

Design and Development of a Thematic and Illustrated Indonesian-French Dictionary for Beginners

¹ Setia Rini, ² Tri Indri Hardini

¹ Universitas Lampung – Indonesia, ² Universitas Pendidikan Indonesia – Indonesia

RÉSUMÉ. La maîtrise du vocabulaire ou compétence lexicale joue un rôle important dans l'acquisition du langage. Cette présente étude vise à concevoir et développer un dictionnaire thématique et illustré indonésien-français pour contribuer à l'apprentissage de la langue française en Indonésie comme une solution aux difficultés lexicales des élèves. L'étude est menée selon la méthode R&D (Recherche et Développement) qui commence par la réalisation d'une analyse des besoins. L'étude a analysé les données de l'enquête et a appris que presque tous les étudiants ont des difficultés à maîtriser le vocabulaire et ont besoin de médias indépendants et innovants. Ainsi, la conception et le développement d'un dictionnaire thématique et illustré indonésien-français sont jugés nécessaires comme support d'apprentissage. La découverte montre que le dictionnaire développé peut être un solutionneur de problèmes pour les difficultés lexicales. Ce dictionnaire est également considéré comme attrayant et facile à utiliser. La faiblesse de ce dictionnaire est le nombre d'entrées moins étendues.

Mots-clés : *design, développement, dictionnaire, indonésien, français, illustré, thématique*

ABSTRACT. Mastering vocabulary or lexical competence plays an important role in language acquisition. This present study aims to design and develop a thematic and illustrated Indonesian-French dictionary to contribute to French language learning in Indonesia as one solution to students' lexical difficulties. The study is conducted using the R&D (Research and Development) method, which begins with conducting a needs analysis. The study analyzed the survey data and learned that almost all the students have difficulties mastering the vocabulary and need independent and innovative media. Thus, the design and development of a thematic and illustrated Indonesian-French dictionary are considered necessary as a learning medium. The finding shows that the dictionary developed can be a problem solver for lexical difficulties. This dictionary is also considered attractive and easy to use. The weakness of this dictionary is the number of less extensive entries.

Keywords: *design, development, dictionary, Indonesian, French, illustrated, thematic*

✉ auteur correspondant : setiarini99@yahoo.fr

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1. INTRODUCTION

The difficulty in learning a foreign language like French is because of various external or internal factors. According to the result of the preliminary study, we gain data that almost all students of French beginner-level FPBS UPI 82.4% students have difficulty in mastering vocabulary. Some reasons are the French vocabulary is too much and it is very different between the pronunciation and writing. Furthermore, it is because of the minimum number of Learning Media in French language, especially vocabulary.

Accordingly, we did the needs analysis to collect accurate data on the difficulty of the students and their needs in learning French, especially that related to the vocabulary of investigation. Moreover, the importance of mastering vocabulary by learning a foreign language is undeniable thing. Although the language was not the only factor to be able to master this foreign language, learners cannot just leave it away. As some examples of previous research connect with vocabulary such as: “*La prédiction automatisée de la difficulté lexicale en FLE*”, automated prediction of lexical difficulty FLE by Francois in 2016, “*Le rôle du vocabulaire actif dans le développement de la compétence lexicale, cas des élèves de 5^{ème} année primaire*”, the role of active vocabulary in the development of lexical competence, cases of 5th primary grade students by Bendjeddou in 2014, “*L’apprentissage du lexique à l’école : comment élargir et enrichir le lexique des élèves*”, the lexical learning in school: how to expand and enrich the vocabulary of students by Chardon in 2014 and “*Le rôle de la compétence lexicale dans le processus de lecture et l’interprétation des textes*”, the role of lexical competence in the process of reading and interpreting texts by Grossmann in 2012.

