# IMPLEMENTATION OF TEACHING FRENCH AS A FOREIGN LANGUAGE BASED ON INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

## (Survey French Study Program in Indonesia)

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*Abstract:* Teaching French as a foreign language in Indonesia cannot be separated from the information technology role. Geographic limitation and lack of foreign native speakers on one hand can be solved by information technology improvement, hence the teaching situation of French as a foreign language does not face many obstacles. The problem is the role of teachers in the use of information and communication technology in communicating with learners. This research approach was a quantitative approach, while method was descriptive method to describe the characteristics of the population, namely obtain a description of implementation of ICT in teaching French as a foreign language in Indonesia. The population is students of French Study Program by using purposive sampling technique, with 300 students as samples. Research findings show that French Teaching involves the use of ICT, especially computer application that is used as a media to help students in mastering four language skills (listening, speaking, reading, and writing). From the research results, it can be seen that 8% of students always use ICT, 8% of students often use it, 43% of students sometimes use it, and 9% of students seldom use it. The remaining 10% of students stated that they never use ICT.

**Keywords:** ICT, Teaching French as a foreign language.

Teaching French as a foreign language in Indonesia has its own challenges. Not only the geographic problem that makes these two languages have many differences, but also the mobility of the French native speakers that are seldom found compare to countries in Europe or frank of on countries. Therefore, teachers deals with the imbalance by providing means of ICT that are able to create language situation that is almost the same or similar to the real situation. French teaching itself has been known in Indonesia since XIX century through secondary schools that are managed by the Dutch colonial government. Along with other European languages such as Dutch and German, French has become one of foreign languages that is known in teaching structure in secondary schools. The existence of French is even much more developed than German especially Dutch. At present, French has developed until university level. According to the data from the association of Indonesia and French Teachers (APFI), there are 12 big universities that have French Study Program both in the study of literature/humanities and the study of French asFLE foreign language, (*Association des Professeurs de Français d'Indonésie* (APFI) et

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Regarding research setting, Universitas Negeri Jakarta (UNJ) was chosen to represent the teaching type in the capital city and Universitas Negeri Semarang (UNNES) is the representative of universitites of areas outside the capital city. These two universities have the same pattern of students recruitment namely through national and independent joint students selection. Every year there are approximately 60 students who are accepted as university students. In 2016, the number of active students in UNJ is 230 and 241 in UNNES. The tenured lecturers in both universities are lecturers from Indonesia who have certificates in French language/literature field, either from Indonesia or overseas. UNJ has 10 tenured lecturers with FLE concentration and UNNES has 8 tenured lecturer with the same concentration. French native speakers in both universities are provided only when there is a cooperation with French embassy. So it is seen that the existence of French teaching institution in Indonesia feels less "French", when it is seen from geographic and cultural elements.

Then how do teachers create learning situation–with such limitations—hence French situation is still established? As we know, learning situation is very important in mastering foreign languages for university students. How to bridge the imbalances of real situation of French speech, culture, and native speaker? Will means of ICT be able to solve this problem? In addition to that, what means of communication are applied by the lecturers to university students to make the learning situation still connected?

Some communication definitions were proposed by communication experts; from those definitions it can be stated that communication is a message conveyance process from communicator to communicant resulting in common understanding of the message. Another definition of communication notion occurs in interaction between one party with the other parties.

In the context of language learning of French as a foreign language, the parties who interact are university students and lecturers. Interaction process of conveyance and receiving messages can occur through certain means or media. In cyber world, computer is used. Cyber world refers to the definition of worldwide electronic information network due to the existence of internet technology. Global interrelations between two or more computers enable people to exchange information. Thus, what is meant by communication in cyber world is the interaction of sending and receiving messages through means of internet network. Concerning the utilization of ICT in teaching French, Jean-Claude Bert in discussed it in details with very inter sting examples in teaching through this site http://www.univ-lehavre.fr/recherche/cirtai/lets/Bertin/experiences.htm. Meanwhile, the other researches regarding the Use of Information and Communication Technologies in Teaching French by Esmeralda

