

Students' Perceptions of the Use of Artificial Intelligence (AI) ChatGPT in Foreign Languages Learning (French and German)

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Abstract

Received: 1 Desember 2024
Revised: 8 Desember 2024
Accepted: 19 Desember 2024

The increasing development of technology, followed by the development of science, makes it easier for the world of education to develop knowledge. One example of convenience in the world of education is digitalization. Digitalization makes the learning process completely digital and easier. One form of digitalization in the world of education is Artificial Intelligence (AI) called ChatGPT (Generative PreTrained Transformer) which is used by students in the learning process. This research aims to analyze the responses of French and German students at the Faculty of Language Arts and Culture, Yogyakarta State University to the use of Artificial Intelligence (AI) called ChatGPT (Generative PreTrained Transformer) in the learning process. The object of the research is questionnaire data on the perceptions of French and German students. The data collection method used is the Technology Acceptance Model (TAM) method, namely Actual System Usage (ACU), Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), Behavioral Intention to Use (BI). The Likert scale was used as a research instrument, namely strongly disagree, disagree, quite agree, agree, and strongly agree. The research results showed that the two highest average ratings obtained from the five indicators were "Quite Agree" with a percentage of >35% and "Agree" with a percentage of >20%. This shows that students more or less agree with the use of ChatGPT in the process of learning French and German. The results of interviews with students also show that ChatGPT can be used in the French and German learning process, such as to find and develop ideas and complete lecture assignments. However, continuous use of ChatGPT can have a bad impact and create a feeling of dependence on ChatGPT, so it is very important to pay attention to its use. This research provides insight into French and German students' perceptions of the use of ChatGPT in the foreign language learning process.

Keywords: Student Perception, ChatGPT, French Learning, German Learning

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How to Cite: Lesmana, S., Kusumaningtyas, V., & Mala, N. (2025). Students' Perceptions of the Use of Artificial Intelligence (AI) ChatGPT in Foreign Languages Learning (French and German). *International Journal of Education, Information Technology, and Others*, 7(4), 238-247. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/10919>

INTRODUCTION

Information and communication technology (ICT) has developed very rapidly, even in the world of education, especially in learning. The increasingly rapid development of technology is accompanied by science which is also developing more rapidly, thus forming an era where everything is instant and practical, making everything possible through digitalization. One example is the

existence of a system called an intelligent system. An intelligent system is a system that has artificial intelligence to be able to control things like humans (Syahira et al., 2023).

One example of an intelligent system is the use of Artificial Intelligence (AI). Artificial Intelligence (AI) plays a very important role in the world of education, one of which is by helping students to get the information they need via the internet. ChatGPT is one of several examples of a form of Artificial Intelligence (AI). ChatGPT is an artificial intelligence system that is capable of providing automatic responses based on input text (Saraswati et al., 2023). ChatGPT itself is a tool designed in 2021 with the aim of being able to produce human-like text in a conversational style (Wahid et al., 2023).

The use of Artificial Intelligence (AI), especially ChatGPT (Generative Pre-Trained Transformer) among students in the learning process, certainly has many perceptions and points of view, so there are still many positive and negative views regarding the use of AI. ChatGPT's Artificial Intelligence (AI) in the learning process is one of the reasons for ChatGPT's sophisticated and extraordinary ability to be able to answer all questions asked by users quickly. ChatGPT is able to help users to provide all the information requested and is also able to complete tasks (Supriyadi, 2022). This makes many students use chatGPT to complete college assignments, look for ideas, and even complete final assignments. However, all the information provided by ChatGPT is not completely correct, so it is still necessary to double-check all the information obtained. On the other hand, students in an academic environment should be able to wisely select and filter any information they obtain so that it comes from credible sources (Hulukati, 2018). There are three aspects that can increase students' feelings of laziness due to the use of ChatGPT, namely the availability of ChatGPT can reduce students' motivation to do research, the ease of ChatGPT answering questions can hinder students' ability to think critically, and students' dependence on ChatGPT in completing assignments (Saraswati et al., 2023).