These examples showed us that vocabulary has a very important role in learning a foreign language. On the other hand, the use and role of the vocabulary are very wide. In all courses studied by students specifically, they need to master the vocabulary. More specifically, referring to the

four language skills, the role of vocabulary is very important. To listen, read, speak and write, students need a vocabulary. Therefore, the mastery of vocabulary is very important, especially for the beginner level so that they are able to understand what they listen to or what they read, and so they are able to speak or write in French. Furthermore, students also can balance it with mastering grammar, phonetics, and other factors.

Those examples were the reasons why we conducted this research. Through this research, we hoped to contribute a good solution to help students solve their problems. Moreover, the problems of this research are:

- 1) Is the thematic and illustrative Indonesian-French dictionary can be one of the solutions to solve the lexical difficulty students FLE beginner?
- 2) What are the advantages and disadvantages of the thematic and illustrative Indonesian-French dictionary for the students of FLE beginner?

To support the estimates and the realization of this research, we used and respected the theories of masters who are suitable. Moreover, the theory of the importance of mastering vocabulary or lexical competence as one of the parts of language proficiency is explained in detail in CECRL. Lexical competence is a skill or ability of a person using the vocabulary in a language. Then, referring to this research, we limit the type of vocabulary that we are discussing, it is only the simple vocabulary (CECRL, 2001, p. 88) that consists of an open lexicon (name, verb, adjective, the adverb) and closed lexicon (the names of days, months, quantity and measurement).

Also, in this research, we limited the vocabulary just to the beginner level (A1, A2) which is also explained in CECRL. Therefore, to know what vocabulary that students have beginners mastered, we explain in the following table.

Table 1. Vocabulary Scope

Vocabulary Scope	
A2	<i>Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.</i> Has sufficient vocabulary to conduct routine daily transactions in situations and on familiar topics.
	<i>Possède un vocabulaire suffisant pour satisfaire les besoins communicatifs élémentaires.</i> Has a sufficient vocabulary for basic communicative needs.
	<i>Possède un vocabulaire suffisant pour satisfaire les besoins primordiaux.</i> Have sufficient vocabulary for basic needs.
A1	<i>Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.</i> Has a very basic repertoire of isolated words and phrases related to particular concrete situations.

(CECRL, 2001, p. 88)

Furthermore, to deeper the understanding of specifications or conditions that must be mastered by novice learners,

bellows are the explanations according to CECRL (2001, p. 25-28).

Table 2. Common Skills Levels - Global Scale

Utilisateur élémentaire (débutant) Basic user (beginner)	A2	<i>Peut comprendre des phrases isolées et des expressions fréquemment utilisées en relation avec des domaines immédiats de priorité (par exemple, informations personnelles et familiales simples, achats, environnement proche, travail). Peut communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets familiers et habituels. Peut décrire avec des moyens simples sa formation, son environnement immédiat et évoquer des sujets qui correspondent à des besoins immédiats.</i> Able to understand sentences and frequently used expressions related to immediate priority areas (eg, personal information and simple family, shopping, local geography, employment). Able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Able to describe in simple terms their background, immediate environment and all that matters in areas of immediate needs.
	A1	<i>Peut comprendre et utiliser des expressions familières et quotidiennes ainsi que des énoncés très simples qui visent à satisfaire des besoins concrets. Peut se présenter quelqu'un et poser à une personne des questions la concernant – par exemple, sur son lieu d'habitation, ses relations, ce qui lui appartient, etc. – et peut répondre au même type de questions. Peut communiquer de façon simple si l'interlocuteur parle lentement et distinctement et se montre coopératif.</i> Able to understand and use familiar daily expressions and basic phrases aimed to express the satisfaction of concrete needs. Able to introduce someone and ask a person questions about themselves - for example, where they live, relationships, what belongs to them, etc. - And able to respond to the same type of questions. Able to communicate in a simple way provided by the other person in slowly and clearly and cooperative.

