Students' Perception of UNJ'S French Language Study Program on the Use of IT Based Learning Media

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Abstract

This article is the result of initial research regarding the perceptions of students in the French language education study program (Prodi PBP) at UNJ regarding the use of information technology-based learning media. The aim of this research is to get an initial picture of students' perceptions of how lecturers use information technology-based learning media in the learning process. In 2023, students of the French language education study program are aged between 18-21 years or the children born between 2002-2005. This means that they belong to the Z generation, whose characteristics is digital native. Digital Native is the term for the generation that was born and grew up in a digital world, where they interact regularly with technology from an early age. The interaction of Z generation children with technology, especially information technology, has more or less influenced their learning behavior. Some research results show that learning behavior can affect learning outcomes. This situation should be known by lecturers in carrying out lecture activities. Lecture activities are a form of interaction between lecturers and students. Lecturers use various modes and learning media in carrying out the lecture process. Currently we recognize three modes that lecturers can use in carrying out lectures, for example: face-to-face mode, online mode, combination mode. Meanwhile, lecturers can choose various kinds of learning media according to the mode used in learning. There are many learning media that can be used, especially those that are developed according to technological advances or information technology-based learning media, such as: interactive multimedia, digital video and animation, podcasts, Augmented Reality (AR), Virtual Reality (VR). Considering that the students now are children of the Z generation and the learning method that is currently developing is an information technology-based learning method, the lecturer or teacher needs to understand how students perceive the use of information technology-based learning media in the learning process. In conducting research, a exploratory survey or exploratory survey method was used. The findings of this research include students' opinions regarding the time students spend using the internet which is very high, students' study habits using ICT are high, the benefits of ICT in helping students learn high subjects, the use of ICT by lecturers in learning is quite high. From the results of this research it can be concluded that in general students are very happy and like learning using ICT.

Keywords*: Generation z; digital native; information technology; learning media*

1. Introduction

We are currently in the 21st century or also known as the digital era. This digital era is marked by the rapid development of information and communication technology. The rapid development of information and communication technology has an impact on human life. People's lives in the digital era tend to rely on information and communication technology, including computers; Internet (websites, blogs and e-mail); Live broadcast technology (radio, television, and webcasting); broadcast technology (podcasts), audio and video players, and storage devices); Telephone (cable phone, cell phone, satellite, Visio or video conferencing) [1]. Some of these information and communication technology devices are well known and used massively by all levels of society.

In Indonesia, the use of cellphones and smartphones is the activity most people do, from morning to night. The use of mobile phones and smartphones is carried out by almost all groups with various needs, such as: giving news/news, shopping, services, work, study, entertainment, and others. So it is not surprising that almost all levels of society take advantage of all the conveniences provided by mobile devices and smartphones through the applications provided.

Nowadays it is very easy for us to find people doing activities using cellphones and smartphones, for example buying goods, getting services, doing office work, studying, and so on. Buying the items we want, we no longer need to go to the seller's place, we only need to search through the available applications, we can select and buy the items we want, then pay through the application. Likewise, to get services, we don't need to go to a service place. Find the information on cellphones and smartphones, then we select and make payments through the application.

Doing office work can also be done at home or outside the office through applications provided by each company/agency. Employees can come to the office if needed or need documents that are only available in the office.

Likewise, the learning process from elementary to tertiary level can be done online. Since the emergence of the Covid-19 outbreak, the learning process in schools and tertiary institutions has changed, from offline to online learning. Since then, learning modes and media have developed rapidly that make it possible to do it online to avoid the risk of being exposed to the Covid outbreak. Until now, finally online learning has become an option in carrying out learning activities, especially in tertiary institutions.

Research related to the use of ICT in the learning process has been carried out in various regions and countries. One of them is research conducted by Amposah and Stonier (2020) which states that the persistent application and development of ICT in the education system will have a significant impact on teaching and learning process, access to education, motivating learners, creating a conducive learning environment and improving academic performances [2]. Another study was conducted by Ghory and Ghafory (2021) whose results showed that It increases pupils' motivation to learn, Provides students with hectic schedules with the opportunity to work from home on their own timetable, Teach pupils new digital abilities that they may apply in the workplace afterwards, Reduce paper and photocopying expenses by supporting the "green revolution" idea [3]. Shah (2022) explained the results of the study that teachers' well-equipped preparation with ICT tools and facilities is one of the main factors in the success of technology-based teaching and learning [4]. Based on the three results of this study it can be understood that ICT has a good impact on the learning process.