The positive and negative values from the perspective of students' use of ChatGPT in the learning process are an interesting phenomenon, because they will give rise to different perceptions for students regarding the use of Artificial Intelligence (AI) ChatGPT, especially for foreign language students who in this research are students studying French and German.

RESEARCH METHOD

This research is descriptive-qualitative research with a TAM approach, namely research that intends to understand the phenomena of what the research subjects experience, for example behavior, perceptions, motivation, actions, etc., holistically and by means of descriptions in the form of words. words and language, in a special natural context and by utilizing various natural methods (Moleong, 2014:6).

The object of the research is data obtained from students from the French and German education departments regarding their perceptions of the use of ChatGPT in the learning process. Research data was taken via Google Form for around 50 French students and German students. As well as interviews with 5 students regarding the use of ChatGPT in the learning process.

Data collection in this research used the Technology Acceptance Model (TAM) method. TAM is a theory expressed by Davis (1989) which is a theory with a concept to explain the behavior displayed by a new user of an information system (Sayekti &putarta, 2016). Data was collected by giving students a Google Form containing indicators from the Technology Acceptance Model (TAM), namely Actual System Usage (ACU), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Use (ATU) and Intention to Use (BI). This is then followed by note-taking techniques, namely recording or recording all data obtained from students' perceptions of the use of ChatGPT in the learning process, and ending with data classification. The steps taken in collecting this data are as follows. Researchers create questions that are appropriate to the indicators. Researchers distributed Google Forms to French and German language students. Classify the data by calculating the average value per indicator.

As for analyzing the data, Miles and Huberman were used. According to Miles and Huberman, there are three main components in conducting data analysis, namely data reduction, data presentation, and drawing conclusions/verification (Zulfirman, 2022). The data collected is then reduced by selecting and grouping the data according to type so that researchers can easily get a clearer picture. Furthermore, the data that has been reduced or grouped is displayed in data presentation by describing, making charts, or elaborating in the form of narrative text. The final stage is to conclude and verify the data that has been obtained, reduced and presented.

In the context of research, an instrument is a research tool that functions to assist researchers in collecting data. The instrument in this research uses a Likert scale with five levels, namely strongly agree, agree, quite agree, disagree, and strongly disagree (Syofian, 2015).

The validity of the data used in this research uses triangulation techniques. Moleong (2016) states that there are four ways to check the validity of data, namely by triangulating the use of sources, methods, investigators, and theory. In this research, the triangulation applied is a form of source triangulation by checking the data with the results of interviews. Source triangulation is testing credibility by checking data from different sources with the same technique (Ule, 2023).

RESULTS AND DISCUSSION

ChatGPT

ChatGPT is a chatbot that utilizes artificial intelligence with the ability to communicate and help users to complete various types of tasks (Faiz & Kurniawaty, 2023). ChatGPT technology can provide opportunities in the world of education to develop students' abilities and skills in finding ideas and the information they need. The use of ChatGPT in the world of education can also help students to develop their skills to suit the profile of students needed in the 21st century (Setiawan & Luthfiyani, 2023).

In the world of education, especially higher education, the use of ChatGPT is no longer foreign to lecturers and students. The convenience offered by ChatGPT makes many lecturers and students use it as a tool to complete

assignments. This is because ChatGPT is able to provide answers to the questions given with a good arrangement of answers, accuracy in the right set of words, the ability to record previous information, ChatGPT can even help in creating journal articles in a very fast time (Ramadhan et al., 2023).

Apart from the positive value of using ChatGPT in the learning process. ChatGPT also has a negative impact, especially for active users. ChatGPT can reduce the ability to think, the ability to write critically, and can cause feelings of laziness with copy-paste activities without re-checking the information obtained (Ramadhan et al., 2023). It can be concluded that ChatGPT is an artificial intelligence or Artificial Intelligence in the form of a chatbot that can do communication with users by answering all commands given whose data comes from the internet. The use of ChatGPT in the world of education can be seen from two perspectives, namely positive perception by looking at aspects of the convenience provided by ChatGPT for completing assignments and looking for ideas, and negative perception by looking at the impact of excessive use of ChatGPT and the ethical values that need to be achieved. noticed.

