DAILY SIMULATION CLASSES INTERIOR DESIGN AS A FRENCH LANGUAGE LEARNING METHOD AT INSTITUT FRANCAIS INDONESIA

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ABSTRACT

Language skills will become a must for Indonesian citizens who migrate to countries where not all of the population speak English, such as France. With several interests such as continuing their studies or careers, migrants can apply French in their daily lives with the aim of making it easier for them to live their daily lives there. Institut Francais Indonesia can act as a course institution that prepares immigrants to adapt first through language class programs. These classes will be designed with the concept of simulating everyday life in France, such as when they are in public places that require them to interact and master the French language. This also aims to avoid the risk of experiencing "Homesick" or "Lost In Translation" later and can make them as young people of the nation who quickly adapt and are independent. This study is carried out through an analytical process that focuses on the Role Play learning method and its application at the Institut Francais Indonesia. As a result, it is hoped that this design can be realized and continue to support language learning activities at the Francais Indonesia Institute in accordance with the company's initial vision, namely to increase academic mobility through cultural channels.

Keywords: *Culture, French, Interior, Language*

1. PREFACE

Institut Francais Indonesia or better known by the acronym IFI is an educational institution and also a French cultural center located on Jl. M.H. Thamrin No.20, Menteng, Central Jakarta 10350. As an institution that has 2 main roles, IFI has a vision to increase academic mobility through cultural channels.

Since its founding in 2012, the Indonesian Franchise Institute (IFI) has seen a connection between culture and language, where the two aspects are interrelated [1].

With an accumulation of 11,000 students who have come and studied, IFI continues to be consistent in providing language classes and scholarship programs directly from the French government in order to increase French and Indonesian cooperation in all fields, including education. In addition to increasing cooperation, IFI also has another vision, namely by encouraging cross-cultural exchanges and cooperation. Such as promoting the French language and the French higher education system [2].

As a foreign language course institution, interior design in every language class is an aspect that can have a big impact on the daily lives of students at IFI.

In these classes, learning activities can be in the form of individual discussions, group discussions, quizzes, exams and other self-competency evaluation activities.

Figure 1
Discussion Time at IFI

Source: *shorturl.at/duHM9*

However, the current learning method at IFI is considered to be less supportive of the maximum absorption of language knowledge for each student, especially at the Listening and Speaking stages (the ability to speak French contains sound emphasis and dragging [3].

On the other hand, the foreign language learning methods that have been applied have undergone several innovations related to modernism this century and can be classified into three types, namely [4];

1. Hearing aids (audio aids), via radio and cassette,
2. Visual aids (visual aids), through blackboards, flashcards, slides, etc.
3. Visual and hearing aids (audio-visual aids), through films and music.

So, some of these learning materials require concentration and a special approach for each student in practicing them. In other cases, students can understand 70% of the knowledge given in the first 10 minutes when class starts and only remember 20% of the learning material 10 minutes before class ends [5]. There is a famous quote from Benjamin Franklin that once said, "Tell me and I forget, teach me and I may remember, involve me and I learn.", it can be concluded that the involvement of every student will encourage them to more easily understand the material. learning and have a good impact on themselves so that they become active and competent individuals in the classroom.

So far, the classroom conditions at the Indonesian Institute of Francais (IFI) have been quite supportive for group discussions and question and answer sessions with teachers [6].

However, after being analyzed, the interior conditions of these classes can be maximized with a more interactive and complex display for the needs of students practicing their Speaking (speaking) and Listening (hearing skills).

Figure 2

Recent Class Condition at IFI

Source: *shorturl.at/oHMT1*

Role Play as A Learning Method

There is one learning method that has been commonly used in the classroom, namely Role Playing. Role Playing is a learning method Role playing simulation is a popular method for

active learning in an effort to facilitate student engagement and make the classroom environment more dynamic [5].

However, this method tends to be used more often in children aged 6-10 years to break up a tense, serious or boring class atmosphere for these students. Because students aged 6-10 learn faster and more effectively through the game method. Meanwhile, adolescent to adult students will be more familiar with learning methods through the use of their abstract minds [7].

Besides being able to be used at all ages, the Role Play method can also prepare students at the Institut Francais Indonesia (IFI) to adapt in a new environment by using a foreign language, namely French at IFI as an official French language course in Indonesia [8].