(CECRL, 2001, p. 25)

On the other side, there are classifications of vocabulary that need to be mastered by French learners are: 1) personal characterization, 2) house, 3) and home environment, 4) daily, 5) and recreational leave (recreation, hobbies and interests, radio and television, film, theater, concept, etc., museums, exhibitions, etc., intellectual and artistic research, sports, news), 6) trip 7) relationship other, 8) health and wellness, 9) education, 10) purchases 11) food and drink, 12) services, 13) places, 14) and 15 foreign language) time (weather) (CECRL, 2001, p.45). Accordingly, these themes really facilitate learners in mastering the vocabulary in the easiest and simplest way.

Although in fact, the difficulty in mastering the vocabulary often encountered by learners especially for beginner. In addition, there are many factors that cause this difficulty. Légende (1993, p. 371, in Itma, 2009, p. 4) explained that “*La difficulté d’apprentissage est peu précis en raison du manque de critères pour déterminer avec exactitude l’écart entre le potentiel intellectuel et les performances scolaires, en raison également des critères fluctuants qui servent à déterminer un ou des retards scolaires*”. Moreover, it can be said that the learning difficulty is not very accurate because of the lack of criteria for determining accurately the gap between the intellectual potential and school performance, also because of fluctuating criteria used to determine a school or delays. At the other side, referring to the lexical difficulty, Laniel (2005, p. 80, in Hamel dan Milicevic, p. 26) say that “*Les difficultés que rencontrent les apprenants lorsqu’ils ont à faire des choix lexicaux et les fréquentes erreurs qu’ils commettent sont fondamentalement dues à leur méconnaissance du système lexical de la langue cible*”. It means that the learners’ difficulties when they have to make choices and frequent lexical mistakes are fundamentally due to their lack of lexical system of the target language. Then, according to the above definitions, we concluded that the difficulty in relating to learning FLE beginners, especially lexical difficulty in this research, is an obstacle that makes learners difficult to control and enrich the lexicon or vocabulary, because of

ignorance lexicon or vocabulary of the target language. Accordingly, depending on the result of the analysis of needs, we offered a solution to solve this difficulty, it is the media and independent learning in the form of Indonesian-French dictionary thematic and illustrative.

Referring to the learning media, Cuq (2003, p. 163) gave his opinion that :

les rapports entre les médias et la didactique des langues sont constants et nombreux : tout d’abord parce que les médias peuvent servir à diffuser des contenus d’apprentissage de langue : méthodes télévisées, méthodes vidéo, cours radiophoniques, cours sur internet; ensuite parce que les satellites de transmission directe on permis de donner accès à des programmes authentiques français dans un grand nombre de pays du monde; enfin parce que les médias (presse, radio, télévision et maintenant e-médias) sont souvent abordés en tant que tels dans des enseignements pour développer chez les apprenants une compétence médiatique. Le dernier rapport est vraiment actualité aujourd’hui. C’est-à-dire dans le processus d’enseignement-d’apprentissage utilise souvent les médias pour supporter ces activités.

We can say that the relationship between the media and language teaching is constant and numerous: first because the media can be used to disseminate language learning content: TV methods, video methods, radio courses, and internet courses; then because the direct transmission satellites are possible to provide access to authentic French programs in many countries of the world. Finally, because the media (press, radio, television, and now e-media) are often addressed as such in lessons to develop the learners' media literacy. The final report is very relevant today. That is to say that the teaching-learning process often uses the media to support these activities. That is why it is very important to use learning media for learners to achieve their learning goals. Most importantly, we must develop interesting and innovative learning media to attract the attention of learners, for example, using pictures, colors, themes, etc.

Seguin (1989, in Lesage, 2015, p. 7) said that *“La visualisation est un facteur important dans la création d’un manuel, d’un livre, inclut d’un dictionnaire”*. It means that the visualization is an important factor in creating a manual, a book, including a dictionary. Furthermore, he added that :

l’un des facteurs qui ont contribué le plus à l’évolution du livre scolaire, depuis les dernières décennies, est sans aucun doute l’utilisation de l’illustration et de la couleur (indépendamment du fait que les techniques de composition et d’impression se sont considérablement améliorées). Les illustrations des manuels ont des objectifs précis. Pour les livres scolaires, elle supposent des apparences, des techniques et des styles variés (photos, dessins, schémas, etc.). de plus les choses concrètes sont mieux représentées par des illustrations. La descriptions physique d’un pays, la présentation d’animaux ou de plantes, de machines ou d’instruments, d’expériences de laboratoire, seront fidèlement et plus rapidement données par une carte, une photo, un dessin, un schéma qui apportent un support visuel aux textes de l’auteur.

