic. The results of this study indicate that the use of multimedia in learning Arabic has a very good impact, where there is an increase in the average score during pretest and posttest. The average value at pretest is 64.5 and at posttest is 87.9 (Suryani & Ishartiwi, 2014). This shows that multimedia has a positive impact in the

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learning process, so that the average value of the pretest and posttest has increased significantly.

The description of multimedia in the learning process shows that multimedia is one of the effective learning media to be used in language learning. Multimedia makes the learning process more interesting because the teaching materials used are not boring because multimedia is a combination of various materials such as writing, images, audio, video, etc. Through multimedia students learn faster and have stronger references (Shi, 2017).

Based on the theories that have been described. This research aims to describe the problems in the application of French as a language used to communicate in the school environment, the level of active French language skills, and also the level of need for the development of multimedia learning French to further practice speaking skills in French carried out by students in the school environment. This research is important to do because it is still rare, learning French in elementary schools so that learning French at integrated islamic elementary school Ar-Raudhah is important to be developed and maximized, both in terms of developing students' abilities, as well as multimedia that can maximize the abilities possessed by students.

Research Method

This research uses a qualitative descriptive method that analyzes the needs of multimedia to improve speaking skill in French language based on student difficulties in improving the communication ability in French. This research was conducted at SDIT Ar-Raudhah, Bekasi. It was conducted in August 2021. This research activity includes research preparation, data collection and processing, and preparation of research reports.

The populations were the principal and two French teachers in Integrated Islamic Elementary School and also 60 students of third until sixth grade who were selected with sampling random method. Data collection techniques in this research were observation, interviews, and questionnaires. The result of this needs analysis were based on multimedia development in French learning. To obtain information in this needs assessment, the analysis process refers to the theory of Hutchinson and Waters about learning needs. Learning needs are how learners learn the language (Azizah et al., 2020).

There are five points in learning needs by Hutchinson and Waters ; 1) learners' motivation of learning the language. 2) the way they prefer to learn. 3) the available resources. 4) the time and place the course will take place. 5) the learners' personal information (Li, 2014). The five points are modified into four questions which include to the questionnaire given to the students. The questions are about the policy, the use, the difficulties, and the communication in French language.

Qualitative descriptive research was chosen with the aim of answering the problems that exist in the research in detail and clearly. The data obtained in this study were collected using observation, interview, and questionnaires. Triangulation is used to determine the relationship and equivalence of the data obtained in the research process. After that the data were analyzed using triangulation credibility test.

Results and Discussion

In development research, the initial step is to conduct a needs analysis, such as research on the development of French language learning multimedia, where the first step is to analyze needs based on the problems that occur. Needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of learners (Li, 2014). The needs analysis in

this study is based on the informations as the problems that exist in French learning at SDIT Ar-Raudhah for developing the multimedia to maximize students' speaking and communication skills using French.

The fact is that the enthusiasm of students at SDIT Ar-Raudhah towards learning French is very good. This is evidenced by the development of the French language since 2015 until now, where learning French was initially only an extracurricular activity and is now a compulsory subject whose assessment is also included in report cards. In addition, the participation of SDIT Ar-Raudhah students in the international DELF Prim test which is held by IFI every year. The development of children's ability to absorb foreign language skills is also in a maximum condition. Children can easily absorb new knowledge and children's ability to imitate is also very good if directed to learn foreign languages, so that their pronunciation can resemble native speakers.

The conditions supporting the development of French at SDIT Ar-Raudhah and also maximizing the ability of children to learn French are not in accordance with the conditions that occur in the field. Children learn French for only two hours of lessons per week, the learning media is not optimal, namely only in the form of textbooks and audio CDs, and the difficulty of children when they want to review material at home because parents do not understand and understand French. Circumstances that can hinder the maximization of children's ability to learn foreign languages and also the development of French at SDIT Ar-Raudhah require the right solution. One of the right solutions is the provision of multimedia that can be used by students not only at school but also at home, besides that parents can also learn French through the multimedia so that parents can participate in learning while supervising and guiding their children in French language learning.