Kromidha and Elona Toro proves that ICT are certainly interesting solutions in the didactics of foreign languages for all the reasons mentioned above but it must be pointed out that ICT can not be used as a manual or language course book. In order for ICT to be more productive and not be transformed into a disadvantage, the teacher must think ahead of its use and should take the necessary didactic steps to use it as a teaching tool in class (2015). This finding was affirmed by Elżbieta Gajek Institute of Applied Linguistics, University of Warsaw, Poland, the research shows that the main ICT-related factors influencing regular use of ICT by teachers participating in international school projects are the following: comfortable access to technology, confidence in own ICT skills and perseverance in dealing with technical problems, willingness to use the Internet as a professional development tool and strong appreciation of the motivational role of international communication and collaboration of teenagers via ICT in order to make sense of learning. ICT for language learning research of French as a foreign language is also done by Nathalie Cazaux**,** Institute of Technology Blanchardstown (Ireland) and Odette Gabaudan, Dublin Institute of Technology (Ireland) (2016), Gamifying a French Grammar Corpus: The Transition from a Paper-Based to a Digital Learning Environment. This project presented involves the creation of an open educational resource (OER) for French grammar by creating a website, which hosts a corpus of grammar points that are explained in detail, and accompanied by numerous games, quizzes and activities that underpin the learning and practice of grammar http://conference. pixel-online.net/ICT4LL/.

Referring to the background that has been described, hence this research would like to find out to what extent lecturers create learning situation where French situation is still established including means of ICT that are able to bridge the imbalances of French teaching and means of communication applied by lecturers to bind language learning situation of French as a foregn language in Indonesia.

**METHOD**

The approach in this research is quantitative approach, while the research method used is a descriptive method to describe characteristics from the population, which is to obtain the description of the use of ICT as means of communication in teaching French as a foreign language in universities in Indonesia.

The population in this research is all students of French Education Study Program of Universitas Negeri Jakarta (UNJ) and Universitas Negeri Semarang (UNNES), Indonesia. Sample selection used is the purposive sampling technique. Samples in this research are 300 students associated with the formulation of research problems. The research instruments in quantitative data are in the form of a questionnaire voting data and documentation study, mean while the qualitative data are in the form of observation and interview sheets during learning to monitor French teaching process.

## RESULT AND DISCUSSION

This research discusses three matters, include (1) ICT that can bridge the imbalances of French teaching in Indonesia, (2) Communication applied by the lecturers to bind French learning situation, (3) and how lecturers create learning situation to make French situation is established.

### ICT in French Teaching

In addition to creating an atmosphere that is close to France, French teaching also involves the use of ICT, especially computer application that is used as a media to help university students in mastering four language skills (listening, speaking, reading, and writing) and French knowledge in depth.

In the diagram below, the ICT use level in French teaching can be seen.
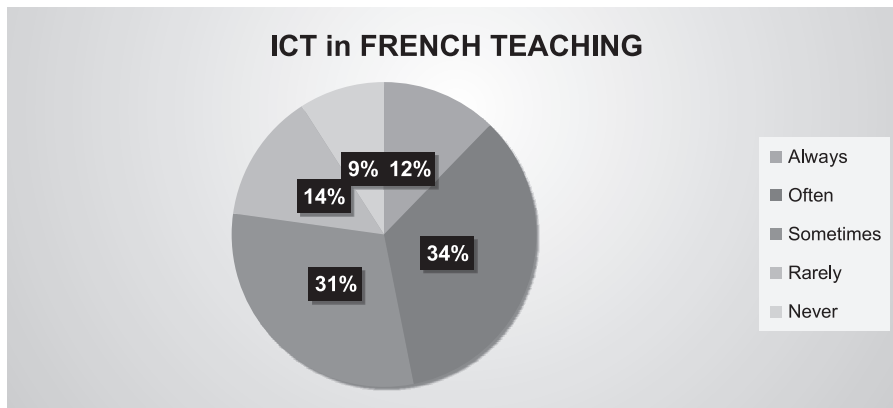