French and German Learning in University

Français Langue Étrangère or French as a foreign language is one of the foreign languages that can be found at several universities in Indonesia, both in the field of teaching and in the field of literature, such as at Yogyakarta State University, Gajah Mada University, Jakarta State University, and several other state universities. There are four basic abilities in learning French which are called *les compétences fondamentales*. Four basic abilities in learning French, namely *comprehension de l'oral* or listening, *comprehension de l'écrit* or reading, *expression oral* or speaking and *expression écrite* or writing (Cuq & Gruca, 2002)

French language learning has references or guidelines in determining the limits of French language proficiency that you want to achieve. The guidelines are known as CECRL (*Le Cadre Européen de Référence Pour les Langues*). Based on the official French administration website <https://www.service.public.fr/particuliers/vosdroits/F34739>, there are six levels of achievement in CECRL, namely levels A1, A2, B1, B2, C1, C2. In accordance with the graduate profile of the French Language Education Department, Yogyakarta State University on its official website <https://pendidikan-lingual-perancis.fbs.uny.ac.id/id/page/profil-dan-kompetensi-lulusan>, states that the graduate profile must have competence in teaching French, communicating orally and in writing in French, translating French texts into Indonesian texts, developing the ability to guide French-speaking tourists, researching French language and literature, as well as its teaching and designing programs and managing school management. Based on this, the profile of graduates from the Department of French Language Education, Yogyakarta State University, must at least have abilities equivalent to achieving French language skills at level A1 – B1.

Deutsch als Fremdsprache (DaF) or German as a foreign language is a field of academic research that has developed rapidly since the introduction of German language learning at German universities in the early 1970s (Eckerth et al., 2009, p. 42). German is increasingly popular at universities in Indonesia. For

Indonesians, Germany is the top study destination in Europe and ranked fifth worldwide (Auswärtiges Amt, 2015, p. 33). The Department of German Language Education, Yogyakarta State University, offers students in Indonesia the opportunity to study German at university. In accordance with <https://pendidikan-language-jerman.fbs.uny.ac.id/en/page/profil-lulusan>, the graduate profile is to have: (1) German language skills at levels A1, A2, B1, and B1, plus education, tourism, and translation; (2) skills in developing and using design and computational thinking in German didactic and methodological methodologies; (3) German language skills for communication; and (4) the ability to apply and develop attitudes as educators, tourism practitioners and translators. In learning German, students will be taught four language skills, namely listening (*Hörverstehen*), reading (*Leseverstehen*), writing (*Schreibfertigkeit*), and speaking (*Sprechfertigkeit*). Meanwhile, grammar and vocabulary are taught integrated into the four language skills mentioned previously. In more detail, according to the CEFR framework, the language skills model starts from reception, production, interaction and mediation (Council of Europe, 2020a, pp. 177-181). Therefore, understanding grammar and vocabulary is very important to support the four aspects of language skills.

Perception

According to the Big Indonesian Dictionary VI Online <https://kbbi.kemdikbud.go.id/entri/persepsi>, perception is a direct response or reception of something. Perception is also said to be the process of someone knowing several things through their five senses. The word perception is an absorption of the word "perception" from English which means perception, response and also sight. Perception is a process that makes a person select, organize and interpret the stimuli they receive into a meaningful and complete picture of their world (Nisa et al, 2023).

Perception can be said to be a person's response to what they feel through the five senses which is interpreted as a response or acceptance of something. A perception cannot be done directly without experience or something that involves a person's five senses, so in giving a perception, a person must go through a process so that the perception given can be comprehensive. Experience will provide a view of the five senses, the horizon will provide meaning to each object recorded in the memory of each five senses, and then the experience and horizon formed will form a knowledge that will be realized in the form of behavior towards an object (Lesmana, 2022).