The profile of UNJ PBP study program students who fall into the generation Z category compared to the profile of lecturers who fall into the baby boomer, generation x, and millennial generations, triggers the emergence of problems in the learning process. This happens because there are differences in behavior and attitudes between generations, especially between the baby boomer generation and generation z.

2. Literature Review

2.1. ICT

There are many ways to define what ICT is. However, this article only mentions a few. Pratt stated that the term is generally accepted to mean all devices, networking components, applications and systems that combined allow people and organizations (i.e., businesses, nonprofit agencies, governments and criminal enterprises) to interact in the digital world [5]. Meanwhile on the site https://unacademy.com/content/kerala-psc/study-material/science-technology/ict/ a comprehensive explanation regarding ICT was found. This term refers to communication activities that focus on integrated and integrated communication systems that include telephone lines, wireless signals and computers. It also includes all software, audio, visual, middleware and storage [6]. The components contained in ICT include: Software, Hardware, Cloud Computing, Transaction, Data, Internet, Communication Technologies.

ICT has gained an important place in the learning process. As explained by Chatterjee (2021) in an article entitled Importance of ICT in Education and Teaching-Learning process. This article explains that ICT in education has tremendous potential to serve and help people connected with the process and product of education in many ways. 1. ICT can bring the existing educational system in alignment with the knowledge-based, information-rich society by providing services of sophisticated tools, techniques and methods at its disposal. 2. The use of ICT can bring about a paradigm shift in traditional views and methods of teaching — the learning process. 3. ICT prepares teachers to meet the challenges of the teaching-learning task of modern age. It helps teachers in proper execution of their multi-dimensional responsibilities in various areas of education. 4. ICT can be beneficial not only to teachers for their own education and training but also to use it creatively to accelerate the educational growth of their students. 5. Schools or Students who have no access to computer devices such as PCs, laptops, tablets or smartphones can especially utilize ICT in the form of Radiobroadcasts and Telecasts. 7. In the case of students who have computer services in school with internet facilities, the amount of information available to them is immeasurable [7].

2.2. ICT in Language Teaching

ICT has also been widely used as a medium for language learning. Several research results show a study of ICT in language learning. For example Yunus, Lubis and Lin (2009) reported the results of their research that most of the students agreed that ICT has given help to them such as in enriching their vocabulary, better in using English to communicate in their daily conversation, improved their grammar, take greater control in their learning language and improve their writing skills, that the majority of the students were aware of the various benefits which ICT can provide in their language learning, that the majority of the students preferred using ICT in learning English as compared to the traditional method, because ICT can easily catch students' [8]. Houcine (2011) also explained the results of his research that ICT increases learners' motivation and thereby enhances personal commitment and engagement; ICT improves independent learning; Learners' collaboration and communication are more important; Learners' attainment and outcomes are improved [9]. Likewise Jayanthi and Kumar (2016) stated that ICTs are indispensable tools that facilitate the teaching and learning of English language.

The paper has pointed out how multimedia technologies such as the videodiscs, CD-ROMS, DVD, and power point projectors can be applied in the teaching of different aspects of English Language such as literature (plays, processes or poems), writing, vocabulary development and grammar. It has well highlighted how e-mail, websites and e-libraries can be utilized by teachers of English Language to facilitate teaching and learning [10]. From the three results of this study indicate that ICT with its various products can help the language learning process to be better.

2.3. ICT in Language Teaching

Generation Z are children born between 1995 and 2012. In 2023, they will be between 11 and 28 years old. Thus, currently many of them are currently studying at the elementary school level to university. There are several characteristics of this generation that teachers/educators need to understand. Tulgan (2013) found 5 (five) characteristics of generation Z, namely: 1) social media is the future, 2) human connections are more important than ever, 3) skill gaps, 4) global mindset, local reality, 5) infinite diversity [11]. In addition, there are advantages and disadvantages of this Z generation. The strengths of the Z generation are: extensive knowledge because of easy access to information, open to existing developments, highly motivated, able to carry out various activities at one time or, multitasking. tend to be more tolerant because they are open to everything, don't get complacent, have the desire to continue to grow. Meanwhile they include: tend to be individualistic and egocentric, do not focus on one thing, do not value process or are more interested in instant things, prioritize money more, emotions tend to be unstable, too dependent on technology. so it is difficult when faced with conventional things [12]. Regarding learning activities, the following matters need to be considered: 1) Think Digital in all assignments, assessments, activities; 2) Break content into short segments; 3) Make information graphical and bite size; 4) Rethink how you communicate; 5) Be relevant. 6) Respect the time of the Gen Z students; 7) Provide individualized instruction - think adaptive learning; 8) Use Social Media approaches to learning; 9) Set up students for a career; 10) Provide access to resources to help eliminate student loan debt [13].