It’s mean that one of the factors that contribute most to the evolution of the textbook, in recent decades, is undoubtedly the use of illustration and color (regardless of whether the composition techniques and printing have improved considerably). The illustrations of textbooks have specific goals. For school books, it assumes appearances, techniques, and styles (photos, drawings, diagrams, etc.). More concrete things are better represented by illustrations. The physical descriptions of a country, the presentation of animals or plants, machines or instruments, and laboratory experiments will faithfully and faster data by a map, a photo, a drawing, and a diagram that bring visual support to the author's texts.

Pasha et Kissi (2012, p. 1) also said that *“L’image a été toujours considérée comme un instrument privilégié du codage de l’information figurative se plaçant au centre des stratégies cognitives pour optimiser les conditions de réception et de mémorisation de cette information”*. The image was always regarded as a privileged instrument of the figurative coding information being placed in the center of cognitive strategies to optimize the conditions for receiving and storing this information. Therefore, images or illustrations really help students to learn and master the vocabulary simply and easily.

Color also has the important role to stimulate the students so they can learn in the fun way. Martin (1982, p. 53 in Soumia, 2009, p. 14) explain that *“La couleur peut exercer un rôle figuratif (la scène représentée se rapproche de la vie réelle), esthétique, psychologique et signifiant”*, the color can have a figurative role (the scene depicted approximates real life), aesthetic, psychological and meaning.

In addition, the elaboration of the learning media of the theme will facilitate students seeking the vocabulary that they need. So the use of thematic learning media is very important to support the students to master the vocabulary. Rey et al. (2011, p. 712) defined *“Thématique est quelque chose qui se relie à un thème”*, theme is something that connects to a theme. Furthermore, Fallery and Rodhain (2013, p. 9) explained that *“L’approche thématique c’est-à-dire grouper ou classer selon les catégories”*, the thematic approach is to say, group or sort by categories.

Unfortunately the thematic and illustrated bilingual Indonesian-French dictionary does not yet exist. There is only the general dictionary which offers only words or texts with very little illustration and color. Here are some Indonesian-French dictionaries today below.



<http://www.google.fr/imgres>

Image 1. Indonesian-French bilingual dictionary

To develop the dictionary, there are five important steps to do (Béjoint, 2014, p. 374-381, in FPBS proposals, 2015, p. 8, and UPN Veteran East Java), which are:

- 1) decide the design,
- 2) develop the corpus,
- 3) arrange the vocabulary alphabetically,
- 4) processing of entries,
- 5) complete the meaning or translation.

2. METHOD

The sample of this research was 34 students of the first level of the French Department of FPBS UPI. This research used a few instruments such as bibliographic study, lexicography, the investigation, testing, and grid assessment of the investigational product. While the research method used was the method of Research and Development (R & D). Sugiyono (2011, p. 407) explained the R&D method:

Metode penelitian yang digunakan untuk menghasilkan produk tertentu, dan menguji keefektifan produk tersebut. Untuk dapat menghasilkan produk tertentu digunakan penelitian yang bersifat analisis kebutuhan (digunakan metode survey atau kualitatif) dan untuk menguji keefektifan produk tersebut dapat berfungsi di masyarakat luas, maka diperlukan penelitian untuk menguji keefektifan produk tersebut.