Figure 3

Portrait of Students doing Role Play in Class

Source: *https://i.ytimg.com/vi/KPPyyfgbnV8/ maxresdefault.jpg*

Its implementation at the Institut Francais Indonesia (IFI) as a French language course, can combine Role Play-based learning methods with language classes that are converted into simulation rooms to help them simulate their daily life in France.

Innovation of Role Play

After the realization of this method, of course this method requires several innovations over time. Role playing does sound unique for a foreign language learning method, but this method also has several drawbacks, such as the need for a high level of creativity, limited material presented and students feeling embarrassed, because they are not used to it [9].

The solutions found from these problems are to apply this method for a long period of time with various themes. These diverse themes can be reflected in language classes that are designed to vary in atmosphere. In design, language classes can change the atmosphere by changing wall elements, because walls are elements that have a big impact in creating the atmosphere of the room in the classroom. Its application to the interior design of the Institut Francais Indonesia can be seen in the depiction of the Design For Disassembly concept, which is inspired by the Dismantling concept which is commonly applied to the architectural field [10]. According to the Merriam Webster Dictionary [11], the word Dismantling comes from the word Dismantle which means To Disconnect Pieces of or in Indonesian it can be interpreted as the activity of dismantling. For example, by making one furniture that can have several functions. This action will have an important role in every class later.

Figure 4

Multifunction Couch

Source: *shorturl.at/eoGHS*

Other things that can be done is by the lighting design of each simulation class. One thing that surely elevates a lighting choice to "artful" is when it reveals truth, or meaning, or feeling, in an unobvious way – when it shows us something that we may otherwise have missed [12]. Each class can represent a different image that they want the students to see and observe for themselves. With the careful planning and placement of each lighting in different classes, it can help to make the properties to engage with the role player (students and teachers) easily and optimally.

By doing two things that has been explained, which are Disassemble method for furnitures and also the lighting design for each simulation classes, the activity of role play in Institut Francais Indonesia can be done by the students in order to learn French effectively, in the way they can learn while being creative and reflecting in different life simulations they will face later in France.

Figure 5
Emotion Process
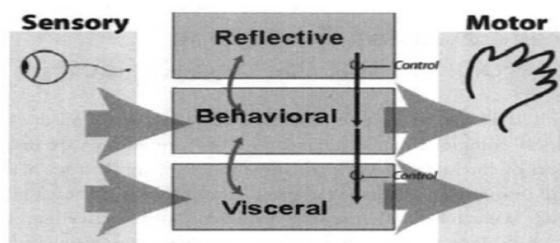

Source: *Emotional Design, 2003, pg. 22*

This activity will eventually create strong emotion inside the students. As the twenty-first century progressed, increasing importance was given to the sensorial, the experiential and the emotional and immersive faces of user Interactions [13].

2. RESEARCH METHOD
Journal work on "Interior Design Based on Daily Simulation Classes as a French Language Learning Method at the Indonesian Francais Institute" uses the design method initiated by Kilmer as a reference.

Figure 6
Designing Method
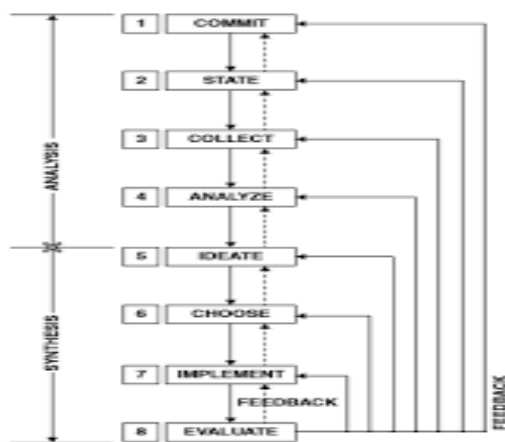
Source: *Rosemary and Otie Kilmer, 2014*

The following are the stages in working on this study in accordance with the reference to the Kilmer Method;
1. Determination of Title: The researcher chose the Institut Francais Indonesia with the background of wanting to review the interior conditions related to language classes at IFI.
2. Analysis: The analysis phase of conventional-based learning methods in general and its impact on IFI students.
3. Idea Development: Searching for several places (public facilities) that can be useful for IFI students who will later migrate to France and their realization in interior conditions.
4. Deciding on the Concept: The selection of themes per classroom and the theme of the entire area in IFI.
5. Design Implementation: Working on working drawings and construction of each classroom at IFI according to the initial concept.

