The Implementation of Media Sharing Sites in Learning French: A Systematic Literature Review

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Abstract: Several challenges hinder French language learning, hence diminishing its effectiveness. Consequently, there is a demand for educational tools that are accommodating and efficient, such as media-sharing sites (MSS). MSS has several positive and negative effects. Minimizing adverse effects requires knowledge of factors that can make learning effective. Consequently, this research aims to fulfill this requirement by identifying the variables that affect learning outcomes and students' responses to the implementation of MSS in learning French. This study used a systematic literature review (SLR). Research data was collected from several databases, including Taylor & Francis Online (tandfonline.com), Research Gate (researchgate.net), and RDiscovery (discovery.research.life). Twenty-two articles were selected, extracted, and analyzed for this study. The findings are grouped into two main issues: factors affecting learning outcomes and students' responses. Factors affecting student learning outcomes are grouped into four areas: learning models, systems and features, audio-visual content, and teacher contributions. Thus, students' responses are categorized into three types: cognitive, affective, and conative responses. The results showed that implementing MSS in learning French assisted educators and learners more effectively and efficiently. Furthermore, it was found that there is a correlation between student responses and the future vision of education.

Abstrak: Pembelajaran bahasa Perancis memiliki sejumlah masalah yang menyebabkan pembelajaran menjadi tidak efektif sehingga dibutuhkan media pembelajaran yang akomodatif dan efisien, salah satunya dengan media sharing sites (MSS). MSS memiliki sejumlah pengaruh positif dan negatif. Untuk meminimalisir pengaruh negatif, dibutuhkan pengetahuan mengenai faktor yang dapat mengefektifkan pembelajaran. Oleh karena itu, penelitian ini mencoba menjawab kebutuhan tersebut dengan mengidentifikasi faktor yang mempengaruhi capaian belajar dan respon siswa terhadap penggunaan MSS dalam pembelajaran bahasa Perancis. Penelitian ini menggunakan metode systematic literature review (SLR). Data penelitian dikumpulkan dari beberapa sumber basis data, yaitu Taylor & Francis Online (tandfonline.com), Research Gate (researchgate.net), dan RDiscovery (discovery.research.life). Dua puluh dua artikel terpilih dari hasil seleksi, ekstraksi, dan analisis sumber data untuk dikaji lebih lanjut. Temuan dalam penelitian ini dikategorikan menjadi dua masalah, yaitu faktor yang mempengaruhi capaian belajar dan respon siswa. Faktor yang mempengaruhi capaian belajar siswa diklasifikasikan menjadi empat ranah, yaitu model pembelajaran, sistem dan fitur, konten audio-visual, serta kontribusi guru. Sedangkan, respon siswa diklasifikasikan menjadi tiga bagian, yakni respon kognitif, afektif dan konatif. Hasil penelitian menemukan bahwa MSS memudahkan guru dan siswa dalam melaksanakan pembelajaran bahasa Perancis dengan efektif dan efisien. Selain itu, ditemukan adanya kaitan antara respon siswa dengan visi pendidikan di masa mendatang.

A. Introduction

Several studies have identified challenges encountered by French language learners as second language learners that hinder the effectiveness of their learning experiences. These challenges pertain to both language acquisition and the learning process itself. Regarding language acquisition, children often have difficulties in various aspects, including accurate pronunciation of words, the expansion of their vocabulary, and the retention of word classification (Ananda et al., 2019; Setyoningrum & Julfendi, 2022; Gustia et al., 2021; Hutajulu et al., 2020; Amien & Mauyana, 2021; Noviana et al., 2018). When it comes to the process of learning, students often encounter challenges, including constraints on their learning time and insufficient utilization of learning resources that can significantly impact their learning outcomes (Ananda et al., 2019; Setyoningrum & Julfendi, 2022; Gustia et al., 2021; Hutajulu et al., 2020; Noviana et al., 2018). Therefore, educators must employ a practical pedagogical approach in their instruction to facilitate the acquisition of French language proficiency, aligning with the intended learning outcomes.

One of the methods to encourage successful learning is using learning tools. Various studies have posited that the implementation of learning media has the potential to enhance learning outcomes for learners (Audie, 2019; Novita et al., 2019; Wahyuningtyas & Sulasmono, 2020; Haryadi & Kansaa, 2021). The classification of learning media encompasses two distinct categories, specifically conventional and digital media. According to Alwi et al (2023), using digital media in educational settings has yielded superior learning outcomes compared to traditional media. Hutajulu et al (2020) also stated that digital media could potentially enhance students' learning outcomes in French language acquisition, surpassing the effectiveness of conventional media. In order to strengthen the effectiveness of language acquisition, particularly in the context of learning French, it is imperative to employ a learning medium that is both accommodating and efficient.