Actual System Usage of the ChatGPT (ACU)

Actual System Usage of the ChatGPT (ACU) in the Technology Acceptance Model (TAM) is a reference to see how ChatGPT is used in the process of learning French and German by students. There are three indicators used in research, namely indicators of effectiveness, interaction and frequency of use of ChatGPT in the French and German language learning process.

The average obtained from the three indicators shows that 47.5% of students "Quite Agree" and 22.3% "Agree" that using ChatGPT can help complete assignments, look for ideas, and access ChatGPT when there are lecture

assignments. and access ChatGPT more than three times a week. This shows that students have used ChatGPT in their learning process, both to do lecture assignments and to look for ideas. The summary results of interviews conducted with students as a form of validation with the question "Do you use ChatGPT in French/German learning activities (completing assignments, looking for ideas, or honing language skills)?" How often do you use it?" stated that most students use ChatGPT when they are stuck or as a last resort to look for ideas and make linguistic corrections both in spoken and written form, and not use it to complete all college assignments.

Perceived Usefulness of the ChatGPT (PU)

Perceived Usefulness of the ChatGPT (ACU) in the Technology Acceptance Model (TAM) is a reference to see the extent to which students' perceptions of ChatGPT can help students achieve goals in the French and German language learning process. There are six indicators used in the research, namely indicators of required information, additional information, increasing work effectiveness, making work easier, advantages and disadvantages of using ChatGPT in the process of learning French and German.

The average obtained from the six indicators shows that 42.4% of students "Quite Agree" and 24.1% "Agree" that the use of ChatGPT can help to find the information needed, search for additional information, increase effectiveness, make work easier, as well as the benefits and disadvantages of ChatGPT. This shows that students recognize that ChatGPT can provide information to students, both the information they need and additional information. Students also think that using ChatGPT can increase effectiveness and help students complete their work. Apart from that, students are aware of the advantages and disadvantages of using ChatGPT in the learning process. Summary of the results of interviews conducted with students as a form of validation with the question "What are the advantages and disadvantages of using ChatGPT in the French/German learning process in your opinion?" stated that the advantage of ChatGPT is that access is very fast and can help students develop their ideas. ChatGPT can also easily answer questions in the form of word files or jpg files. The disadvantage of using ChatGPT continuously is that it creates a feeling of dependence on ChatGPT in everything, giving rise to a feeling of laziness in thinking and developing ideas. Apart from that, the answers given by ChatGPT are also not completely correct, so students still have to double-check all the information provided by ChatGPT.

Perceived Ease of Use of the ChatGPT (EOU)

Perceived Ease of Use of the ChatGPT (EOU) in the Technology Acceptance Model (TAM) is a reference to see the extent of students' perceptions of ChatGPT from the perspective of the ease of ChatGPT for students to use. There are six indicators used in the research, namely indicators for the ease of access to ChatGPT both on and off campus, the ease of ChatGPT to learn and understand its workflow, and the flexibility of ChatGPT in the French and German language learning process.

The average obtained from the six indicators shows that 36.5% of students "Quite Agree" and 30.5% "Agree" with the use of ChatGPT from the perspective of ease of access, workflow and flexibility. This shows that students find it easy to access ChatGPT both on and off campus. Students also quite agree and agree with ChatGPT because it is easy to understand, simple to use and very flexible to do all the work that is ordered. The summary of the results of interviews conducted with students as a form of validation with the question "How do you assess the menus and features in ChatGPT in helping the French/German learning process?" (e.g. easy to access, easy to understand, easy to use, easy to learn)" states that one of the advantages of ChatGPT is features that are easy to understand for all groups. It won't take long for people who use ChatGPT for the first time to master it well because it is so simple and clear about all aspects of ChatGPT.