Within this method, the interior design of classes at Institut Francais Indonesia will run optimally either for students or teachers.

3. RESULT AND DISCUSSION

Continuing from the previous background issue regarding the need for changes to the French language learning method at the Institut Francais Indonesia, the interior design role of each of these language classes can support and relate to the learning methods that will occur in these classes.
Through some of the facilities listed above, the language class program at the Institut Francais Indonesia (IFI) can be more innovative and prepare students to learn to adapt to the display of instructions and simulations of interaction in French and the general atmosphere of the environment in France.

Simulation Class I (The Pharmacy)
When entering this class, students will immediately position themselves as someone who wants to buy some medical equipment needs (medicine, vitamins, etc.) according to the scenario script that was distributed by the teacher before the simulation class started.
Figure 7
Class Simulation 1

Source: *Personal Archive*

Students will learn to know the types of health products and instructions in French. This class is categorized as a class with an easy difficulty level because the flow of the role-playing scenario will only test their ability in Reading (reading ability) in general.

Simulation Class II (The Bank)
When entering this class, students will immediately position themselves as someone who wants to take care of the need to open a new account according to the scenario script that was shared by the teacher before the simulation class started.

Figure 8
Class Simulation 2

Source: *Personal Archive*

This class is categorized as a class with a moderate level of difficulty because the flow of the role-playing scenario begins to test their abilities in Reading (reading ability), Speaking (speaking ability), Listening (hearing ability) and the bank administration system in France for immigrants to open bank accounts.

Simulation Class III (The Supermarket)
When entering this class, students will immediately position themselves as someone who wants to buy some daily necessities (canned food, drinks, household cleaners, personal care, etc.)

Figure 9
Class Simulation 3

Source: *Personal Archive*

This class is categorized as a class with an easy level of difficulty because the flow of the role-playing scenario begins to test their ability in Speaking (speaking ability) and Listening (hearing ability) with a single interlocutor, namely cashier / supermarket employee, Reading (reading ability) some product instructions and make payments.

Simulation Class IV (The Bakery)
When entering this class, students will immediately position themselves as someone who wants to buy some cakes and bread products for breakfast or dinner according to the scenario script that was distributed by the teacher before the simulation class started.

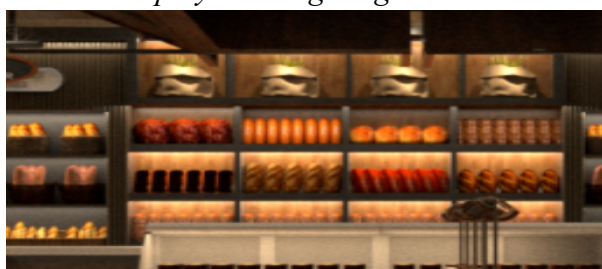**Figure 10**
Class Simulation 4

Source: *Personal Archive*

This class is categorized as a class with a difficult level of difficulty because the flow of the role-playing scenario will test their ability in Speaking (speaking ability), Listening (hearing ability) with a single interlocutor, namely cashier / shop employee, Reading (reading ability) some product instructions, make payments and negotiate in the form of question-and-answer conversations which will last longer and more complex than other communication activities.
Specifically in this class, lighting design plays an important role in representing each of the products, like various choices of French breads and pastries. This is done to help each student to recognize and test themselves about their knowledge of various French breads and pastries, which will lead them to the next level of French competence.

Figure 11
Product Display with Lighting in Class Simulation 4

Source: *Personal Archive*

Simulation Class V (The Fine Dining Restaurant)
When entering this class, students will immediately position themselves as someone who wants to eat Dine In at a Fine Dining restaurant according to the scenario script that was shared by the teacher before the simulation class started.

Figure 12

Class Simulation 5

Source: *Personal Archive*

This class is categorized as a class with a moderate level of difficulty because the plot of the role-playing scenario will begin to test their ability in Speaking (speaking ability) and Listening (listening ability) with a single interlocutor, namely a waiter or waitress / restaurant employee, Reading (reading ability) several instructions in the menu book and know the etiquette of eating.