According to several studies, one of the most effective and efficient digital media in learning is media sharing sites (MSS) (see Ananda et al., 2019; Amien et al., 2020; Eviyanti et al., 2022; Jiang et al., 2020; Jiang et al., 2021; Mavropoulou & Arvantis, 2021; Wahyuni et al., 2022; Gustia et al., 2021; Nobre, 2018; Jaya & Soraya, 2022; Amien & Mauyana, 2021; Moerni, 2021; Noviana et al., 2018). The social media platform known as MSS emphasizes activities related to the exchange of multimedia content (Kietzmann et al., 2011). Individuals can engage in the conversation, distribution, and reception of various forms of visual, auditory, or audio-visual content. The use of MSS as a kind of social media extends beyond the realm of social or human contact. In numerous instances, the social construct pertains to the role of items in facilitating and shaping human connections. This definition facilitates interpersonal interaction among individuals in an online environment. Interactive multimedia web-based learning can be classified as MSS according to the criteria provided, alongside commonly utilized platforms like YouTube and Instagram.

The implementation of MSS has been identified as a potential means for students to enhance their language proficiency and achieve desired learning outcomes in foreign language acquisition (Erarslan, 2019; Gonulal, 2019; Handayani, 2020; Martarini et al., 2021;

Xiuwen & Razali, 2021). Furthermore, the use of MSS has been found to foster an engaging educational environment and enhance students' intrinsic drive to learn (Martarini et al., 2021). Hence, the implementation of MSS has a favorable impact on the acquisition of foreign languages.

In the context of French language acquisition, the use of multimedia language learning tools, such as MSS, has been found to exert a beneficial impact. The positive effects identified in the literature include the promotion of students' independence in the learning process (Botero et al., 2019), the improvement of their educational outcomes (Hutajulu et al., 2020), and the stimulation of students' motivation toward learning (Setyoningrum & Julfendi, 2022). Based on the evidence provided, the use of MSS is a viable strategy for learning that can enhance students' French language skills.

However, employing MSS might have a negative impact on grammar, hindering students' competency in formal writing and speaking (Zainal & Rahmat, 2020). It is also worth mentioning that the MSS platform has some additional limitations. These include the necessity of an internet connection and the presence of teacher-related variables that cannot be directly controlled (Audina & Muassomah, 2020; Sistadewi, 2021). Numerous earlier research studies have shown that in order to lessen the impact of its limitations, it is necessary to know the factors that can have a significant effect on the learning process. This knowledge can be acquired through a comprehensive examination of pertinent research studies.

Consequently, this research aims to address these requirements by examining the variables that influence students' academic performance and receptiveness toward the implementation of MSS in the context of French language education. This study endeavors to accomplish its objective by comprehensively evaluating the scientific literature on the topic matter. The results of this study are anticipated to enhance the field of science and provide supplementary resources for educational practitioners in the realm of French language acquisition. The subsequent inquiries serve as research questions to provide direction for the execution of this study:

RQ 1: What are factors affecting the achievement of proficiency in learning the French language through implementing media-sharing sites as educational tools?

RQ 2: What is students' response towards implementing media-sharing sites as a tool for French language learning?

B. Method

This study employed a form of literature analysis called a systematic literature review (SLR). According to Kitchenham (2004), utilizing a Systematic Literature Review (SLR) involves identifying, evaluating, and interpreting comprehensive study outcomes to address specific research inquiries. The SLR approach is a rigorous, all-encompassing, transparent, and reproducible methodology employed to investigate contemporary summary evidence. SLR is conducted in order to mitigate bias and subjective interpretations by researchers by adhering to standardized protocols. The data utilized in this study consists of secondary data acquired through prior research findings rather than being derived from direct observation.

The research employed a tripartite methodology consisting of pre-study preparation, data collection, analysis, and reporting afterward.

