Information Communication Technology (ICT)
in Learning French as Foreign Language

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Abstract

Learning a foreign language is a learning process of a language that is used as the language of communication, but the language is only learned at school and is not used in daily communication. ICT-based learning concept of French as a foreign language is a transformation process from conventional education into digital form. ICT becomes a fundamental need in the process of learning French as a foreign language. Therefore, this study aims to determine how far information communication technology is used, especially computer, in Learning French as a Foreign Language. The research methodology used was descriptive method, survey type. Data was obtained from students at French Language Education Program, Faculty of Languages and Arts, State University of Jakarta, Indonesia. Research finding shows that teaching and learning skills of listening, speaking, reading, and writing is presented in the forms of text, picture, voice, animation, film, video, tape-recorder, and LCD either in classes or in language laboratories. In language laboratories, activity and development of every student is monitored by the lecturer in the control room. The technology of this language laboratory is developed based on 'stimulate-response' behavior pattern, a behavioral psychology theory which is applied in language teaching because this theory is believed that the students can practice fast hence they can master the target language while in the classroom tape-recorder or LCD are used. In fact the activities in language laboratory are boring because students face abstract experience, which the interaction with lecturers becomes minimum. All weaknesses is now changed to 'communicative approach' even to 'action-oriented approach'. Meanwhile, along with the information communication technology development, students use laptop and smartphone. Using laptop, at first Internet was only a facility of 'electronic mail' but it also encourages the students in a realistic and authentic situation, builds their critical thinking and communication skills, boosts their self confidence. In addition, Internet is used for accessing information to learn listening, speaking, reading, and writing. First, for listening, listening site needs to be found. Second, for speaking skill, there are several free applications, sites for pronunciation, vocabulary, and grammar of French. Third, for reading, as a tool to find reading material information without having to buy newspapers, magazines, books, etc. Forth, for writing, story writing can be an example; it is a program to make a story based on a series of pictures.

1. Introduction

Language is the main tool to communicate in people's life, either for the benefit of an individual or social environment. Meanwhile, learning is an activity process that is managed and arranged in some ways based on various aspects either related to learning nature concept aspect or provisions of formal judicial that regulate education implementation in general. Language learning is not just listening, receiving or absorbing information that is given by the lecturers. Learning foreign language is of course different than learning the mother tongue. Therefore, learning foreign language should reach the students fundamentally and should be interpreted as the students' personal activity in using their mind and conscience potentials either structured or unstructured to obtain knowledge, build attitudes and have foreign language skills that are being learned.

In Indonesia French is included as foreign languages because French is not used as daily communication language. In addition to formal schools, only several universities teach French. French language learning process starts from an individual in a classroom, then to be practiced together in campus environment. Hereafter students self-habit will be formed to practice it as a communication tool in the language user society [9]. Based on the statement above, hence it can be stated that the French language learning as a foreign language in Indonesia is a combination of several processes conducted through cooperation of lecturers and students.

In an effort to improve French language learning to be more interesting and fun for the students, it is necessary to have various learning innovations and fulfillment of adequate education facilities and

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infrastructures. A lecturer is required to be always innovative in improving French language learning. According to A.M Sardiman, learning motivation has a specific role in developing passion, feeling happy, having some spirits to study, and having a lot of energy to study hence motivating the students to study more diligently is very important. Someone who has high intelligence may fail due to lack of learning motivation. Learning result will be optimum if there is a proper motivation [1]. It is supported by a research regarding the Influence of ICT in English Language Learning viewed from Learning Motivation Aspect in *2015* by Mustamid, who describes the contribution of ICT project method application in English language learning in Senior High School; it can increase learning motivation [6]. ICT is defined as a technology that has supporting function of the conveyance process of information and communication. In line with the technology development, ICT with computer system and network support allows people not only to communicate by seeing the physical but also to hear the voice directly even though the parties who communicate are in different place. In addition to that, ICT has main functions such as to increase students' motivation, to prevent students from getting bored in enrolling a learning process and to improve the students understanding in French language learning in Indonesia. In connection with the current ICT development and the new problem that occurs, one of the problems is the fact that not all students and lecturers use ICT. The factors that cause the students and lecturers cannot adapt with the information technology are their different access and abilities. The research regarding the development of Information Technology (IT) in French language learning was conducted by Rohali in 2012. This research only discusses Information Technology in French Language; *Opportunity or Thread?* [8], therefore this research will explain how far the use of ICT in language learning process of French as a foreign language in Indonesia.

2. Methodology

The approach conducted in this research is quantitative approach, while the research method is descriptive research method; to describe the characteristic of the population, to get the overview of the use of ICT tool in language learning of French as foreign language in university, its application in maximizing students' French skills as well as the implications for lecturers in language teaching of French as a foreign language in Indonesia.

