The implementation of multiples intelligences theory on French teaching method for young learners age of 6-10 (Level A1 of Institut Français d'Indonésie)

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Abstract

The teaching method is one important aspect of the language skills of french language teaching. The method affects many things, one of which is the concentration level of children's learning in class. Therefore, of course, it is important to choose a teaching method that suits student needs. Unfortunately, at this time, language teachers tend to equate language teaching methods with language teaching methods for adults so that students who are at the vulnerable age are children (6 to 10 years). This teaching method for them is boring and results in a loss of concentration in their learning after 30 minutes of learning activities. Apparently, this is due to their different learning interests. This interest in learning is caused by a different type of intelligence called The Multiple Intelligences. This type of intelligence includes Linguistic Intelligence, Logical-Mathematical Intelligence, Visual Intelligence, Spatial Intelligence, Musical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalist Intelligence. The method used in teaching foreign languages, especially in french language, should cover various types of student intelligence so that they can produce french teaching methods that can maximize children's language skills. Regarding children's French language skills, the ability to emphasize here is speaking ability because at their age speaking ability is the dominant ability students use in communicating because they have not been able to carry out correspondence activities, therefore language teaching is focused on teaching speaking skills.

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Introduction

Language is a window to the world. Everyone can learn a language, including foreign languages. Starting from adults, the elderly and even early childhood. Various benefits can be felt if a child learns a foreign language. Reporting from the id.asianparents.com website, there are various benefits that children can get if a child is interested in learning foreign languages from an early age. Studies show that children who learn more than one language tend to be more creative and flexible in their thinking, children become good at listening and can introduce children to new cultures.

In linguistic institutions, from the point of view of the French language teacher, teaching French to children is not like teaching French to adults. Of course, there are various techniques needed to maximize language learning activities in children. Various learning media, techniques, methods and even approaches are pursued by the teachers, but still the teaching is considered less than optimal. During the learning process, children tend to be easily bored and easily distracted after the initial 30 minutes.

In fact, it is important for teachers to maximize student learning activities including the four main competencies in language learning, namely listening skills, reading skills, speaking skills and writing skills. As for children, learning French that is emphasized is speaking ability because everyday interactions in class really need this ability and the activities carried out are mostly useful for stimulating children's speaking skills.

The factors that have been described are a concern for French language teachers at the Institut Francais d'Indonesie. The teachers also realized that there are internal and external factors that affect the learning of French in children and the information processing process. One of the internal factors that are considered the most influential is the type of child's multiple intelligences or commonly called Multiple Intelligences. According to Gardner in (Denisa, 21010) the types of intelligence in humans are divided into types of Linguistic Intelligence, Logical-Mathematical Intelligence, Visual Intelligence, Spatial Intelligence, Musical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalist Intelligence. Often language teachers generalize language teaching methods in the classroom. In fact, it should be noted that students' abilities and types of intelligence are different. The similarity of teaching methods used by uniforming all types of intelligence often has an impact on the less than optimal development of language skills, especially in children who are in the golden period of language development. The impact felt was that children felt that the methods used were less varied, focused on teaching old grammar and paid less attention to different aspects of children's intelligence.

This study aims to identify the type of intelligence that appears in French language learners at the Institut Francais d'Indonesie and to reveal how this type of intelligence can affect the interest of French language learners in the French class at the Institut Francais d'Indonesie.

Method

This research was made with a qualitative approach, namely the case study method. Researchers used a questionnaire that was made in the form of a template that students would complete by drawing what they wanted. From the picture, researchers can identify the type of intelligence of each child according to Gardner's principle of multiple intelligences. In the next research phase, the teacher will find out which type of intelligence is dominant in the class and then after that the researcher will identify the ideal learning method to maximize students' abilities. This research will be conducted in a class of children at the Franais Indonesia Institute with 8 students ranging in age from 6-12 years. This research will last for one term with a duration of 3 months, with the implementation time of French language learning activities of 180 minutes per week, namely on Saturdays. The results of the questionnaire will be presented qualitatively in the study in order to get a descriptive picture of multiple intelligences in early French language learners.

