

Students' Perceptions of the Use of Social Media in French Languages Learning

Sandy Lesmana¹, Tika Zuleika², Vita Kusumaningtyas^{3*}

^{1,2,3}French Language Department, Faculty of Languages, Arts and Culture,
Yogyakarta State University

Received: 22 Maret 2026
Revised: 28 Maret 2026
Accepted: 2 April 2026

Abstract

Rapid technological advancements, coupled with developments in science, have made knowledge easier to access and search for. One example of this ease of accessing and seeking knowledge in the world of education is the use of digitalisation. Digitalisation can support the learning process through digital media. One form of digitalisation in education involves the use of social media by students in the learning process, particularly in the context of learning French. This study aims to analyse the opinions of third-semester students on the French Language Programme at the Faculty of Languages, Arts and Culture, Yogyakarta State University, regarding the use of social media in the French language learning process. The object of this study is questionnaire data regarding the perceptions of students in the French Language Study Programme regarding the use of social media in the learning process. The data collection method used in this study is the TAM (Technology Acceptance Model) method. The five indicators within the TAM method used in this study are ACU (Actual System Usage), PU (Perceived Usefulness), PEOU (Perceived Ease of Use), ATU (Attitude Toward Use), and BI (Behavioural Intention to Use). The research instrument used was a Likert scale with five response levels: 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Agree, 4 = Agree, 5 = Strongly Agree. The results of this study indicate that the highest percentage for the ACU (Actual System Usage) indicator was "Agree" at 46.4%, for PU (Perceived Usefulness) it was "Agree" at 51.47%, PEOU (Perceived Ease of Use) was "Agree" at 42.40%, ATU (Attitude Toward Use) was "Agree" at 45.7%, and BI (Behavioural Intention to Use) was "Agree" at 50%. Respondents agreed that the use of media in the French language learning process can help students develop their French language skills. This study can contribute to understanding the use of social media to assist students in the French language learning process and can provide insights into the utilisation of technology in foreign language learning, particularly French.

Keywords: Student Perception, French Learning, Social Media

(*) Corresponding Author: sandylesmana@uny.ac.id, tikazuleika@uny.ac.id,
vitakusumaningtyas@uny.ac.id

How to Cite: Lesmana, S., Zuleika, T., & Kusumaningtyas, V. (2026). Students' Perceptions of the Use of Social Media in French Languages Learning. *International Journal of Education, Information Technology, and Others*, 9(2), 99-110. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/13994>

INTRODUCTION

The rapid development of information and communication technology (ICT) has brought about substantial changes in the world of education, necessitating adaptation or adjustment across all forms of the learning process. Indeed, since the 1900s, the world of technology has been evolving, encompassing cinema, radio, television, computers, the internet, telephones, social media, and virtual reality

(Kuleto et al., 2021). One form of technological development is the emergence of social media, which people use to search for and obtain information. Social media platforms such as Instagram, Twitter, YouTube, TikTok, Facebook, etc., whilst used for entertainment, can also be utilised to enhance personal skills and development. The use of social media in education is not a new issue, but it remains a hot topic that continues to attract attention for discussion, particularly following the Covid-19 pandemic.

The increasingly widespread use of social media in the world of education has led many educators to utilise social media for educational purposes, as offered by platforms such as Facebook, Instagram, Twitter, e-learning, and other platforms that can significantly enhance the potential of the education sector (Eraslan, 2019). Social media platforms, which were originally created to facilitate communication between individuals, have now expanded their purpose to become a space for sharing information, including both personal information and information related to knowledge.

In foreign language learning—which, in this study, focuses on the learning of French—it is evident that social media is not merely a medium used by students simply to seek entertainment and communicate with one another, but can serve as a platform capable of having a positive impact on the development of students' language skills. Students' familiarity with social media platforms in their daily lives can provide an unlimited resource that they can utilise to develop their language skills beyond what is taught in the classroom. Social media plays a vital role in the educational process, where social media applications can facilitate both educators and learners or students in gaining unlimited access to information and global learning resources (Parancika et al, 2024).

Students learning French can use social media to communicate with fellow French learners in other parts of the world, and can even communicate directly via DM (Direct Message) with native speakers from France. One of the benefits of using social media in the learning process is when learners use social media to seek information and collaborate with others (Rasheed et al., 2020). The use of social media provides an opportunity for learners to interact with peers and experts online and has the potential to disseminate information to a wide audience regarding students' participation in using social media for learning activities (Nadwa et al., 2022).