Population in the research is the entire 300 students of French Language Education Study Program. Samples selection is by using *purposive sampling* technique. Samples in this research are all the students who are related to the research problem formulation of the use of ICT in the language learning process of French as a foreign language in Indonesia. The research instrument is the research qualitative data in the form of polling data in questionnaire and documentation study. Meanwhile, qualitative data in the form of documentation in observation and interview sheet during the learning is to monitor the French language learning process.

3. Finding And Discussion

Research findings show that the students who use ICT in French language learning as a foreign language are as follows; 15,3% of students <u>always</u> use ICT, 33,7% of students <u>often</u> use ICT, 32,7% of students <u>sometimes</u> use ICT, 14,4% of students <u>seldom</u> use ICT, and 4% of students <u>never</u> use ICT. From the 15,3% of students always use smart phone and laptop hence they can improve the effectiveness and efficiency of French language learning. In addition to that, ICT in French language learning process can be applied to language skills such as learning of listening: listen to radio, listen to speech, listen to TV shows. In learning of writing, the example is writing journal or diary. In learning of speaking, it is conducted by communicating through Line, Whatsapp, SMS, or Email. And in learning of reading, it is by reading *E-book*, and sites. Referring to this research findings, the students who are always and often use ICT look more confident.

Meanwhile, in teaching French as a foreign language, a lecturer is demanded to always innovate in improving the language learning that is related to ICT [2], especially computer application that is used as a media to help the students in achieving skills of listening, speaking, reading, and writing; either the ones that have been connected to internet or the ones that are not. Findings about lecturers who use ICT in teaching French as a foreign language are as follows: (1) 12,5% of lecturers <u>always</u> use ICT, (2) 34,2% of lecturers <u>often</u> use ICT in French language learning, (3) 30,5% of lecturers <u>sometimes</u> use ICT, (4) 14% of lecturers <u>seldom</u> use ICT, and 8,8% of lecturers <u>never</u> use ICT. For 34,2% of lecturers who often use ICT, ICT role is getting more significant, which the technology becomes the main tool in making ease of every activity by applying learning that is based on information technology and communication [2]. To achive the goal, hence some requirements are necessary, include the availability of facilities and infrastructures that support ICT-based learning. Lecturers must have Access on digital technology and Internet; the availability of good quality and

supporting ICT-based learning materials such as e-Learning; interactive learning; lecturers give knowledge and skills in using the digital tools and sources; and the availability; and the availability of enough fund for ICT facilities provision and maintenance.

In the language learning process of French as a foreign language in Indonesia, one of the important teaching principals is the meaningfull learning. The important essence in meaningful learning is the learning activity in the class that is like a life miniature which is fun and give benefits to the real life [3]. Internet is a learning source in introducing language and culture authentically. Lecturers who become the facilitators in learning are required to always innovate for the success of learning process [4]. Including to use media and technology that meet the students' needs and specification of the lectures. Lectures that use ICT in teaching process are Reception Orale, Production Orale, Litterature Française, Civilisation Française, Français pour Objectifs Spesifiques, Maitrise de Langue, and Research Methodology. However, there is also something that needs to be worried about, regarding ICT, especially in Traduction lecture. By having translation tools, students can easily translate Indonesian texts to French texts. This revolution of translation machine software allows us no longer need to write text into text page, we just need to simply copy and paste the text that will be translated. Students can translate pages of text only in seconds or minutes. Even in some translation machines, such as Freelang or Ginger; those are equipped by disciplines optional feature, for example linguistic, literature, or science that allows the machine which translate text with words option that is in related to certain discipline. It certainly makes the teaching proces activity of Traduction needs to be conducted more carefully on the translation results, especially the French grammar arrangement.

Unfortunately, in this research it is still found that 4% of students <u>have never</u> used ICT. It is due to there is still 8,8% of lecturers who <u>have never</u> used ICT hence the teaching process has never used ICT facility at all. Furthermore, it can also due to internal factors, for example students do not have any skill regarding information technology, they think ICT is useless, they are lazy to use ICT, or even feel threatened by using information technology. This problem then is known as *digital divide*.

4. Conclusion

In the language learning process of French as a foreign language in Indonesia, the use of ICT is a positive response toward the development of information technology and communication. Therefore, the use of ICT in supporting French language learning is a must, not just to improve the effectiveness and learning quality. However, what more important is to improve the ICT mastery for the students' French language skills in technology era that keeps changing and developing. Communication process will run well when both parties who communicate have been given the knowledge of language and language skills. Vocabularies and grammar are two aspects that should be mastered by someone who wants to learn a foreign language, which consist of speaking skill, listening skill, writing skill, and reading skill. In addition to that, in the language learning process of French as a foreign language in Indonesia, it is better for the lecturers, in their lesson plans, to design the class that can make the students learn actively, to use ICT through a good understanding process, mastery of proper selection strategy, and the use of it creatively.

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