The research method is used to produce a certain product and to test the effectiveness of its product. To create a certain product, it's necessary to use the need analysis research-based (survey or qualitative) and to test the

effectiveness of the product function in society, it needs research to test the effectiveness of its product. Sugiyono (2011, p. 409-419) added that there are ten steps in this method: 1) find the potential and problems, 2) collect the data, 3) design the product, 4) validate the design of the product, 5) review the product design, 6) examine the product, 7) review the product, 8) examine the product, 9) revise the product and 10) produce the final product. We also use descriptive and quantitative methods for analyzing data from this research.

3. RESULTS AND DISCUSSION

3.1 Needs analysis

The first result we gained was the result of the investigation for purposes of analysis or preliminary study. This questionnaire consisted of 15 about lexical difficulties and needs to solve. And according to the results of research, there were 28 students (82.4% / many students) had lexical difficulty. Furthermore, students need independent media that is innovating with images, colors, etc. Similarly, the students gave their very positive opinions referring to the elaboration of the Indonesian-French dictionary and thematic showed.

3.2 Making of dictionary

According to the research results, we then developed the dictionary as the solution we proposed to solve the problems of students. Specifically, this dictionary was intended for beginners (A1/ A2). Again, this was because 16 students (47.1% / less than half) wanted the media supplemented by

images. Now, we explain the process of elaboration of the dictionary according to the theory.

- 1) Decide the design
Pocket dictionary, Indonesian-French, thematic and illustrative. The

dictionary is completed with pictures and colors and organized by themes. In addition, the dictionary contains only the vocabulary for the beginner level (A1 / A2). The cover of this dictionary is as follows.



Image 2. The cover of the dictionary

- 2) Develop the corpus
The dictionary consists of eight themes principals according to CECRL and 52 sub-themes. While the total vocabularies are 1585. The corpus of the dictionary are: 1) personal identity: the figure, the human body, nature, nationality, introduce, 2) family life: family activities, family members, household items, utensils, cooking utensils, the necessary makeup, bath amenities, 3) daily life: leisure activities, daily activities, shopping accessories, fruits, clothes, vegetables, month name, day, season, time, 4) the school life: school activities, the book party, school items, tools in the classroom, school facilities, punctuation, level of education, 5) the hobby: cooking activities, musical instruments, quantity, food, drink, sports, flavor,

color, 6) the holidays: spend the holidays, animals, tourism type of vacation needs, beach holiday or sea, places to stay, tourist spots, 7) work: work activities, office, profession et 8) public services: transportation, directions, and positions, in the streets, places of worship, places of public.

- 3) Organize vocabulary alphabetically
In this step, we organized all the vocabulary alphabetically using the application of the computer. We also completed the dictionary with the phonetics for each vocabulary using the site <http://www.wordreference.com/fr/French-Pronunciation.aspx>. In addition, we also translated the Indonesian to French vocabulary by the Indonesian-French dictionary (Labrousse).

Identitas diri (identité personnelle, n.f)* thème
Angka (chiffre, n.m)*sous-thème
Delapan – huit [ˈtʃi(t)] adj.num.car.*vocabulaire
Delapan belas – dix-huit [diztʃit] adj.num.car.
Delapan puluh – quatre-vingt [katrəvẽ] adj.num.car.
Delapan puluh dua – quatre-vingt-deux [katrəvẽdʊ] adj.num.car.
Dua – deux [dʊ] adj.num.car.

Image 3. Organization of vocabulary alphabetically

4) Processing of entries

We evaluated all entries in the dictionary and we put out the vocabularies that were not appropriate.

We completed the dictionary with self-composed phrases. As for the images, we used pictures from the internet. So we proposed the presentation of this dictionary.

5) Giving the example sentences, pictures, and colors

KEHIDUPAN KELUARGA (VIE FAMILIALE, n.f)
Aktivitas keluarga (activité familiale, n.f)

Berbelanja – faire des courses [fɛr de kurs] v.tr. Au weekend, ma famille fait des courses ensemble. Setiap akhir pekan, keluarga saya berbelanja bersama. 