Results and Discussion

Results

The theory of multiple intelligences is considered to be closely related to students' interest in learning activities. Therefore, ideally the French teacher knows the dominant type of intelligence in the class in order to find a suitable teaching method for their teaching in order to maximize students' abilities. Researchers describe several teaching methods that are considered ideal for each type of multiple intelligences, for exemple:

a. **Ideal Method for Logic-Mathematical Intelligence.**

Based on the criteria that have been described, the ideal method for the logico-mathematical type of intelligence is the method of teaching translation grammar. This method is considered to be used in a class where children with this type of intelligence dominate because it is related to the grammar method by memorizing and observing the existing grammar. This method is considered to be able to fully maximize children's language skills because children with the type of logico-mathematical intelligence have advantages in memorizing concepts.

b. **Ideal Method for Spatial Visual Intelligence.**

This type of intelligence is identical to the child's ability to digest learning material with the help of visual media. In this case, teachers can use teaching media in the form of flashcards, which are a series of cards used to make it easier for children to learn. This card contains pictures related to the material that will be taught that day. For example, if a teacher wants to teach material about telling daily activities, then flashcards can contain daily activities.

In addition, the method that can be used for this type of intelligence is the Somatic, Auditory, Visual, and Intellectual Method (SAVI). As a development of the audiovisual method, the SAVI method maximizes students' abilities by adding a fun learning experience for students as foreign language learners.

c. **Ideal Method for Linguistic Intelligence**

(Gardner, 2008) asserts that this type of intelligence emphasizes the ability to memorize grammar, the child's ability to express feelings and thoughts in the form of language, therefore, this ability is often associated with speaking and writing skills. Based on these considerations, the ideal teaching method is grammar translation. Teachers can focus on understanding vocabulary and grammar. If this method is deemed less effective because it is boring, especially for children aged 6-12 years, then the use of various interactive game activities can also be done to attract students' attention. In addition, language teachers can also use the method of competition between groups to maximize student interaction so that teaching in the classroom can take place in a fun way.

d. **Ideal Method for Interpersonal Intelligence**

Among all types of intelligence, interpersonal intelligence is the type of intelligence that is easiest to interact with fellow learners (Gardner, 2008) Therefore, to maximize this type of intelligence, French teachers should use a variety of activities that allow interaction. French teachers can use communicative teaching methods with Focus Group Discussion (FGD) techniques which allow students to interact and develop their communicative abilities. Various additional techniques can also be implemented, for example by asking students to carry out a dialogue in French according to the context of the material and the learning objectives to be achieved on that day, then asking their classmates to be able to provide comments on the dialogue performance of other friends. In addition, the class with the dominance of children with the type of interpersonal intelligence can more easily get to know each other. Therefore, teachers should be able to

facilitate this ability with various activities that increase interaction, such as word-stringing games, whispering and group activities to create various tasks.

e. Ideal Method for Intrapersonal Intelligence.

(Gardner, 2008) explained that this method is closely related to children's ability to know and control themselves. Therefore, the class with the dominance of this type of intelligence has the convenience of doing tasks with other people because one of the children with this type of intelligence is not easily offended and tends to be able to control themselves when various problems arise related to learning foreign languages. The ideal method can be a communicative teaching method with a technique similar to the type of interpersonal intelligence, namely Focus Group Discussion. The difference consists in the implementation of techniques for this type of intelligence focused on problem solving (Problem Solving). This technique is considered to be given to children on the grounds that children already have the ability to master themselves. This technique also aims to be able to develop another type of intelligence in children, namely the type of interpersonal intelligence.

f. The Ideal Method for Musical Intelligence Types

For language classes with the type of intelligence where children have their own abilities and love for music and sensitivity in remembering tones (Gardner, 2008), then the language teaching method using songs in the target language can be considered the most ideal teaching method. Songs can be used to enrich children's vocabulary and memorize grammatical concepts. With this method, children become more interested in the language teaching that we provide. The song can be transformed into an interactive game and fill in the gaps in the lyrics of a song in french.

g. The Ideal Method for Naturalist Intelligence Types

Based on the opinion (Gardner, 2008), this method is closely related to children's love for the environment, animals and plants. Therefore, the method that can be given is the audiovisual method by utilizing videos or images with natural backgrounds or by displaying animal figures in the video. This can be done during the pandemic where the teaching of French can only be done online. If the pandemic is over and classes can be carried out directly, then the French teacher can make classes in open spaces, for example in parks if there is one to make it easier for students to appreciate and enjoy what they like, so that French language learning can take place optimally.