**Figure 1: ICT use in French Teaching**

From the diagram above, it is known that lecturers use ICT: (1) 12% of lecturers **always** use ICT, (2) 34% of lecturers **often** use ICT in French learning, (3) 31% of lecturers **sometimes** use ICT, (4) 14% of lecturers **seldom** use ICT, and 9% of lecturers **never** use ICT. Since 34% of lecturers often use ICT, hence the role of ICT is getting more significant; technology becomes the main means in making ease of every activity by applying learning based on information and communication technology. In order to make objectives achieved it would require several conditions, namely: availability of infrastructures that support ICT-based learning, lecturers should have access for digital technology and internet; availability of good quality learning materials and support for the ICT-based such as E-learning; interactive learning; lecturers have knowledge and skills in using digital sources and tools; and availability of enough fund for procurement and maintenance of ICT facilities.

Other findings in the use of ICT, which are considered important in this research are (1) regarding the preferences of university students on learning with ICT and

(2) the use of ICT for university students. From the research results, it can be seen that 8% of university students always use ICT, 8% of them often use it, 43% of them sometimes use it, and 9% of them seldom use it. The remaining 10% stated that they never use ICT.
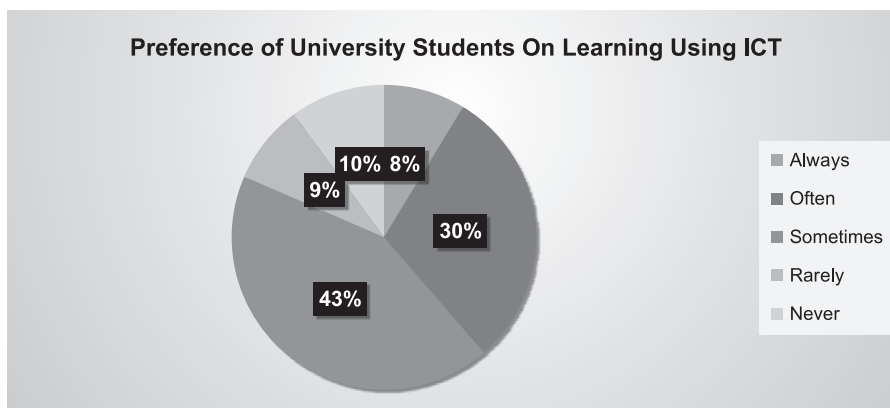


**Preference of University Students On Learning Using ICT**

Legend:
- Always
- Often
- Sometimes
- Rarely
- Never

(10%, 8%, 30%, 43%, 9%)

**Figure 2: Preference of University Students on Learning using ICT**

In the process of teaching French as a foreign language in Indonesia, one of the important principles of teaching is meaningful learning. The important essence of meaningful learning is learning activity in the class, which is like a fun life miniature that gives benefits to the real life. Internet is a source of learning in introducing language and culture authentically.

Lecturers are facilitators in learning and demanded to always be innovative in the learning success process include using media and technology that suit the needs of university students and specifications of the lectures. The research findings show that lecturers who use ICT usually related with sophisticated French material development, which later continued in its conveyance in classroom using ICT media. For example in the class of listening (compréhensionorale) and speaking (production orale), lecturers always provide recordings either audio or visual audio to give learning experience that is close to reality. However, the existence of ICT is especially in the Traduction and TICE (*Technologie Information Communication pour Education*) lectures. The research findings are in accordance with what stated by Nathalie Hirschsprung; she said that ICT is an important means for teaching French as a foreign language (Français Langue Etrangère/FLE) hence it will give positive impacts on the skills development of French as a foreign language (2005).