Whilst the use of social media in French language learning offers many benefits for developing students' language skills, it certainly has negative consequences. Some of the negative impacts of social media use include a reduction in the intensity of students' interaction with the world around them, a decline in time management during study, the potential to foster antisocial behaviour, exposure to negative content, and even health issues resulting from excessive social media use (Dzikri et al., 2024). The use of social media in the French language learning process presents a significant risk of students accessing misinformation; therefore, guidance from lecturers as educators remains essential to direct students and provide information regarding which social media platforms are suitable for use as supplementary teaching materials in the French language learning process.

Perception is a process through which individuals interpret stimuli received by the senses in order to understand events in their surrounding

environment (Fitri et al., 2023). This process results in an understanding and meaningful impressions for the individual, which subsequently become an integral part of their identity (Delima et al., 2024). The students' perceptions in this study are particularly important because it is the students who use, experience, and feel the impact of the process they undergo; thus, all the data provided reflects the outcomes of the process the students have experienced in using social media during their French language learning process to date.

One previous study examining the perceptions of students on the French Language Education programme regarding the use of social media in the learning process was conducted by Delima, Sunendar, and Racmadhany (Delima et al., 2024) and titled "Instagram Social Media for French Speaking Skills: A Study of Student Perceptions". The results of the study showed that 71% of students rated the use of Instagram in the French language learning process as "good". The content available on Instagram has a positive impact on students, encouraging them to be more confident in speaking practice and boosting their self-confidence. A further previous study was conducted by Wirawati, Rahman, and Indriani (Wirawati et al., 2023), which also examined the perceptions of students on the Indonesian Language Education programme regarding the influence of social media on reading and listening skills. The results of the study showed that all students agreed with the use of social media to improve reading and listening skills.

Based on a review of various previous studies, there is a need for new research to conduct a comprehensive study of students' perceptions regarding the use of social media in French language learning among third-semester students or those at A2 level in the French Language Education Programme at Yogyakarta State University. Through this research, the use of social media in the French language learning process can be identified from the students' perceptions. It is hoped that this research will make a new contribution to the field of foreign language learning, particularly in the teaching of French, by demonstrating the benefits of social media in the French language learning process.

RESEARCH METHOD

Research Design

This study is a qualitative descriptive study employing a survey design based on the Technology Acceptance Model (TAM). The aim of this study is to gain a comprehensive understanding of the experiences of the research subjects through specific descriptions and by utilising various scientific methods (Moleong, 2016).

The research object consists of data obtained from 50 students on the French language education programme regarding their perceptions of the use of social media in the French language learning process. The sample was selected using purposive sampling, whereby the students chosen were those possessing information relevant or suitable for the study (Akbar, 2015).

Data collection utilised the TAM (Technology Acceptance Model) method, a method proposed by Davis (1989) which constitutes a conceptual theory aimed at explaining the attitudes of new users towards an information system (Sayekti et al., 2016). Data collection was carried out by distributing a questionnaire in the form of a Google Form to students, containing closed-ended questions that

elaborated on the five TAM (Technology Acceptance Model) indicators, namely Actual System Usage (ACU), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude towards Use (ATU) and Intention to Use (BI).

The questionnaire provided was a closed-ended questionnaire containing questions regarding the use of social media in the French language learning process. The questionnaire was administered online via Google Forms and used a Likert scale with 5 response options;

Table 1. Likert scale assessment scores

Assessment	Description	Score
SS	Strongly Agree	5
S	Agree	4
CS	Neither Agree or Disagree	3
TS	Disagree	2
STS	Strongly Disagree	1

Once the questionnaire data had been collected, the next step was to analyse the data. Data analysis in this study utilised the Miles and Huberman method. Miles and Huberman explain that there are three main activities involved in data analysis: data reduction, data presentation, and drawing conclusions (Zulfirman, 2022). The data collected from the questionnaires distributed to students was subsequently reduced through grouping according to the five TAM indicators. The results of the data grouping were then presented through data description or the creation of data charts. The final stage involved verifying the processed data using the triangulation technique described by Moleong (2016). The data verification carried out in this study utilised source triangulation by cross-checking the data against the results of student interviews. The students interviewed comprised five third-semester students who had not completed the questionnaire. Source triangulation is a verification technique that involves matching data obtained from different sources using the same data collection technique (Ule, 2023).