Discussion

1. The Theory of Multiple Intelligences

Every human being is born with a different type of intelligence, this intelligence continues to develop over time, with the influence of the environment that continues to stimulate the intelligence. (Gardner, 2011) defines intelligence as a set of problem solving skills that enable individuals to solve genuine problems or difficulties that he encounters and when necessary, to create effective products and must also involve the potential to discover or create thereby laying the foundation for the acquisition of new knowledge. . Everyone basically has more than one type of intelligence. This is called multiple intelligences or Multiple Intelligences. Meanwhile (Amstrong, 2003) defines that Multiple Intelligences or Multiple Intelligences is the main intelligence benchmark used by the general public to view intelligence. Fraser and Gould in (Chen, 2007) Multiple intelligences continue to be developed today. Robert Sternberg developed the triarchal theory of intelligence, and Daniel Goleman identified emotional intelligence. Other authors, such as Pink and Wagner in (DeNevers, 2014) argue that success in the real world depends on more than just "school intelligence". I have also written about distributed intelligence - that is, the idea that intelligence is not limited to what is in a person's brain but involves all aspects of one's thoughts and feelings.

In addition, (Chen, 2007) adds that this definition places multiple intelligences differently from implied intelligence as demonstrated by formal tests that result in numerical assessments. Multiple intelligence tests are descriptive in nature which can explain in more detail the abilities in a child.

Broadly from (Gardner, 2013) classifies multiple intelligences into 8 categories, namely, linguistic intelligence, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal and naturalist intelligence.

a. Linguistic Intelligence

(Armstrong, 2003) explained that this type of intelligence is related to the effective use of words, either orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sound of language, the semantics or meaning of language, and the pragmatic dimension or practical use of language. Some of these uses include rhetoric (using language to convince others to take a certain action), mnemonics (using language to remember information), explanation (using language to inform), and metallic language (using language to talk about oneself).

In line with Armstrong, (Gardner, 2011) states that someone who has linguistic intelligence tends to have a sensitivity to the order between words the ability to follow grammatical rules. On a somewhat more sensory level, sensitivity to sound, rhythm, reflection, and the meter of words has the ability to make even poetry in a foreign language beautiful to hear. And sensitivity to different language functions has the potential to excite, persuade, stimulate, convey information, or simply to please.

b. Logical-mathematical Intelligence

It is the capacity to use numbers effectively (e.g. as a mathematician, tax accountant, or statistician) and to reason well (e.g. as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, causation), functions, and other related abstractions. The types of processes used in logical-mathematical intelligence services include categorization, classification, inference, generalization, calculation, and hypothesis testing.

c. Spatial Intelligence

(Gardner, 2013) states that this type of intelligence is related to understanding the visual-spatial world accurately (e.g. as a hunter, scout, or guide) and to transforming that perception (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. This includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in spatial matrices.

d. Kinesthetic Intelligence

This type of intelligence includes expertise in using one's whole body to express ideas and feelings (for example, as an actor, mime, athlete, or dancer) and the facility in using one's hands to produce or change things (for example, as a craftsman, sculptor, mechanic, or surgeon). This intelligence includes certain physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic abilities. (Gardner, 2013)

e. **Musical**

The ability to understand (e.g., as a music fan), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and the tone or tone color of a piece of music. A person can have a figural or "top-down" (global, intuitive) understanding of music, a formal or "bottom-up" (analytic, technical) understanding of music, or both. (Gardner, 2013)

f. **Interpersonal**

The ability to understand and make a difference in the moods, intentions, motivations, and feelings of others. This intelligence also includes sensitivity to facial expressions, voice, and movement; the capacity to distinguish different types of interpersonal cues; and the ability to respond effectively to those cues in a pragmatic way (eg, to influence a group of people to follow a particular course of action).

On the other hand, Gardner (2011) explained that someone who has the type of interpersonal intelligence is good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them. Usually, they are good at communicating verbally, skilled in nonverbal communication, can see situations from various perspectives, easily create positive relationships with others and can resolve conflicts in groups.

g. **Intrapersonal Intelligence**

Self-knowledge and the ability to act adaptively on a knowledge base. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.

h. **Naturalist Intelligence**

Students who have naturalist intelligence have expertise in the recognition and classification of various species, namely flora and fauna of the individual environment. This includes sensitivity to other natural phenomena (e.g., cloud formations, mountains, etc.)

2. **Language Teaching Method**

2.1. Understanding Language Teaching Methods

(Oradee, 2013) defines that the teaching method is a series of teaching plans that can be used to facilitate learning and student satisfaction. Different teaching methods can lead to different types of changes in learning outcomes. Teaching methods are many and varied and can be used in different ways, among others by considering the age of the students, the body or physical shape of the students, (capable or disabled students). Academic ability / intelligence of students, number of students and of course the type of curriculum discipline that recognizes the fact that certain teaching methods are much more suitable for some disciplines than others.