Berdiskusi – discuter [diskyte] v.tr. S'il y a un problème, le père demande toujours à les enfants de discuter. Jika ada masalah, ayah selalu menyuruh anak-anak untuk berdiskusi. 

Beres-beres rumah – faire le ménage [fɛr l menaʒ] v.intr. La mère fait toujours le ménage. Ibu selalu beres-beres rumah. 

Berkebun – jardiner [ʒardine] v.intr. Mon grand-père aime jardiner au matin. Kakek saya suka berkebun setiap pagi. 

Berlibur – passer les vacances [pase le vakõs] v.intr. Chaque dimanche, ma famille passe les vacances. Setiap Minggu, keluarga saya berlibur. 

Bermain – jouer [ʒwe] v.tr. Ma petite sœur et moi jouent aux poupées ensemble. Adik perempuan saya dan saya bermain boneka bersama. 

Image 4. The presentation of the dictionary

3.3. Examination of the dictionary

We did twice examination of the product, the original dictionary and the dictionary revised after the first examination. According to the results of all examinations, we then revised the dictionary. Before we showed the difference between the dictionary before and after the revision, we explained that for the first examination of the dictionary,

we used the test and investigation. And then, we reviewed and revised the dictionary according to the results of the first examination. Consequently, we did the second examination by the assessment grid of the dictionary. In the assessment grid, there was grading scale where the students could give their notes to the revised dictionary.

Briefly, 88.2% of students said that the dictionary is very easy and convenient to use. In addition, 91.2% of students believed that the dictionary is very interesting to use. In addition, almost 100% of students felt they were really aided in this dictionary. The contents of the dictionary are suitable for beginners (76.5%). The theme and sub-theme facilitate the students to search the vocabulary (82.4%). Phonetics also facilitates properly pronounce (52.9%). While data sentences are simple and easy to understand (94.1%). The illustrations facilitate their easy-to-remember (73.5%). Colors easy to use the dictionary (73.5%). Then, this dictionary is the solution to solve the lexical difficulty (100%).

While the disadvantage of the dictionary according to the students are: the

presentation of the dictionary as typography, spacing, letter size and images. Even the students wanted the conjugation table in this dictionary. And the advantage of the dictionary according to the opinions of students are: the dictionary gives a lot of utility to students, the dictionary is very interesting, easy to use, and very simple. And then the average value of the dictionary according to the students is 83.6 out of 100.

3.4. Revision of dictionnaire

Based on the research results we then revised the dictionary. To understand the process of this revision we show below the difference between before and after the revision of the dictionary.







DAFTAR ISI KAMUS	
IDENTITAS DIRI (IDENTITÉ PERSONNELLE, n.f)	
Angka (chiffre, n.m)	1
Bagian-bagian tubuh (corps humain, n.m)	3
Karakter (caractère, n.f)	6
Kewarganegaraan (nationalité, n.f)	8
Memperkenalkan diri (se présenter, v.tr)	14
KEHIDUPAN KELUARGA (VIE FAMILIALE, n.f)	
Aktivitas keluarga (activité familiale, n.f)	17
Anggota keluarga (membre de famille, n.m)	18
Bagian-bagian rumah (pièce de maison, n.f)	20
Perabot rumah (ustensile, n.m)	22
Peralatan dapur (ustensile de cuisine, n.m.pl)	25
Perlengkapan dandan (nécessaire de maquillage, n.m)	28
Perlengkapan mandi (équipement de bain, n.m)	29

Before

DAFTAR ISI KAMUS TABLE DE MATIÈRE	
IDENTITAS DIRI (IDENTITÉ PERSONNELLE, n.f).....1	
	
Angka (chiffre, n.m)	1
Bagian-bagian tubuh (corps humain, n.m)	3
Karakter (caractère, n.f)	6
Kewarganegaraan (nationalité, n.f)	8
Memperkenalkan diri (se présenter, v.tr)	14
KEHIDUPAN KELUARGA (VIE FAMILIALE, n.f).....17	
	