RESULTS AND DISCUSSION

Research Results

The results of a study on students' perceptions of the use of social media in French language learning, employing the Technology Acceptance Model (TAM), which comprises five indicators: Actual System Usage (ACU), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Use (ATU), and Behavioural Intention to Use (BI).

Actual System Usage of Social Media (ACU)

Table 2. Research Results for ACU Indicators

	SS	S	CS	TS	STS
In the process of learning French, I use social media as a reference to help me complete assignments, find ideas, and with other learning activities.	32,6%	41,3%	23,9%	0%	2,2%

I always access social media to help me complete coursework and find ideas.	19,6%	52,2%	21,7%	4,3%	2,2%
I access social media to help with my French language learning more than three times a week.	17,4%	45,7%	28,3%	6,5%	2,2%
Average	23,2%	46,4%	24,6%	3,6%	2,2%

Perceived Usefulness of the Social Media (PU)

Tabel 3. Research Results for PU Indicators

	SS	S	CS	TS	STS
I obtain the information I need for learning French through social media	19,6%	45,7%	30,4%	4,3%	0%
I obtain additional information in the French language learning process through social media, such as vocabulary, grammar, etc.	34,8%	45,7%	15,2%	2,2%	2,2%
The use of social media can enhance the effectiveness of the French language learning process	19,6%	58,7%	17,4%	2,2%	2,2%
I am aware that the use of social media can facilitate understanding in the French language learning process	17,4%	58,7%	21,7%	0%	2,2%
I am aware that the use of social media can provide benefits in the French language learning process	17,4%	56,5%	23,9%	0%	2,2%
I am aware that excessive use of social media can also have disadvantages or negative effects on the French language learning process	30,4%	43,5%	15,2%	8,7%	2,2%
Average	23,20%	51,47%	20,63%	2,90%	1,83%

Perceived Ease of Use of the Social Media (PEOU)

Tabel 4. Research Results for PEOU Indicators

	SS	S	CS	TS	STS
Social media can be easily accessed anywhere and at any time	54,3%	37%	6,5%	2,2%	0%
Social media can help students find information related to learning French	37%	47,8%	13%	2,2%	0%
Social media can be easily learnt to assist students in the process of learning French	28,3%	43,5%	26,1%	0%	2,2%
The menus available on social media are easy to understand and use in the process of learning French	19,6%	50%	26,1%	2,2%	2,2%
The facilities and features provided on social media can help students in the process of learning French	30,4%	32,6%	32,6%	4,3%	0%
In my opinion, all the features on social media work well and can help me in the process of learning French	19,6%	43,5%	30,4%	4,3%	2,2%
Average	31,53%	42,40%	22,45%	2,53%	1,10%

Attitude Toward Using of the Social Media (ATU)

Table 5. Research Results for ATU Indicators

	SS	S	CS	TS	STS
I use social media for positive purposes to aid the French language learning process	32,6%	52,2%	13%	2,2%	0%
I believe that social media can help students develop their skills in the French language learning process	26,1%	47,8%	23,9%	0%	2,2%
The use of social media in the French language learning process helps students complete tasks and assignments	17,4%	45,7%	34,8%	2,2%	0%
The use of social media in the French language learning process makes it easier for students to develop their language skills	17,4%	50%	30,4%	0%	2,2%
Overall, I enjoy using social media to help me in the French language learning process	30,4%	45,7%	21,7%	2,2%	0%
Average	24,78%	48,28%	24,76%	1,32%	0,88%

Behavioral Intention to use the Social Media (BI)

Table 6. Research Results for BI Indicators

	SS	S	CS	TS	STS
I recommend using social media to assist students in the process of learning French.	17,4%	52,2%	28,3%	0%	2,2%
Social media is one of the resources I use to complete my French assignments.	10,9%	50%	30,4%	0%	8,7%
Social media is one of the tools I use to help me in the process of learning French.	26,1%	47,8%	23,9%	2,2%	0%
Average	18,13%	50,00%	27,53%	0,73%	3,63%

Research Results

The discussion of the research findings will be presented in five subsections corresponding to the indicators within the TAM (Technology Acceptance Model) framework, namely ACU (Actual System Usage), PEOU (Perceived Ease of Use), PU (Perceived Usefulness), ATU (Attitude Toward Use), and BI (Behavioural Intention to Use).