2.2. Different Types of Language Teaching Methods

a. **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) is an approach to language teaching that has defined many authors (Richards and Rodgers 2001; Rivers, 1987). According

to Richards, in the Dictionary of Language Teaching and Applied Linguistics defines CLT as "an approach to foreign language or second language teaching that emphasizes that the goal of language learning is communicative competence" (1992: 65). Other authors in this field have defined and characterized CLT in a variety of ways. In general, proponents of CLT go beyond teaching the grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence. The communicative approach is concerned with being unique to the individual needs of each learner. By making language relevant to the world rather than in the classroom, students can acquire the skills they want quickly and fun.

(Freeman, 2006) states that the Target Language is used both during communicative activities and for classroom management purposes. The students also learn from this classroom management exchange and realize that the target language is a vehicle for communication. CLT focuses and aims at communicative competence. Thus, enabling learners to use language in communicative situations to meet their real- life communication needs is a priority in CLT (Rodgers, Theodore, Jo, & John, 1999).

b. Natural Approach

Krashen and Terrell, as the originators of this approach see communication as the main function of language, and because their approach focuses on teaching communicative skills, they call the Natural Approach as compatible with the theory of learning through a communicative approach. The Natural Approach is similar to other communicative approaches currently being developed" (Krashen and Terrell, 1983). The Natural Approach holds the opinion that language acquisition in the classroom can run well if the interlocutor understands the message conveyed. Therefore, these two figures reject the previous language teaching method, namely the Audiolingual Method, which views grammar as the main component of language. Meanwhile, according to Krashen and Terrell (1983) the purpose of language learning is not only mastery of language skills, but can also be practiced in communicative situations that emphasize the role of language as a carrier of certain messages and meanings. Therefore, this learning method also emphasizes vocabulary mastery, not just grammar which is the only dominant aspect in learning.

In addition, Krashen and Terrell state that "language acquisition can only occur when people understand the message in the target language." But despite their purported communicative approach to language, they view language learning, like audiolingualists, as gradual mastery of language skills.

The Natural Approach learning method views that language consists of lexical items, structures, and messages. The emphasis of teaching is on meaning and message. The lexicon for perception and production is considered important in the construction and interpretation of messages. What you want to convey must be grammatically structured, and more complex messages involve more complex grammatical structures. Although they recognize such grammatical structures, Krashen and Terrell feel that grammatical structures do not require explicit analysis or attention by language teachers. So, the emphasis of learning material is on the ability to communicate as one of the natural factors that exist in a language.

c. Total Physical Response (TPR)

Richards (2006) defines Total Physical Response (TPR) as a language teaching method built around the coordination of speech and action; it tries to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as

well as language teaching procedures proposed by Harold and Dorothy Palmer in 1925. briefly consider this precedent for Total Physical Response.

Total Physical Response related to the "trace theory" of memory in psychology Katona in Richards (2006) states that the more often or more intensively memory connections are tracked, the stronger the memory association and the more likely it is. will be called back. Retracing may be verbal (eg, by rote repetition) and/or related to motor activity. Combined tracing activities, such as verbal exercises with motor activities, increase the likelihood of successful recall.

d. Audiovisual Method (Audiovisual Method)

Freeman (2001) defines the audiovisual teaching method as a teaching method that uses assistance in the form of audio learning media in the form of sound and visuals in the form of images. Audio visual aids help teachers to bring about significant changes in the classroom environment as well as in the teaching process. By using audio-visual aids in the classroom, teachers can present a topic both verbally and visually which greatly helps students to pay more attention in learning. (Wondimtegegen, 2020)

In this method, Abdullah (2014) students can make correlations between verbal and non-verbal problems as well as abstract and concrete. There are some abstract things in language that are difficult to explain verbally. However, teachers in primary schools were not interested in using teaching aids in language classes. The fact behind the curtain is a lack of experience, exposure, interest, motivation and facilities. Krashen (1987) shows the importance of motivation and self-confidence in every language learning, especially foreign language learning. Therefore, motivated students will learn better than those who are not motivated. Teachers have their own role in the communicative approach. According to Larsen Freeman (1986) teachers in communicative classes will find themselves speaking less and listening more as active facilitators of student learning.