3. Methodology

This research was conducted using a survey method. This research data is in the form of a questionnaire containing several questions. Questions in the questionnaire are created and selected based on theory as a reference. Students who filled out the questionnaire were students entering 2021, 2022 and 2023. To obtain research data, students answered 15 questionnaires: 1) In my opinion, the use of ICT in the lecture process can increase my motivation in learning French, 2) In my opinion, the use of ICT in the lecture process can increase my interest in learning French, 3) In my opinion, the use of ICT can help me find lecture material, 4) In my opinion, the use of ICT can help me practice independently learning French, 5) In my opinion, the use of ICT in the lecture process can create collaboration between friends in learning French, 6) In my opinion, the use of ICT in the lecture process can build communication between friends in learning French, 7) In my opinion, the use of ICT can enrich French vocabulary, 8) In my opinion, the use of ICT can help understand French grammar, 9) In my opinion, the use ICT can help me pronounce French words, 10) In my opinion, using ICT can help me write French words, 11) In my opinion, using ICT can help me express myself in French, 12) In my opinion, using ICT can help understand French culture. 13) In my opinion, lecturers need to use ICT in the lecture process, 14) In my opinion, French Language Education Study Program lecturers have used ICT in the lecture process, 15) In my opinion, I prefer the use of ICT in the lecture process compared to traditional methods. Each item was measured using a four-point Likert scale ranging from 1- Strongly Disagree, 2- Disagree, 3- Agree and 4- Strongly Agree. Descriptive statistics of percentages and mean scores were used in data analysis.

4. Results and Discussion

The questionnaire that was successfully collected from the Google form was 80 respondents. From the questionnaire that has been analyzed, the results are as follows:

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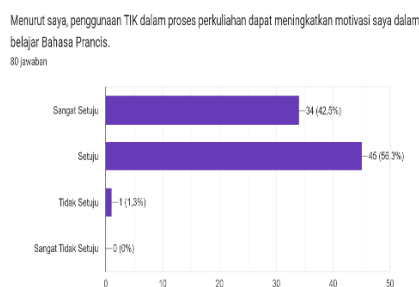
Fig. 1. In my opinion, the use of ICT in the lecture process can increase my motivation in learning French.

From the questions asked in chart 1, it was found that 34 students (42.5%) stated that they strongly agree, 45 students (56.3%) agree, 1 student (1.3%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can motivate them to learn French. This proves what Hakim (2022) stated: When teaching materials are combined with digital technology, the learning process can be made more interesting and motivating. This is because the combination of teaching materials can be more artistic and interesting because it combines images, audio, video and animation, which can influence changes in learning behavior and help children learn more effectively.
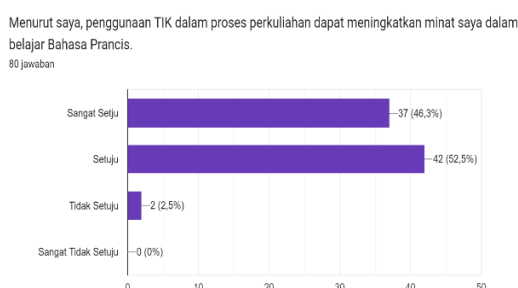

Fig. 2. In my opinion, the use of ICT in the lecture process can increase my interest in learning French.

From the questions asked in chart 2, it was found that 37 students (46.3%) stated that they s strongly agree, 42 students (52.5%) agree, 2 students (2.5%) stated that they disagree , and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can increase their interest in learning French. This is accordance with several research results showing that the use of ICT can increase student interest.For example, research conducted by Nursyam found that the use of information technology-based media could increase students' interest in learning in class X Science 3 at SMAN 9 Bone.

Fig. 3. In my opinion, the use of ICT can help me find lecture material.

From the questions asked in chart 3, it was found that 54 students (67.5%) stated that they strongly agree, 27 students (33.8%) agree, 0 students (0%) disagree, and 0 (0%) students said they strongly disagree. This data shows that according to students the use of ICT in learning can help them find the material being taught. Through ICT, students can search for a lot of information related to the material being studied. Currently there are many types of media developed for learning something, including French. Students can choose which media they prefer when learning something, such as YouTube and various French learning applications.