Actual System Usage of Social Media (ACU)

Actual System Usage (ACU) refers to an individual's behaviour when using a social media platform. It represents the user's attitude towards the technology being used. Tangke in Permana (2018) explains that through Actual System Usage, one can gauge a person's satisfaction with a system if they believe that the system is user-friendly and capable of enhancing their performance efficiency. This is a perception formed based on the user's actual experience.

Actual system usage of social media in French language learning encompasses not only basic activities such as accessing social media, but also the

intensity of use, duration, and the level of closeness between the social media platform and its users; for example, how often they access social media, how long they use it, and what types of content they seek out and view with the aim of using it to assist them in the process of learning French.

The research findings show that 41.3% of students agree with the use of social media as a reference to help complete assignments, find ideas and for other learning activities. 52.2% of students admit that they always access social media to help complete coursework and find ideas. 45.7% of students access social media more than three times a week to aid their French language learning. The highest average, at 46.4%, indicates that students “Agree” with the actual use of social media systems in French language learning. Interviews with students regarding indicators of the actual use of social media systems revealed that all students use social media to aid their French language learning, whether to seek inspiration, references, or to help complete assignments, with usage occurring almost daily, as there are always tasks to be completed every day.

Perceived Usefulness of the Social Media (PU)

Perceived usefulness (PU) can be defined as an individual’s belief in the usefulness of a platform. Davis (1989), as cited in Permana (2018), defines perceived usefulness (PU) as the degree to which an individual believes that a system can help improve performance or work. It can therefore be said that perceived usefulness (PU) regarding social media is a person’s belief in the extent to which social media can help improve skills and assist in completing tasks.

The perception of the usefulness of social media in French language learning does not only focus on the usefulness of social media in helping to develop students’ French language skills, but must also consider the negative aspects or drawbacks of students’ high level of trust in the use of social media to help resolve the problems they face. Students’ awareness of the positive and negative impacts of social media use in the French language learning process can foster an attitude.

The research findings show that 45.7% of students agree and acknowledge that they use social media to obtain the information required for their French language learning. 45.7% of students obtain additional information such as vocabulary, grammar and other details via social media, meaning that 58.7% of students acknowledge that social media can enhance the effectiveness of their French language learning. Furthermore, 58.7% of students use social media as an alternative means of understanding French language learning and acknowledge (56.5%) that social media can provide significant benefits in helping students understand French language learning. On the other hand, 43.5% of students are also aware of the negative impacts of social media use in the French language learning process, meaning students must exercise self-control regarding their use of social media during learning. Student interviews regarding the Perceived Usefulness (PU) indicator showed that social media is highly helpful for students in finding learning references and the materials being taught. Various types of social media, such as YouTube, can be utilised to explain the material being studied, whilst TikTok and Instagram can provide additional linguistic knowledge, such as vocabulary, phrases, and even up-to-date information on current events in France, which can broaden students’ perspectives.

Perceived Ease of Use of Social Media (PEOU)

Perceived ease of use (EOU) refers to the ease with which a user perceives a social media platform to be, thereby increasing their confidence in using that platform to find whatever they need. Davis (1989), in his book entitled “Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology”, explains that Perceived Ease of Use refers to the level of satisfaction a user experiences with a technological system or something related to technology, thereby fostering confidence and trust in the ease derived from using a technological system.

The ease experienced by students in using social media in the French language learning process encompasses all aspects perceived by students, not only regarding the ease of accessing information but also the ease of using the features available on each social media platform. The ease with which students access news related to France, search for learning materials, download or save any information or materials obtained, and all the ease students experience in operating social media are conveniences that students, as users of social media platforms, should be able to enjoy.

The research findings show that 54.3% strongly agree that social media is easily accessible anywhere and at any time. 47.8% of students agree that social media makes it easier for them to find information related to learning French. The information obtained by students via social media was endorsed by 43.5% for its usefulness in helping students better understand French language learning. 50% of students agreed that the menus available on each social media platform are easy to understand, thereby making it easier for students to operate the social media they use. According to 32.6% of students (who agreed), the features provided on social media are also very helpful and make it easier to search for the information or data required. Furthermore, 43.5% of students agreed that all the menus on social media are very easy to understand and function very well, enabling students to use these social media platforms easily and comfortably to search for materials and information that can aid the development of their French language skills. Student interviews regarding the perceived ease of use (EOU) of social media indicate that students do not encounter significant difficulties when using social media as an additional resource to help develop their French language skills. Social media platforms frequently used by students, such as Google, YouTube, TikTok, Instagram and others, are not considered difficult to use. As students belong to Generation Z, social media has become an integral part of their lives and is used daily for socialising, so students do not find these platforms difficult to understand.