To be able to encourage students' learning motivation, teachers can use audiovisual teaching methods that can integrate visuals with their use, it is necessary to create some interesting situations in the classroom where students can use various visual items. If verbal and visual materials are presented together, students can obtaininformation quickly. Mayer in Dolati, 2011) agrees that if the instruction given in classby the teacher uses words with visual aids, learning becomes faster. In addition, the most important thing is how a teacher can create various situations according to the learning materials taught in class. Although several types of situations are created by the teacher, a competent teacher can create situations spontaneously depending on thestudent's level, material and topic studied.

e. Grammar Translation Method

Richards in Mart (2013) states that the purpose of the grammatical translation method is to help students read and understand foreign language literature.This method is considered an efficient way to learn vocabulary and grammatical structures. By focusing on the grammar rules of the target language, students will recognize bilingual features that will make language learning easier. The important role of this method is to translate one language into another. In this method mastery of grammar rules and knowledge of vocabulary are emphasized; because of that. It is hoped that learning will be made easier.

On the other hand, Fish (2013) can communicate accurately, meaningfully, and appropriately the skills and practices needed by students are provided by

using thegrammatical translation method. Reading and writing are the main skills that studentsdevelop in this method; Moreover, the translation activities will give clarity to the students and they will have the opportunity for their understanding.

(Mart, 2013) added that the translation grammar method in the foreign language learning process can improve students' understanding. The Grammar-Translation method has been considered useful for students in mastering a second language because it enriches one's vocabulary, increases the number of figures of speech that can be used, develops interpretive skills, and through imitation the best. the author enables us to produce texts that are just as good, because translation forcesus to pay attention to details that would otherwise go unnoticed by the simple reader (Hell, 2009).

f. Metode Somatis, Auditori, Visual dan Intelektual

According to Meier, (Santoso, Anwar and Yarmi, 2020), The SAVI learning model is a learning model that combines physical movement with intellectual activity, and also involves all the five senses. The SAVI model stands for somatic, auditory, visual, and intellectual. Somatic or "somatic" in Greek is soma which means body. In this case, it means that during the learning process using the SAVI model, it involves physical movement or the student's body. Then auditory which means listening. The SAVI learning model involves students' sense of hearing in the learning process such as sounds, sounds and others. Furthermore, visual which has the meaning of sight.

(Santoso, Anwar and Yarmi, 2020) explain that The SAVI method invites students in the learning process to involve the sense of sight such as seeing an object, image and so on. And the last is intellectual, which means that through intelligence students learn to connect experiences and knowledge that students get through the process of hearing, seeing, and what students do emotionally, and intuitively to create new meanings for students themselves. Thus the SAVI model can accommodate all student learning styles such as visual, auditory and kinesthetic learning styles. Because it involves all the physical elements, this learning model makes students active and developing in the learning process.

2.3. Language Teaching Method For Kids

(Azizinezhad, 2017) states that in language learning, children begin to learn simple expressions. Broadly speaking, children learn the abstract rules of the language from which they listen, and they even learn phrases they have never heard before. It is very important that teachers not only get children to learn the language, but also encourage them to learn it in a positive way. Teaching English to Children is of particular concern. For this reason, in teaching English to children, there are several characteristics stated by Scott and

Lisbeth, in Azizinezhad (2017) Children aged 8-10 years can be considered mature enough in terms of the learning process; They have a certain point of view; They are able to describe the difference between fact and fiction; They are curious to ask questions; They believe in what is said and the real world to express and understand communication messages. They have different opinions about what they like and what they don't like; They are open to what is happening in the classroom and begin to question the teacher's decisions; and they can cooperate with each other and learn from others.

3. Utilization of Multiple Intelligences in Determining Appropriate Methods in Language Teaching

Joan (2014) states that Gardner's theory of multiple intelligences can be used for curriculum development, planning instructions, selection of course activities, and related assessment strategies. Teaching designed to help students develop their strengths can also trigger their confidence to develop areas they are not good at. Students' various learning preferences can be

addressed when instruction includes a variety of meaningful and appropriate methods, activities, and assessments.