Menurut saya, penggunaan TIK dapat membantu saya berlatih secara mandiri belajar Bahasa Prancis.
80 jawaban

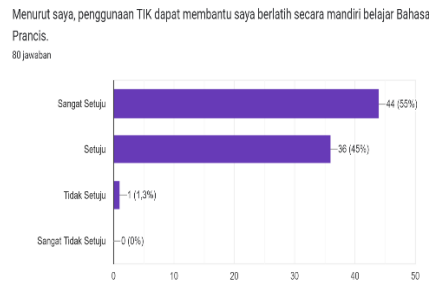|	
Sangat Setuju	44 (55%)
Setuju	36 (45%)
Tidak Setuju	1 (1,3%)
Sangat Tidak Setuju	0 (0%)

Fig. 4. In my opinion, the use of ICT can help me practice independently learning French.

From the questions asked in chart 4, it was found that 44 students (55%) stated that they strongly agreem 36 students (45%) agree, 1 student (1.3%) stated that they disagree, and 0 (0%) students stated that strongly disagree. This data shows that according to students the use of ICT in learning can help them learn independently. Currently there are many applications that students can use to learn French independently, both paid and free. For example, Memrise is the most innovative application for learning French vocabulary. If you have difficulty remembering French vocabulary, then this application can help. Memrise not only teaches vocabulary through pictures but also through creative humor. Another application is Duolingo. There are around 60 units for Duolingo French, where each unit contains various things such as adjectives, question words, word forms, abstract nouns, technical terms and language pieces. In each unit there will be a sub unit where Duolingo will teach about 7 new words. In addition, in one unit there will be around 20 questions. There is also a fun combination of learning French through composing sentences, matching pictures with words and repeating phrases in French.

Menurut saya, penggunaan TIK dalam proses perkuliahan dapat menciptakan kerjasama antarteman dalam belajar Bahasa Prancis.
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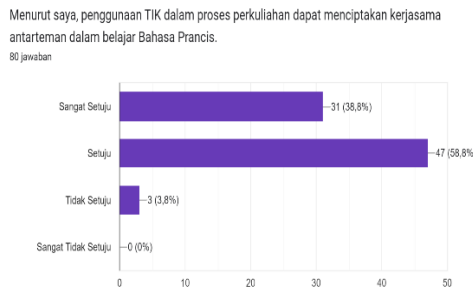|	
Sangat Setuju	31 (38,8%)
Setuju	47 (58,8%)
Tidak Setuju	3 (3,8%)
Sangat Tidak Setuju	0 (0%)

Fig. 5. In my opinion, the use of ICT in the lecture process can create collaboration between friends in learning French.

From the questions asked in chart 5, it was found that 31 students (38.8%) stated that they strongly agree, 47 students (58.8%) agree, 3 students (3.8%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can create collaboration between friends. Group work between students is a common thing in the learning process. However, the learning process by utilizing ICT greatly facilitates the creation of collaboration between students. Most students own and bring ICT devices to class, for example laptops and smartphones. Lecturers can easily ask students to do their assignments in groups and in an atmosphere they like, namely learning through ICT.

Menurut saya, penggunaan TIK dalam proses perkuliahan dapat membangun komunikasi antarteman dalam belajar.
79 jawaban

Sangat Setuju	29 (36,7%)
Setuju	46 (58,2%)
Tidak Setuju	5 (6,3%)
Sangat Tidak Setuju	0 (0%)

Fig. 6. In my opinion, the use of ICT in the lecture process can build communication between friends in learning French.

From the questions asked in chart 6, it was found that 29 students (36.7%) stated that they strongly agree, 46 students (58.2%) agree, 5 students (6.3%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can build communication between friends. By utilizing ICT in the learning process, lecturers can ask students to collaborate with each other in studying the material being taught. Through this group work, students share information and knowledge with each other. This intense communication can help students build self-confidence and get to know each other.

Menurut saya, penggunaan TIK dapat memperkaya kosakata bahasa Prancis.
80 jawaban

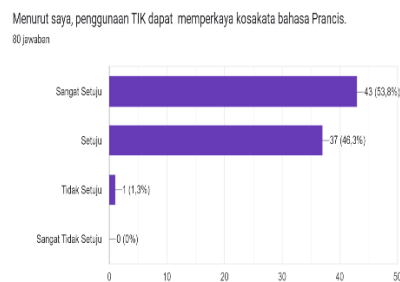|	
Sangat Setuju	43 (53,8%)
Setuju	37 (46,3%)
Tidak Setuju	1 (1,3%)
Sangat Tidak Setuju	0 (0%)

Fig. 7. In my opinion, the use of ICT can enrich French vocabulary.

