SEMIOTIC APPROACH STUDY AN ATTEMPT TO IMPROVE FRENCH-TEXTS-ANALYZING LEARNING PROCESS

ABSTRACT

Understanding a text is a systematic process in order to comprehend the underlying information within a text source, both linguistically and extra-linguistically. Often, students experience problems in understanding a French text due to lack of basic knowledge of the language, the topic of the text, and the culture within the text. Knowledge of one's culture is needed in order to dig up more knowledge from the analyzed text implicitly. The aim of this study is to identify: 1) how important semiotic approach in contributing to learning process of analyzing French texts is; 2) how efficient semiotic approach within a learning process of analyzing French texts is; 3) advantages and disadvantages of semiotic approach compared to communicative approach in text-analyze learning process. The result of this study is expected to help students in understanding a French article thoroughly and overcome the difficulties faced using a learning process appropriate with a text-analyze learning model through semiotic approach. Besides, it is expected that this study can improve the quality of learning of *Etude de Textes I* and *II* courses in studying French language and culture at Indonesia University of Education (UPI). The research method used in this study is quasi-experimental method by giving pre-test, treatment, and post-test. The population is students of semester V majoring in French Education at UPI while the sample is students taking *Etude de Textes I* course having taken courses in *Civilisation Française* and *Histoire de France.* After analyzing the data, we found out that there was a significant improvement as for students' ability in analyzing texts when they had been given "treatment", *i.e.,* a model of learning to analyze texts using semiotic approach. This can be seen from the students' result whose average has increased by 6 points; with average pre-test score of 16.06 and average post-test of 22.06. Based on these results, we propose lecturers of *Etude de Textes* I in UPI to apply this semiotic approach learning process. As for students, we recommend them to get familiar with this approach, so that when they come to analyze any kind of texts, they will not be lost and they are not only able to understand what is written within the text but also to understand the message behind the text. Hence, their knowledge and sense of critique will be developed.