Maximizing learning is not only the task of the teacher, but all elements such as the school environment, students, parents, teaching materials, and the facilities provided. One of the components is disturbed, it will definitely affect the other components which make the learning process not optimal. Therefore, there is a need for evaluation and development.

The condition of children who are in maximum condition or known as the Golden Age, especially in learning foreign languages should actually be an opportunity for every educational institution, especially at the elementary level to conduct foreign language learning, as has been done by SDIT Ar-Raudhah, Bekasi. Learning French has become a compulsory subject and is included in the SDIT Ar-Raudhah curriculum which is taught from grade one to grade six with material that has been adapted to the syllabus and the condition of the child. However, according to the results of an interview with the Principal of SDIT Ar-Raudhah, it is necessary to maximize the French language learning process. The enthusiasm of children to learn French is very high, the teacher is also very competent in teaching in the classroom by looking for interesting methods, but this is not balanced with the children's habituation in using French in the school environment and the absence of repetition of material carried out by students at home, so that learning French only at school with a learning time of only two hours of lessons or about one 60 to 70 minutes.

French is the third foreign language for students at SDIT Ar-Raudhah because before there was French, there was already English and Arabic which were also compulsory subjects at SDIT Ar-Raudhah. Although children's ability to learn foreign languages is in maximum condition, children still need a regular and continuous learning process to get maximum results. Language learning is related to the processes that occur when a child learns a second (foreign) language, of course, after acquiring the ability of his first language (Syahid, 2015).

French, like any other foreign language, has four focus competencies, namely listening, writing, reading and speaking. The correct implementation of French language

learning is learning that is not centered on one competency, but is able to develop the four linguistic potentials in the learning process. In developing the language learning process, the most important thing is not how smart the teacher is in the classroom, how smart the students' abilities are, or how advanced the teaching materials are, but rather on habituation as the practice of French language skills in everyday life. One of the efforts to make habituation in foreign languages is to form an institution in schools that has the task of being a supervisor in charge of supervising the use of foreign languages in the school environment and also creating and designing activities in schools with the aim that French must be used when communicating. As was done at Pondok Modern Darul Ma'rifat in a study conducted by (Jubaidah, 2015), where Darul Ma'rifat Modern Boarding School created an institution called LAC (Language Advisory Council) as a supervisory agency for the use of Arabic in the daily communication of students at Islamic boarding schools.

The habit of applying French in the school environment can help students to develop the ability to communicate using French in everyday life, but it is also able to increase their confidence in practicing French language skills. (Nikitina, 2011) explained that learning a foreign language that is applied in an environment will make the atmosphere of the environment more real, because students unconsciously learn while communicating and interacting using French, both with friends and with teachers. This will make students accustomed to communicating in French.

The results of interviews with French teachers and the principal of SDIT Ar-Raudhah stated that there was an activity that facilitated and forced students and the entire academic community at SDIT Ar-Raudhah to show their ability in French, the activity was "Language Month", where For one full month, communication used such as permission to go to the toilet, permission to sharpen, looking for a teacher in the teacher's room, greeting and other simple activities must use French. French teachers have attached vocabulary or sentences that must be used, making it easier for students and teachers to communicate. However, the foreign language taught at SDIT Ar-Raudhah is not only French, but Arabic and English, so the language month for French is held every three months. In addition, 90% of the teachers at SDIT Ar-Raudhah are not graduates of the French department and none of them have ever studied French, so when children try to use French in communication, other teachers cannot answer questions properly and correctly. Therefore, the intensity of the use of French in terms of simple communication between teachers and students has not run smoothly in the SDIT Ar-Raudhah environment, so it can be seen that the application of French in the SDIT Ar-Raudhah environment still needs to be improved and developed again.