1. Planning Phase

The researcher establishes the study objectives, devises search strategies, identifies relevant databases, and establishes criteria for inclusion and exclusion. This study aimed to ascertain the variables and responses of students toward the implementation of MSS in the context of French language acquisition. Additionally, the researchers have developed a database to gather research data published between 2013 and 2023. The literature search technique consists of a precise phrase strategy with Boolean logic. Boolean logic is a conceptual framework for the retrieval of information wherein the use of specific terms such as "AND," "OR," and "NOT" in queries or keywords facilitates more precise and focused searches (Syahdan & Elihami, 2022). The term "AND" functions to broaden the scope of an inquiry by allowing for the inclusion of multiple variables. The phrase "OR" functions to acquire information about one variable by recording another term or designation of the variable. In search queries, the term "NOT" serves the purpose of refining the search results by excluding keywords irrelevant to the desired variables being searched.

The databases utilized for this study include Taylor & Francis Online (tandfonline.com), Research Gate (researchgate.net), and RDiscovery (discovery.researcher.life). The inclusion of the database is discretionary as it encompasses both national and international scholarly publications and is lawfully obtainable. In order to identify pertinent research, the author sets a set of criteria, containing both inclusion and exclusion criteria, as outlined in Table 1.

Table 1. Inclusion and Exclusion Criteria Adapted from Kitchenham (2004)

Code	Inclusion Criteria	Code	Exclusion Criteria
I1	Studies are the outcome of scholarly investigations pertaining to the acquisition of the French language.	E1	Studies of the type of review.
I2	The paper examines the utilization and management of media-sharing sites within the educational sphere.	E2	Studies of types other than journal articles and processing.
I3	The study's findings presented the outcomes of utilizing media-sharing sites.	E3	Studies use languages other than English and Indonesian.
I4	Studies are readily available for public access.	E4	The studies identified do not meet the predetermined criteria for inclusion.

In conjunction with the established inclusion and exclusion criteria, three supplementary filters were employed to ensure the utmost relevance of the studies chosen for subsequent analysis. This study incorporates three supplemental filters, which are as follows: (1) the elimination of duplicate studies within the database; (2) a thorough examination of the study's title and abstract to verify compliance with the inclusion and exclusion criteria (I4 and

E3; and (3) an assessment of the study's appropriateness by cross-referencing it with the inclusion and exclusion criteria.

2. Conduction Phase

The author employs supplementary criteria for inclusion, exclusion, and filtering to select the most relevant studies from the search engine. The author uses Boolean logic for the keywords "media sharing sites" and "French learning" in the search method for each database, yielding a cumulative count of 19,514 studies. Once the studies have been acquired, it is necessary to apply a filtering process based on the temporal coverage of the research. The scope of research conducted in the past decade has been confined to the publication time frame. The feasibility of each study is assessed as a cohesive unit. Upon completing the comprehensive selection procedure, the studies acquired are deemed the most pertinent and can be referred to as the selected studies.

3. Reporting Phase

After acquiring the chosen studies, the authors proceeded to search for variables associated with characteristics that impact students' learning outcomes and their response to the implementation of MSS. Figure 1 provides a graphic representation of the process involved in selecting, extracting, and analyzing the data. In order to determine the issues covered in this research, the author additionally categorizes the variables into four domains and three parts. Each discipline and section are assigned a specific code. Subsequently, the author proceeded to consolidate the research findings within the discussion part. In addition to including empirical data derived from research findings, the author supplements the analysis of selected studies by incorporating remarks from other scholarly investigations.
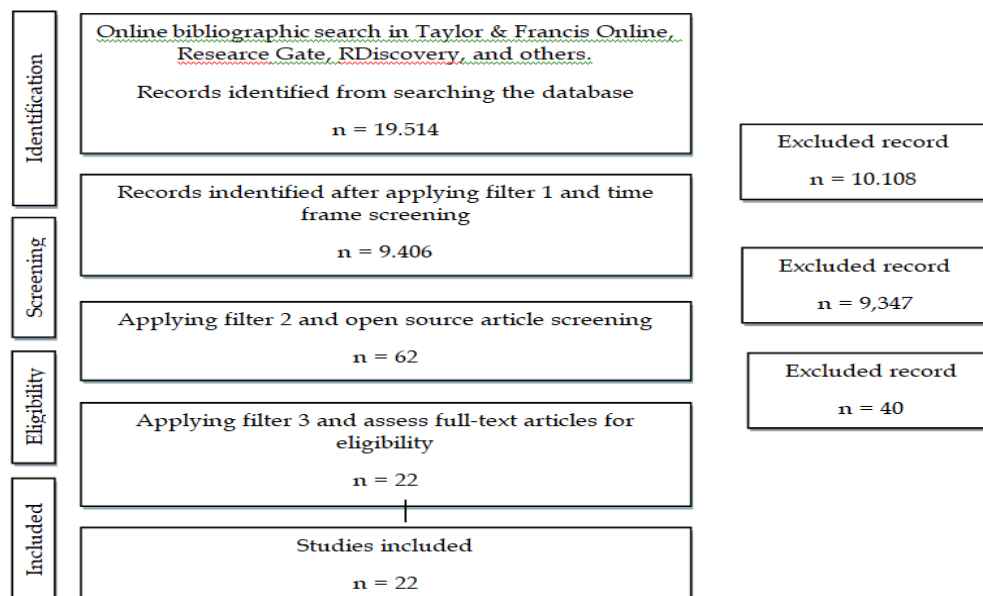