From the questions asked in chart 7, it was found that 43 students (53.8%) stated that they strongly agree, 37 students (46.3%) agree, 1 student (1.3%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can enrich French vocabulary. Currently, students can easily learn French, including studying vocabulary independently, using various available applications, such as; site www.canalacademie.com/apprendre/, www.rfi.fr, TV 5 with addresses www.tv5.org, www.bonjourdefrance.com/, lexiquefle http://lexiquefle.free.fr/.

Menurut saya, penggunaan TIK dapat membantu memahami tata bahasa Prancis.
80 jawaban

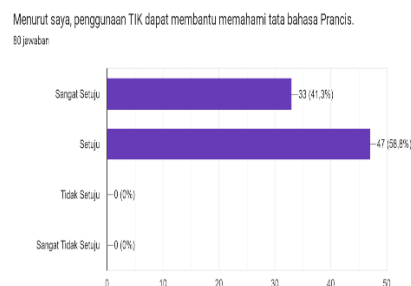|	
Sangat Setuju	33 (41,3%)
Setuju	47 (58,8%)
Tidak Setuju	0 (0%)
Sangat Tidak Setuju	0 (0%)

Fig. 8. In my opinion, the use of ICT can help understand French grammar.

From the questions asked in chart 8, it was found that 33 students (41.2%) stated that they strongly agree, 47 students (48.8%) agree, 0 students (0%) disagree, and 0 (0%) students said they strongly disagree. This data shows that according to students the use of ICT in learning can help understand French grammar. The various applications and sites available on ICT devices, both laptops and smartphones used by students, can be utilized optimally by students to learn French, including to learn French grammar.

Fig. 9. In my opinion, the use of ICT can help me pronounce French words

From the questions asked in chart 9, it was found that 37 students (46.3%) stated that they strongly agree, 42 students (52.5%) agree, 2 students (2.5%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can help them pronounce French words. through ICT students can also learn how to pronounce and speak French. There are many sites and apps for learning to pronounce and speak French, such as . Babbel, Hello Talk, . Babbel is a language learning application, one of which is French, which focuses on daily conversation skills. Babble provides general dialogue in French so you can practice your listening, writing and speaking skills in French. Like other applications, Babbel also provides limited free content. HelloTalk is an application that allows interaction between users and native French speakers. This application helps users find friends to practice either via voice call, video or chat. With Hello Talk, users can hone their French language skills effectively. Users can also gain various knowledge from the person they are talking to and practice correct pronunciation and correct pronunciation errors. Apart from that, there are many other French learning applications such as Learn French, Drops and others.

Fig. 10. In my opinion, using ICT can help me write French words.

From the questions asked in chart 10, it was found that 35 students (43.8%) stated that they strongly agree, 46 students (57.5%) agree, 0 students (0%) disagree, and 0 (0%) students said they strongly disagree. This data shows that according to students the use of ICT in learning can help write French words, Students can also use several applications and sites to learn to write in French from beginner to advanced level, for example dictado, linguee, italki, fluentU. All of these applications can be accessed by students via their cellphones or smartphones.

Menurut saya, penggunaan TIK dapat membantu cara berekspresi dalam bahasa Prancis.
80 jawaban

Sangat Setuju — 33 (41,3%)
Setuju — 46 (57,5%)
Tidak Setuju — 3 (3,8%)
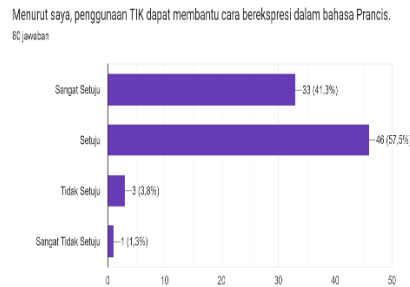Sangat Tidak Setuju — 1 (1,3%)

Fig. 11. In my opinion, using ICT can help me express myself in French.

From the questions asked in chart 11, it was found that 33 students (41.3%) stated that they strongly agree, 46 students (57.5%) agree, 3 students (3.8%) stated that they disagree, and 1 (1.3%)) students stated that they strongly agree. This data shows that according to students the use of ICT in learning can be expressed in French. To learn how to express like French people, students can use various sites and applications, such as: YouTube, apprendre.tv5monde.com/fr,lepointdufle.net/,podcastfrancaisfacilecom/, bonjourdefrance, and other sites. All of these sites and apps allow students to learn how French people express themselves in French. Video and audio allow students to imitate how to express themselves in French.