Teachers as implementers of language learning activities in the classroom should understand the implications of the theory of multiple intelligences in classroom learning activities. Teachers in classes with the principle of multiple intelligences should be different from teachers in traditional classes. In a traditional classroom, teachers, while standing at the front of the class, write on the blackboard, ask students questions about the assigned reading, and wait while students finish their written work. Whereas in classrooms with the principle of multiple intelligences, while keeping in mind their educational goals, teachers are constantly changing their presentation methods from linguistics to spatial to musical and so on, often combining intelligence in creative ways (Taghdid, 2015)

In addition, to integrate multiple intelligences into the classroom, it is important to teach the subject matter through various activities and projects. Therefore, your classes should contain engaging activities that activate the various intellectual potentials of students. In addition, encourage students to work collaboratively as well as individually to promote their interpersonal and intrapersonal intelligence. Assessment should be integrated into learning. According to Gardner in Taghdid (2015) all students may have all nine intelligences. Teachers can enhance student learning and strengthen their intelligence by nurturing the entire spectrum of intelligence. Three types of classroom teaching strategies are conducive to nurturing the entire spectrum of intelligence: "presentations, simulations, and learning centers"

4. Theoretical Framework

From several theories that have been presented, the researcher synthesizes that multiple intelligences are a set of skills in a human being that enable individuals to solve problems or genuine difficulties that they encounter and, if necessary, to create effective products and must also involve the potential that exists within themselves. . Multiple intelligences can also refer to a child's interest in a field. In general, multiple intelligences are generally divided into 7 types of intelligence, namely visual-spatial intelligence related to images, color and direction orientation, logico-mathematical intelligence related to logic or concepts in every activity and mathematical calculations, musical which focuses on tone. and melodies, interpersonal relating to relationships with other people and how to understand the feelings of others, intrapersonal relating to the ability to understand oneself and control feelings, linguistics related to grammar, memorizing and writing as well as naturalist intelligence in the form of sensitivity to living things and natural.

All types of intelligence can have an effect on children's learning styles and interests. Interest is one of the factors that determine a child's success in learning something new, including language. In order to attract students' attention, the teacher should adjust the teaching method to the student's interest.

As for learning foreign languages, there are several methods of teaching foreign languages. The first is the communicative method or commonly referred to as Communicative Language Teaching. This method emphasizes the use of communicative activities such as dialogue, discussion and question and answer related to everyday life and requires the use of the target language. The second is the naturalist teaching method where language teaching emphasizes the nature of the language, namely meaning or message. The third is related to the audiovisual method, namely teaching using teaching media that stimulates students' hearing and vision in order to maximize their language skills. The fourth is Total Physical Response (TPR). This method puts forward physical activity in language teaching that stimulates students to be able to practice language skills in real life. The last method is the Grammar Translation Method which is related to grammar and translation as well as a drill system that helps students pronounce the target language accurately and memorize vocabulary. This study emphasizes the speaking ability of children because at the age of 6-12 years, speaking ability is a prominent ability and makes it easier for children to communicate.

The ability to speak itself is defined as a tool to express ideas with the aim of developing

oneself and existing creativity by carrying out various activities such as telling, describing, convincing, expressing opinions. The ability to speak is usually an interactive process in constructing meaning that involves the production, reception, and processing of information. In terms of form and meaning, it depends on the context in which a conversation takes place, the participants involved in communication, and the purpose of speaking itself which consists of three main competencies, namely linguistic competence, discourse competence, pragmatic competence and fluency.

There are specific assessment criteria for speaking skills that determine the success of a foreign language learner. In French, the criteria used are CECRL ((Le Cadre européen commun de référence pour les langues) which are generally classified into 4 levels in DELF (Diplôme d'Etudes en Langue Française) namely A1, A2, B1 and B2. there are 2 higher levels, namely C1 and C2 which are included in the DALF (Diplôme Approfondi en Langue Française) category.

Conclusion

In maximizing language skills in children, teachers need to pay attention to various aspects, one of the main ones is language teaching methods. From various articles as a reference source that examines multiple intelligences in English and Indonesian classes, the influence of teaching methods can be seen in many aspects, one of which is the level of concentration in children's learning in class. Unfortunately, at this time, language teachers tend to generalize language teaching methods with language teaching methods for adults so that students who are at the age range of children (6 to 10 years). This teaching method for them is boring and results in a loss of concentration in their learning after 30 minutes of learning activities. Apparently, this is due to their different learning interests. This interest in learning is caused by different types of intelligence called multiple intelligences or The Multiple Intelligences. This type of intelligence includes Linguistic Intelligence, Logical-Mathematical Intelligence, Visual Intelligence, Spatial Intelligence, Musical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalist Intelligence. Various articles that become references state that those used in teaching foreign languages, especially French, should cover various types of students' intelligence so that they can produce French teaching methods that can maximize children's language skills.

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