The ineffective implementation of the use of French in the school environment can affect the enthusiasm of students as parties who are required to learn and understand French, but the surrounding environment is not fully supportive for students to be able to practice what they have learned and mastered in French class. Schools must be able to find good methods to apply so that all academics at SDIT Ar-Rudhah are willing and able to use the three foreign languages taught at SDIT Ar-Raudhah, namely French, English, and Arabic.
The Principal of SDIT Ar-Raudhah explained that teaching French for teachers had been carried out with the aim that SDIT Ar-Raudhah teachers could communicate with students in a simple way and apply it in class, such as when they wanted permission to go to the bathroom, or ask for other permissions. . However, the process did not run well because the teachers were busy in preparing lessons. This situation can indicate if the school does not understand the importance of environmental support around students in developing French language skills by making the habit of using the French language that they have learned in everyday life.

Schools as institutions should not only make an appeal that is shown to students or teachers in the use of French in their daily lives, but schools can make binding regulations for all academics at SDIT Ar-Raudhah regarding the use of foreign languages in the SDIT environment. Ar-Raudhah, both in French, English, and Arabic, so that sanctions can be made so that in the end these regulations are not taken lightly, both by students and teachers. Based on the results of interviews with French teachers at SDIT Ar-Raudhah that the media used in the French learning process are textbooks and exercise books called method and cahier. Method and Cahier contains materials and exercises used by students in the French language learning process and also as a reference used by students in communicating with each other. However, the method and cahier use French completely so that it makes it difficult for students to repeat or study it at home, or to practice their learning outcomes at school. Therefore, it is necessary to maximize the use of French by applying other media that are more interesting, according to the character of students and also able to motivate students to use French in the school environment, the media is referred to as multimedia. The development of multimedia in the French language learning process is strongly supported by the Principal of SDIT Ar-Raudhah, especially in developing students' speaking skills in French. Multimedia developed in French language learning must be considered properly, especially in the adjustment or selection of appropriate and appropriate media used by students at SDIT Ar-Raudhah, namely children.

Schools as policymakers should be able to make a policy whose ultimate goal is to develop the resources of everyone in the SDIT Ar-Raudhah environment. The policy to use foreign languages, both French, English, and Arabic, is very important because the three foreign languages are included in the report cards, so that linguistic practices carried out in the school environment can help improve the ability of students and teachers to communicate with French.

The following is Table 1 which shows whether students agree or disagree when schools apply regulations regarding the use of French in simple communication in the SDIT Ar-Raudhah environment. Table 1 shows that 60% of students agree with the implementation of the rules for the use of French in the school environment with the topic of daily conversation and this is one aspect of the assessment in learning French. There are 25% of students who are doubtful about the policies that will be enforced on the grounds that they see policies that previously did not work well. The rest, which is about 15%, argue that French is a new language in Indonesia and a language that is considered difficult, so that it will be difficult for students to communicate in French.

Tabel 1. Students' Opinions on the Policy for the Implementation of the French Language

Student Answers	Percentage (%)
Agree with the policies made by the school	60
Doubt with the policies made by the school	25
Totally disagree with the policies made by the school	15

The next table is Table 2 which shows the students' opinions on the use of French in the SDIT Ar-Raudhah environment. Table 2 shows that 50% of students find it difficult to carry out daily conversations using French. This is because the media used in learning French is very limited, which is only in the form of a package book called method and also a training book called cahier. Linguistic practices carried out outside the classroom are minimal and do not run optimally which makes the linguistic development of students also limited. There are only about 15% of students who do not find it difficult, one of the factors is support from

parents and the media provided by parents to develop language skills such as internet access and others.

Table 2. Students' Opinions Against the Use of French

Student Answers	Percentage (%)
Students find it difficult to carry out daily conversations using French	50
Students sometimes find it difficult to carry out daily conversations using French	35
Students it not difficult to carry out daily conversations using French	15

Table 3 shows that students find it difficult to carry out daily conversations using French because students do not fully understand French grammar, in addition to the language structure which is slightly different from English, vocabularies that need to be memorized and still habituation. very minimal so that students are not too accustomed to communicating using French. Students also feel that the difficulty comes from within themselves, because they are not confident in using French and are also afraid that there will do many mistakes in pronunciation.