Menurut saya, penggunaan TIK dapat membantu memahami budaya Prancis.
80 jawaban

Sangat Setuju — 41 (51,2%)
Setuju — 38 (47,5%)
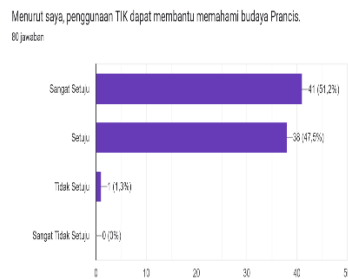Tidak Setuju — 1 (1,3%)
Sangat Tidak Setuju — 0 (0%)

Fig. 12. In my opinion, using ICT can help understand French culture.

From the questions asked in chart 12, it was found that 41 students (51.2%) stated that they strongly agree, 38 students (47.5%) agree, 1 student (1.3%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to students the use of ICT in learning can understand French culture. Through ICT-based media, students can learn all information related to other national cultures, including French culture. For example, YouTube and French learning sites or applications of course display the culture and life of French society starting from gastronomy, education, social, political, and so on. So students can easily learn and interact with French people.

Menurut saya, dosen perlu menggunakan TIK dalam proses perkuliahan.
80 jawaban

Sangat Setuju — 32 (40%)
Setuju — 47 (58,8%)
Tidak Setuju — 1 (1,3%)
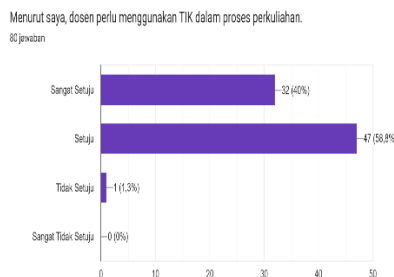Sangat Tidak Setuju — 0 (0%)

Fig. 13. In my opinion, lecturers need to use ICT in the lecture process.

From the questions asked in chart 13, it was found that 32 students (40%) stated that they strongly agree, 47 students (58.8%) agree, 1 student (1.3%) stated that they disagree, and 0 (0%) students stated that they strongly disagree. This data shows that according to students, lecturers need to use ICT in the lecture process. In accordance with the characteristics of generation Z who really like using ICT, in the learning process they feel that they really need ICT devices. Generation Z students will feel happy if when studying they are allowed to use cellphones or smartphones. So the lecturer only directs them to use ICT devices for learning activities.
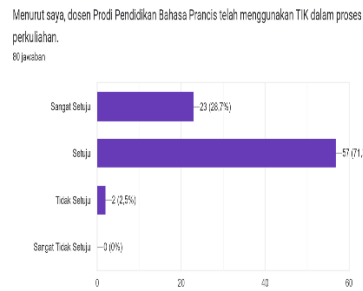

Fig. 14. In my opinion, French Language Education Study Program lecturers have used ICT in the lecture process.

From the questions asked in chart 14, it was found that 23 students (28.7%) stated that they strongly agree, 57 students (71.3%) agree, 2 students (2.5%) stated that they disagree, and 0 (0%) students strongly disagree. This data shows that according to the lecturers of the French Language Education study program, they have used ICT in the lecture process. Considering the characteristics of generation Z students who like learning using ICT devices, lecturers should and should start learning to utilize and develop ICT-based learning media. This really helps make the learning process enjoyable and achieve better learning outcomes.

Fig. 15. In my opinion, I prefer the use of ICT in the lecture process compared to traditional methods.

From the questions asked in chart 15, it was found that 25 students (31.3%) stated that they strongly agree, 49 students (61.3%) agree, 7 students (8.8%) stated that they disagree, and 1 (1.3%)) students stated that they strongly disagree. This data shows that according to students, they prefer lecturers to use ICT in the lecture process compared to traditional methods. The use of ICT in the learning process is something that students really like. They are familiar with several sites and applications for learning, including learning French. So actually the presence of sites and applications can be used as structured learning media to achieve maximum learning success, including learning French.

5. Conclusions

Based on the results of the analysis of 15 statement items answered by 80 students, it can be concluded that students' perceptions of the use of ICT in learning are very good. Therefore teachers/lecturers should improve their ability to use ICT for teaching activities.

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