Attitude Toward Using of the ChatGPT (ATU)

Attitude Toward Using of the ChatGPT (ATU) in the Technology Acceptance Model (TAM) is a reference to see the extent of students' attitudes towards using ChatGPT from the perspective of the convenience of ChatGPT. There are five indicators used in the research, namely indicators of attitude, trust, implementation, system attractiveness, and user comfort, in this case students, in using ChatGPT in the French and German language learning process.

The average obtained from the six indicators shows that 37.6% of students "Quite Agree" and 30.3% "Agree" with the use of ChatGPT from the perspective of attitude, trust, implementation, system attractiveness and user comfort. This shows that students quite agree and agree with the use of ChatGPT for positive things. ChatGPT also gives students a sense of confidence to be able to use ChatGPT in the realm of skill development. Students indicated that ChatGPT was a good idea to implement with the aim of developing abilities, apart from that students also stated that they were happy and felt helped by the use of ChatGPT in the learning process. . The summary results of interviews conducted with students as a form of validation with the question "Do you think ChatGPT is able to help and develop language skills in the process of learning French/German?" stated that in terms of developing ideas, ChatGPT really helps students in providing lots of knowledge references by just writing down what we want. However, to develop language skills, dictionaries and textbooks are still better references because using a dictionary or textbook makes students process and remember more about the learning they have done.

Behavioral Intention to Use the ChatGPT (BI)

Behavioral Intention to Use the ChatGPT (BI) in the Technology Acceptance Model (TAM) refers to the user's attitude towards using ChatGPT in the future. There are three indicators used in the research, namely ChatGPT recommendations, ChatGPT feasibility, and awareness of the importance of ChatGPT in the French and German language learning process.

The average obtained from the six indicators shows that 37.6% of students "Quite Agree" and 29.7% "Agree" with the use of ChatGPT from the perspective of recommendations for use, system feasibility, and awareness of

using ChatGPT. This shows that students quite agree and agree with the use of ChatGPT in the French and German learning process, so they recommend using ChatGPT to help students in the learning process. Students also feel that ChatGPT is a system that is suitable to be used to help students, especially to develop ideas that students have, not to use ChatGPT as a shortcut to completing all lecture assignments. The summary results of interviews conducted with students as a form of validation with the question "Do you think ChatGPT is an AI tool that is suitable for use in the French/German language learning process in order to improve language knowledge and skills?" What is your reason?" stated that ChatGPT can efficiently help students learn French and German. ChatGPT can quickly provide clear and fast explanations, however, ChatGPT is still only a tool in the learning process, it cannot replace dictionaries, textbooks, discussions with friends and other learning processes.

CONCLUSION

The research entitled Student Perceptions of the Use of Artificial Intelligence (AI) ChatGPT in Foreign Language Learning (French and German) is research that tries to reveal how students perceive themselves as students regarding the use of AI ChatGPT in the foreign language learning process. The results of this research show that the Technology Acceptance Model (TAM) indicators are Actual System Usage of the ChatGPT (ACU), Perceived Usefulness (PU), Perceived Ease of Use (PEOU), , Attitude Toward Use (ATU) and Intention to Use (BI), the overall mean taken from the student questionnaire shows that students quite agree and agree with the use of ChatGPT in the process of learning French and German. Interviews conducted with students also stated that the use of ChatGPT in the French and German learning process can help students in the learning process. However, there are several things that need to be considered, namely regarding the use of ChatGPT which should not be used to complete all lecture assignments, but can be used to search for and develop ideas. ChatGPT will also never be the main source, but only a supporting application to smooth the learning process. Apart from that, the use of ChatGPT in the learning process should be limited so that it does not become a dependency on using ChatGPT in the learning process..

This research can be further developed to form a good strategy for students in using ChatGPT in the French and German language learning process, so that students have clear guidelines for using ChatGPT. This research can also be expanded further by making an evaluation of the use of ChatGPT in the learning process so that the usefulness of ChatGPT in the learning process can be clearly seen.

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