Aktivitas keluarga (activité familiale, n.f)	17
Anggota keluarga (membre de famille, n.m)	18
Bagian-bagian rumah (pièce de maison, n.f)	20
Perabot rumah (ustensile, n.m)	22
Peralatan dapur (ustensile de cuisine, n.m.pl)	25
Perlengkapan dandan (nécessaire de maquillage, n.m)	28
Perlengkapan mandi (équipement de bain, n.m)	29

After

Image 5. The revision of the table of content

KEHIDUPAN SEHARI-HARI (VIE QUOTIDIENNE, n.f)	
Aktivitas di waktu luang (Activité de loisir, n.f)	
Berbelanja – faire des courses [fer de kours] v.intr. Faire des courses est une activité préférée pour toutes les femmes. Berbelanja adalah aktivitas favorit bagi semua kaum wanita.	
Berkebun – jardiner [zardine] v.intr. Mon père et ma mère jardinent quand je fais la cuisine avec ma sœur. Ayah dan ibuku berkebun ketika saya memasak dengan saudara perempuanku.	
Bermain – jouer [zwe] v.intr. Elle joue de la guitar en chante une chanson française. Dia bermain gitar dan menyanyi lagu Perancis.	
Berolahraga – faire du sport [fer dy spor] v.intr. Mon oncle préfère faire du sport que faire du voyage. Pamanku lebih suka berolahraga daripada berjalan-jalan.	
Bersepeda – faire du vélo [fer dy velo] v.intr. Ils font du vélo tout le dimanche matin. Mereka bersepeda setiap Minggu pagi.	
Internatan - naviguer sur internet [navige syr ètèrnet] v. Les jeunes aujourd'hui gaspillent leur temps pour naviguer sur internet. Anak-anak muda sekarang menghabiskan waktu mereka untuk internetan.	

Before

KEHIDUPAN SEHARI-HARI (VIE QUOTIDIENNE, n.f)	
Aktivitas di waktu luang (Activité de loisir, n.f)	
Berbelanja – faire des courses [fer de kours] v.intr. Faire des courses est une activité préférée pour toutes les femmes. Berbelanja adalah aktivitas favorit bagi semua kaum wanita.	
Berkebun – jardiner [zardine] v.intr. Mon père et ma mère jardinent quand je fais la cuisine avec ma sœur. Ayah dan ibuku berkebun ketika saya memasak dengan saudara perempuanku.	
Bermain – jouer [zwe] v.intr. Elle joue de la guitar en chante une chanson française. Dia bermain gitar dan menyanyi lagu Perancis.	

After

Image 6. The revision of the content of the dictionary

We also completed the dictionary with the table of conjugation table because there are many students want this content.

TABEL KONJUGASI (Table de Conjugaison, n.f)			
	Acheter (membeli)		
	Présent	Futur Proche	Futur Simple
Je	achète	vais acheter	achèterai
Tu	achètes	vas acheter	achèteras
Il/Elle/on	achète	va acheter	achètera
Nous	achetons	allons acheter	achèterons
Vous	achetez	allez acheter	achèterez
Ils/elles	achètent	vont acheter	achèteront
	Imparfait	Passé Composé	
Je	achetais	ai acheté	
Tu	achetais	as acheté	
Il/Elle/on	achetait	a acheté	
Nous	achetions	avons acheté	
Vous	achetiez	avez acheté	
Ils/elles	achetaient	ont acheté	

Image 7. The conjugation table

4. CONCLUSION

According to the results of the research and referring to the research problems, we can conclude that the Thematic and Illustrated Indonesian-French Dictionary can become the solution to solve the lexical difficulty (94.1%). Moreover, the dictionary is easy to use and understand; the dictionary is fascinating, applicable, practical, simple, and complete. Nevertheless, it also has some disadvantages, particularly the number of vocabulary entries that are less wide. This developed dictionary is expected to be implemented in French vocabulary learning in the Indonesian context.

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