Results of Disassembling Furniture
Wall
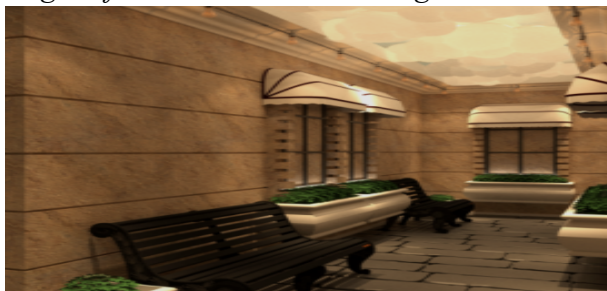**Figure 13**
Stages of Wall Panel Dismantling
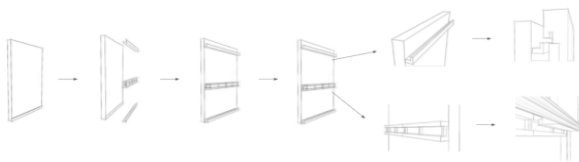
Source: *Personal Archive*

1. Placement of Plywood frames on 3 sides of the existing wall, in the upper, middle and lower areas to ensure the durability of the outer cladding partition.
2. Once installed, the outer cladding partition that has been designed according to the atmosphere of the room will have a connecting frame at the back which will be connected to the frame on the existing wall.
3. The construction of this wall assembly is interlocking, where each frame will lock the other frame and support it to be removed and installed in a horizontal position.

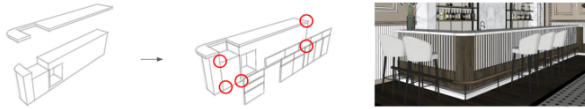**Figure 14**
Stages of Wall Panel Dismantling

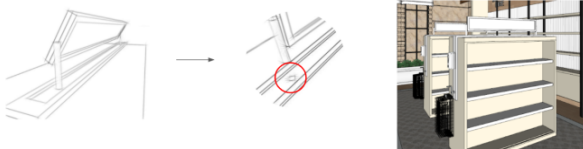**Source:** *Personal Archive*

Furniture
Figure 15
Disassembling Restaurant Class Furniture

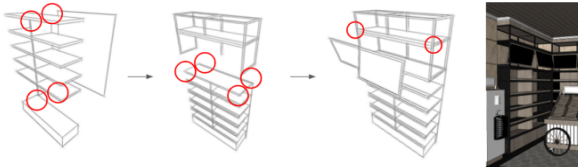**Source:** *Personal Archive*
Figure 16
Disassembling Pharmacy Class Furniture

Source: *Personal Archive*
Figure 17
Disassembling Supermarket Class Furniture

Source: *Personal Archive*
The following actions can be done through several construction methods, such as:

1. Velcro Tape
This velcro tape tool can be easily applied in small dimensions, suitable for some minimal furniture joints such as wooden elbows with other wooden elbows. With sufficient resilience, to support furniture in several simulation classes in order to display items as auxiliary properties.
Figure 18
Velcro Tape

Source: *shorturl.at/htN09*

2. Ultra-Thin Magnet
Similar to Velcro Tape, this tool functions as a stronger adhesive and can be connected to any material other than wood. The difference is, this tool has smaller dimensions and can be applied to smaller dimensions.
Figure 19
Thin Magnet

Source: *shorturl.at/hotEJ*

3. Button Magnet

This tool consists of two separate magnetic halves with a snap button-like shape. Generally used on the cover of a bag or purse. One of the parts protrudes and protrudes to reduce the risk of the magnet coming off.

Figure 20
Button Magnet

Source: *shorturl.at/npvJO*

4. CONCLUSIONS
After the Role-Playing method was applied in language classes at the Institut Francais Indonesia, a significant change has been seen from the interior appearance of the classroom to being more interactive and believed to be able to encourage students to involve or participate in class.
Furthermore, Students will get a different experience in learning a language. Where all of the following competencies (listening, reading, speaking and writing) will be fulfilled in this method according to a certain level of proficiency classification which will increase over time to further hone the creativity and abilities of each student.

5. ACKNOWLEDGEMENT

Finally, this study will not reach the final stage to the fullest without the involvement of every party, both individuals and related institutions, through citations and data sources that support each argument from this study.

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