Tabel 3. Students' Opinions Regarding French Language Difficulties

Student Answers	Percentage (%)
Students find it difficult to understand French grammar	75
Students sometimes feel insecure about their ability to use French	25

There are several factors that influence a person to find it difficult to communicate or learn a foreign language, one of which is French, as said by (Saepudin, 2018) that these factors are linguistic factors and psychological factors. Difficulties in terms of linguistic factors are caused by different structures and grammar from the foreign language that children usually learn or hear, namely English. Pronunciation in French is also in each word a difficulty in itself, because what is written is different from what should be said. In addition, when learning French, the learner must be able to know and also memorize the gender of every object, whether masculine or feminine. Furthermore, the difficulty of learning French in psychological factors can be caused by cognitive, affective abilities, and lack of confidence to practice French that has been learned in public, because French is still rarely heard or used in Indonesia. The factors above should be a consideration for schools to make a policy, activity or other agenda that can improve the ability of students to use French in the school environment, so that the success of learning French carried out at SDIT Ar-Raudhah can be said to be successful. and in accordance with the initial purpose of holding French language learning.

Children will dare to try to use French in their daily life depending on their passion and desire for French itself. As said by (Tiurma & Retnawati, 2014) that the high and low interest can be seen from the tendency and high enthusiasm or great desire for something. Schools can do several things that can increase the interest of students to want and dare to use French when communicating simply in the school environment. First, schools can provide information that students at SDIT Ar-Raudhah are lucky students because there are no formal schools at the elementary school level that apply French in the learning process so that students will feel proud which will eventually foster interest in their hearts. to be able to master French and practice it. Second, schools can paste words that must be said by students in various corners of the school, such as when they want to enter class or the teacher's room, there is a word or sentence that reads "Assalamu'alaykum Bonjour" on the door of the classroom or office. In addition, permission words such as wanting to go to the bathroom,

wanting to take out the trash and so on. Third, schools can make events or games together using a foreign language as a means of communication so that it can make children naturally want to use French and eliminate fear or embarrassment when practicing it. Fourth, schools can provide facilities in the form of multimedia in accordance with French, such as computer devices that can be used by students in searching for songs or pictures related to the French state so as to increase their enthusiasm and imagination towards French and French language. The next table is table 4 which shows the students' responses to the obstacles they face in learning French. The data obtained stated that only about 35% of the students dared to ask the French teacher when there was a problem in learning French or wanted to communicate using French. 50% of students choose to use Indonesian if they don't understand or don't know French from the sentences they want to say. The rest, which is around 15%, prefer silence and use sign language when they cannot use French in communicating in the school environment.

Tabel 4. Students' Opinions Against Obstacles in Communicating Using French

Student Answers	Percentage (%)
Students ask the teacher if there are sentences that they do not know or understand	35
Students prefer to use Indonesian if there are sentences that they do not know or understand	50
Students prefer to be silent or use sign language if there are sentences in French that they do not know or understand	15

SDIT Ar-Raudhah actually already has a library that contains several collections of books, both reading books and French learning books that can be used to improve French language development. However, the results of the study showed that about 80% of students at SDIT stated that French books in the SDIT Ar-Raudhah library had not been able to independently develop children to be able to communicate using French in everyday life, because students still found it difficult. to pronounce the sentences in the book and also the book does not completely use French which makes students find it difficult to interpret every meaning in the book. 15% of students feel that the books in the library are a little helpful in developing their ability to communicate in French, but only at the vocabulary stage. Existing learning books usually contain more vocabularies that students can memorize, but in communicating completely, students still need to ask the teacher. Furthermore, there are about 5% of students who feel that French books in the library can help develop their French language skills. The ability to communicate does not only refer to books but the willingness to speak and according to them books as a tool in increasing French vocabulary and to communicate is how we are able to apply it in everyday life.