Attitude Toward Using of Social Media (ATU)

Attitude Toward Using (ATU) is one of the five indicators of the Technology Acceptance Model (TAM) that reflects an individual’s overall attitude towards the use of social media, whether positive or negative. Davis (1989) in Permana (2018) explains that Attitude Toward Using is a feeling that arises in users from their experiences whilst using a technological system. The feelings that arise

are general feelings, which may be positive or negative, and correspond to the experiences they have had.

Students' attitudes towards the use of social media in the French language learning process undoubtedly have both positive and negative aspects, as they have different objectives when using social media. Some students use social media to complete coursework, whilst others use it merely as supplementary material to improve their French language skills. The success of using social media in the French language learning process is influenced by students' attitudes towards social media; if students view social media merely as a source of entertainment, they will gain only that, but if they use it as a platform to develop their French language skills, they will also reap those benefits.

The research findings show that 52.2% of students agree that the use of social media has a positive impact and can aid the development of the French language learning process. 47.8% of students believe that the use of social media can help students develop their French language skills. Furthermore, social media can also help students complete their coursework, as 45.7% agree with this. 50% of students agree that social media can make it easier for students to find information related to learning French. The most important aspect of using educational media in the French language learning process is when students consciously enjoy (45.7%) using social media to develop their French language skills. Student interviews regarding the ease of use indicators and their attitudes towards social media usage revealed that students hold differing views; some consider social media to be an excellent resource for developing French language skills. One example cited by students is French language learning content created directly by French people or native speakers. Through this content, students can not only learn the subject matter but also learn how French people speak. However, negative attitudes can also arise when students become overly influenced by social media. This can have a detrimental effect on students, leading them to rely solely on information obtained through social media.

Behavioral Intention to Use Social Media (BI)

Behavioural intention to use (BI) is one of the indicators of the Technology Acceptance Model (TAM) that focuses on users' initial intentions regarding the use of social media. A technological system that has been proven to assist users in completing a task will receive their full support, as evidenced by their continued use of that system on other occasions (Permana, 2018).

Students' intention to use social media for learning French depends on their awareness and desire. Students' belief that social media platforms such as TikTok, YouTube, Instagram, etc., can help and facilitate them in achieving the goals of using such social media is crucial. If students are no longer convinced that social media will help them, they will also find it difficult to achieve success.

The research findings show that 52.2% of students agree that social media should be recommended as part of the French language learning process. 50% of students also agree that social media can serve as a useful resource for students to improve their French language skills. Furthermore, 47.8% acknowledged and agreed that social media should be used as a tool to improve French language skills within the French language learning process. Interviews with

students regarding the ease of use they perceived in relation to their attitude towards the behavioural intention to use social media (BI) revealed that, on average, the interviewed students already had the intention to use social media as a platform to assist them in understanding French language learning. Lecturers' explanations in class were felt to be insufficient to satisfy students' desire to learn, so students still needed social media to obtain additional information and knowledge from native French speakers.

CONCLUSION

This study, entitled “Students’ Perceptions of the Use of Social Media in French Language Learning”, aims to analyse the views of French language education students regarding the use of social media in the French language learning process. The results of the study, which employed the TAM (Technology Acceptance Model) approach with five indicators—namely ACU (Actual System Usage of Social Media), PU (Perceived Usefulness of Social Media), PEOU (Perceived Ease of Use of Social Media), ATU (Attitude Toward Use of Social Media), and BI (Behavioural Intention to Use of Social Media), showed that over 40% of students selected “Agree” and between 18–35% selected “Strongly Agree” for each TAM indicator regarding the use of social media in the French language learning process. The use of social media in the learning process can actually be very helpful to students as an additional resource for developing their knowledge of the French language. However, the continuous use of social media can also have a negative impact on students, leading to a dependency on social media.

This study still offers significant potential for further development to examine the use of social media in foreign language learning in greater detail, thereby yielding clearer conclusions. An evaluation of the use of social media in the learning process can also be carried out with the aim of refining the findings of similar studies that examine students’ perceptions of the use of social media in the learning process.