The use of ICT by lecturers is for searching either texts, pictures, audios, videos, films, and interactive programs. Lectures that use ICT in the learning process are *Reception Orale* (Listening)*, Production Orale* (Speaking)*, Littérature Française,*

*Civilisation Française, Français pour Objectifs Spesifiques, Maîtrise de Langue,* and Research Methodology. Especially for Traduction lecture, by having translation machines, university students can easily translate Indonesian texts to French. The revolution of this translation machine software even allows us to no longer write texts in the text page, just need to copy and paste the text that will be translated. Students can translate many pages of a text only in seconds or minutes. Even there are some translation machines, such as *Freelang* or *Ginger*, that are equipped by optional scientific fields feature, such as linguistic, literature, or science; which enable the machine to translate text with choice of words in accordance with certain scientific fields. This of course makes the teaching process activity of Traduction lecture needs to be carried out cautiously on the translation results, especially the grammar and diction choice of French.

Unfortunately in this research, it is still found that 10% of university students never use ICT in enriching their knowledge in French learning and it is still found that 9% of lecturers never use ICT; hence the learning process never uses ICT facilities. Why there are still lecturers and students who never use ICT? It can be due to internal factors, such as university students do not have any skills related to information technology, or they feel that ICT is not useful, or they are reluctant to use ICT or even feel threatened by using information technology. These problems are later known as digital divide.

**Communication is French Learning Situation Binder**

In this section, the researchers noticed that apart from the situation which supports the learning atmosphere and means of ICT in teaching, one important thing in this internet era is means of communication. The most revolutionary and influential of the existance of means of ICT in learning foreign languages, such as French in Indonesia is smartphone. This communication tool becomes so familiar in the hands of the learners and teachers due to the multi functions offered. Besides being used to call, mobile phones can connect learners with the outside world by using internet connection, hence mobile phones can be means of messaging communication and also social media.

In the survey that was conducted, it was found that 90% of students have used mobile phones that are connected to the internet. Almost 100% of the total number fill the mobile phone with some social media applications such as Facebook, WhatsApp, Twitter, and BBM. The advantage of using social media is seen from the communication among students and lecturers with students, which is getting easier. Several group facilities are also used by lecturers to share notes, tasks, links on the Internet for learning and among the students themselves. But the disadvantage of this media, if it is not managed wisely it can break the concentration due to the content shared, which is often outside the learning topic; there are also many useless things posted.

Mobile phones also enable university students to play song, film, or recording of conversation audio, French mono log. The number of audio visual occupies the top spot in the student's access on their mobile phones. Meanwhile from the number of respondents who have smartphone, only 60% of students fill the mobile phone with the learning application such as *Le Bon Mot French*, *Duolingo* and *Fun Easy Learn French* applications that can be used to learn while playing especially to learn linguistic competence and can practice reading and writing skills. *Le Conjugueur* and *French Dictionary* as references for practical dictionary option, *French Mawuood Academy* and *Learn French Bravolol* are more dominants to be supporting option for learning listening and speaking skills.

In the end, information technology provides ease in foreign language learning as long as the owners can control time and use it appropriately and wisely.

### Establishing French Learning Situation

Establishing a learning situation, which is approaching foreign speakers, requires careful planning from teachers. In addition to getting used to practice French in learning situation, the lecturers also condition the students to be able to interact in French with the lecturers and other students as well. Research findings show that lecturers use French as the language of instruction for all language skills in lectures. Outside the class, students are made to be used to communicate either directly or indirectly in French hence the students always feel that they get guidance and supervision from the lecturers. Furthermore, students also get used to communicate in academic and cultural events. In academic event, students make wall magazine media and booklet in French which the content and appearance consulted with lecturers. Mean while in cultural event, the two universities hold French Day event (*Le jour de la Francophonie*) every March in Indonesia. This event that has been waited by students provides various types of competitions such as giving speech, story writing and reading poetry, singing, secondary school quiz competition, and cooking competition with French menu. With this conditioning, learners feel that they have more "french" feeling; hence most respondents admit that it can improve motivation to study.

### CONCLUSION

Using communication and information technology in French teaching in Indonesia has its own challenges. Geographic problem and lack of French native speakers are handled by the teachers in three ways, include (1) establish a conducive learning situation; (2) use of means of ICT in teaching; and (3) use of means of communication effectively in order to bind the learning situation.

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