The survey conducted on students showed that in general, students at SDIT Ar-Raudhah need other media besides textbooks or books in the SDIT Ar-Raudhah library to practice speaking or communicating skills in French. Students hope that the school can provide facilities in the form of various media and be able to develop their communication skills, because the variety of multimedia provided will facilitate the learning styles of each student who are also different from one another. (Deporter & Hernacki, 2010) explained that there are three modalities in learning styles, namely visual, auditory, and kinesthetic. Learning styles that are collaborated with French language learning multimedia can produce appropriate media and can be chosen by students according to their respective types or learning styles. The multimedia developed can be in the form of media that shows learning

videos in which it shows daily conversations so that students can understand the conditions of using sentences in French. In addition, by using videos, students can listen to how to pronounce the spoken sentence so that they can immediately practice it, not just reading in a book without knowing how to pronounce it. Audio can also be used to develop communication skills using French. Schools can use loudspeakers to teach how to ask permission in French and students can follow it, so students don't make mistakes. Kinesthetics can also be a learning media that can be applied. Schools can make an agenda for playing together where the simple communication in it uses French. Students must comply with these rules. The condition of students who are happy when playing even though they have to use French will make French learning opportunities enter their brains naturally because of the happy conditions they feel.

Before finally the school carried out media development with the aim of developing students' communication skills in French. Schools should understand what is meant by multimedia because multimedia is not just the number of media used in the learning process. (Trisniawati et al., 2021) Multimedia is a use of computers in which it is combined with images, videos, animations, audio and others and by combining tools and links so that it allows students to interact, navigate and also communicate in the learning process. Furthermore, (Suripno & Gafur, 2015) also explained that products are designed and developed by utilizing programs that use computer systems so that they are able to produce media that can help the learning process such as the availability of materials, exercises and other materials. Multimedia can also be collaborated with other development elements that can help the learning process become more leverage such as the use of audio, video, images, and others. The use of multimedia in French learning can help students to better understand the materials being taught because the material provided is not only in the form of writing or pictures, but is made even more interesting with video, audio, and other visualizations. Multimedia is also able to develop communication skills in students because they directly hear how the French they learn can be used to communicate with one another.

Multimedia that will be developed in French language learning should be multimedia that can directly interact with students. Multimedia should be made in accordance with the conditions of students, who in this study were children, so that when students use multimedia in the learning process, they will be more interested in listening, reading, doing the exercises provided. The appropriate use of multimedia can increase the learning interest. The students became highly motivated learners and active in their learning process and provided strong support and encouragement for educators to incorporate multimedia technology and constructivist learning into their classroom (Zaim, 2016)

In addition to materials that must be adapted to the conditions of students and also the language development of children. The multimedia developed should have exercises that can be used by teachers and schools in evaluating the achievements that have been achieved after students use the multimedia provided by the school. The evaluations carried out should also be made as attractive as possible, such as being done while playing or other interesting activities so that students do not feel that they are being evaluated and assessed.

Conclusion

The results of the research that have been carried out and also the discussion show that students at SDIT Ar-Raudhah need multimedia development in the French language learning process. Interviews and open questionnaires conducted on students, teachers and also principals at SDIT Ar-Raudhah showed that the percentage of difficulties faced by students in developing speaking skills in French in SDIT Ar-Raudhah was very high. The questionnaire

conducted in this study showed that actually students at SDIT Ar-Raudhah agreed with the enactment of regulations so that French can be used in the school environment with the aim of being able to continue to develop their French language skills. However, this is constrained by the condition of students who still find it difficult to communicate using French, because French is still a very foreign language taught in Indonesia. In addition, there is still a sense of shame and lack of confidence to use French in public.

The media used in learning French are still very conventional, namely in the form of package books (methods) and also exercise books (cahier), so it is necessary to develop multimedia so that students can further develop their abilities in French. The use of media in the French language learning process at SDIT Ar-Raudhah is still very limited where students can only use media during learning or in the classroom because textbooks and exercise books use French so that it makes students feel difficult.

Recommendation

The results of the needs analysis for multimedia in French language learning can be used as a reference for both schools and language researchers in order to maximize the multimedia aspects of the foreign language learning process. The principal can also improve French learning facilities by providing a variety of media that can support the development of children's speaking skills in French, all while paying attention to needs of students both inside and outside the classroom.

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