BIBLIOGRAPHY

- Akbar, R. F. (2015). Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 10(1), 189–210. <https://doi.org/10.21043/edukasia.v10i1.791>
- Delima, S., Sunendar, D., & Racmadhany, A. (2024). Media Sosial Instagram untuk Keterampilan Berbicara Bahasa Prancis: Sebuah Persepsi Mahasiswa. *Jurnal Studi Guru dan Pembelajaran*, 7(2), 524–533.
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS quarterly*, 319–340.
- Dzikri, M. R., Aisyah, S., & Mahfuzah, A. (2024). Dampak positif dan negatif media sosial terhadap perilaku siswa Madrasah Ibtidaiyah. *DARRIS: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(2), 131–145. <https://doi.org/10.47732/darris.v7i2.563>
- Erarslan, A. (2019). Instagram sebagai Platform Pendidikan untuk Pembelajar EFL. *Jurnal Teknologi Pendidikan Online Turki - TOJET*, 18(3), 54–69
- Fitri, N., & Darmawangsa, D. (2023). Tinjauan Penerapan Sosial Media dalam Pembelajaran Bahasa Asing di Asia. *Jurnal Lentera Pendidikan Pusat*

- Penelitian LPPM UM METRO, 8(1), 106-118.
<http://dx.doi.org/10.24127/jlpp.v8i1.2669>
- Kuleto, V., Stanescu, M., Rankovi_c, M., _Sevi_c, N.P., P_aun, D. and Teodorescu, S. (2021), "Extended reality in higher education, a responsible innovation approach for generation y and generation z", *Sustainability*, Vol. 13 No. 21, 11814, doi: 10.3390/su132111814.
- Moleong, Lexy J. 2016. *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT. Remaja Rosdakarya.
- Nadwa, N., Zulkifli, Letchumanan, M., Kamarudin, S., Dayana, N., Halim, A., & Suhaizal. (2022). A Review: The Effectiveness of Using TikTok in Teaching and Learning. <https://api.semanticscholar.org/CorpusID:265612661>
- Parancika, R. B. P. R. B., Aris, M., & Sylviana, S. (2024). Perspektif Regulasi Pendidikan Tinggi Dalam Menjawab Tantangan Dan Peluang Dosen Di Era 4.0 Pada Mata Kuliah Bahasa Indonesia. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5(1), 201-214. <https://doi.org/10.55943/jipmukjt.v5i1.220>
- Permana, P. A. G. (2018). Penerapan Metode TAM (Technology Acceptance Model) dalam Implementasi Sistem Informasi Bazaar Banjar. *Journal Speed - Sentra Penelitian Engineering dan Edukasi*, 10(1).
- Rasheed et al. (2020). Usage of social media, student engagement, and creativity: The role of knowledge sharing behavior and cyberbullying. *Computers & Education*, 159, 104002.
- Sayekti, F., & Putarta, P. (2016). Penerapan Technology Acceptance Model (TAM) dalam Pengujian Model Penerimaan Sistem Informasi Keuangan Daerah. *Jurnal Manajemen Teori Terapan*, 9(3), 196–206.
- Ule, Yosefina, M., Kusumaningtyas, E, L. Widyaningrum, R. (2023). Studi Analisis Kemampuan Membaca dan Menulis Peserta Didik Kelas II. *Widya Wacana : Jurnal Ilmiah, JWW XVIII* (1).
- Wirawati, D., Rahman, H., & Indriani, F. (2023). Persepsi Mahasiswa Terhadap Pengaruh Media Sosial Sebagai Sumber Belajar Keterampilan Membaca dan Menyimak. *KODE: Jurnal Bahasa*, 12(edisi Maret), 1–11.
- Zulfirman, R. (2022). Implementasi Metode Outdoor Learning dalam Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam di MAN 1 Medan. *Jurnal Penelitian, Pendidikan dan Pengajaran*, Vol 3 No 2, 147 – 153.

About the Author(s):

Sandy Lesmana

Sandy Lesmana is a young lecturer from the French language education department, Faculty of Language Arts and Culture, Yogyakarta State University. The field taught is the field of French language teaching.

Tika Zuleika

Tika Zuleika is a young lecturer from the French language education department, Faculty of Language Arts and Culture, Yogyakarta State University. The field taught is French linguistics.

Vita Kusumaningtyas

Vita Kusumaningtyas is a young lecturer from the French language education department, Faculty of Language Arts and Culture, Yogyakarta State University. The field taught is French literature.