Figure 1. Data selection, extraction, and analysis process adapted from Moher (2015)

C. Result and Discussions

Result

According to the search findings, 22 studies have been identified that satisfy the predetermined criteria for inclusion and exclusion. The studies included in this analysis underwent a rigorous selection process based on title, abstract, and general content criteria. The compilation of chosen studies is briefly outlined in Table 2.

Table 2. Selected Study List

Code	Study Title	Citation
P1	Aplikasi Duolingo dalam Pembelajaran Keterampilan Menulis Bahasa Prancis Siswa Kelas X SMAN 9 Bandarlampung	(Ananda et al., 2019)
P2	Aplikasi Kuis Pembelajaran Tata Bahasa dan Kosa Kata Bahasa Perancis DELF Level A1 Berbasis Android	(Setyoningrum & Julfendi, 2022)
P3	Aplikasi Rosetta Stone dalam Pelafalan Bahasa Prancis SIswa Kelas X di SMA Negeri 16 Bandarlampung	(Amien et al., 2020)
P4	Complementing in-class language learning with voluntary out-of-class MALL. Does training in self-regulation and scaffolding make a difference?	(Botero et al., 2019)
P5	Development of Articulate Storyline Learning Media to Improve the Writing Ability of French Students	(Adawi & Eviyanti, 2022)
P6	Development of Teaching Materials for French Courses for Class X SMA Based on the 2013 Curriculum Using Instagram Media	(Eviyanti et al., 2022)
P7	Duolingo efficacy study: Beginning-level courses equivalent to four university semesters	(Jiang et al., 2020)
P8	Evaluating the reading and listening outcomes of beginning-level Duolingo courses	(Jiang et al., 2021)
P9	Foreign Language Learning via Mobile Devices during a Language Immersion Program	(Mavropoulou & Arvanitis, 2021)
P10	IntaFrench: An Investigation of Learner Perception of Social Media and Images to Develop L2 Writing	(Carver, 2019)
P11	Material Development in Production Ecrite Intermediaire by Sipda to Improve the Writing Ability of the Student French Departement at Faculty of Languages and Arts at One of the State Universities in Northen Island of Indonesia	(Soraya et al., 2021)
P12	Media Pembelajaran Learningapps.org untuk Meningkatkan Penguasaan Kosakata Bahasa Prancis	(Wahyuni et al., 2022)
P13	Media Sosial Instagram dalam Pembelajaran Keterampilan Menulis Bahasa Prancis Siswa Kelas XI SMAN 9 Bandarlampung	(Gustia et al., 2021)
P14	Multimedia technologies and online task-based foreign language teaching-learning	(Nobre, 2018)
P15	Pelatihan Pembuatan Video Animasi Pembelajaran Bahasa Prancis Berbasis Powtoon Kepada Guru Bahasa Prancis Se-Lampung	(Kusrini et al., 2022)
P16	Pengembangan Media Audiovisual Berbasis Aplikasi Canva untuk Pembelajaran Bahasa Prancis di SMA	(Jaya & Soraya, 2022)

Code	Study Title	Citation
P17	Penggunaan Media Youtube dalam Meningkatkan Kosakata Bahasa Prancis bagi Siswa Kelas X SMAN 1 Terusan Nunyai	(Hutajulu et al., 2020)
P18	Penggunaan Situs Internet Youtube Emel Sur untuk Meningkatkan Keterampilan Menulis Karangan Deskripsi Bahasa Prancis	(Amien & Mauyana, 2021)
P19	Penugasan Pembuatan Tik Tok untuk Mencapai Kompetensi Menafsirkan Instruksi dalam Pembelajaran Jarak Jauh	(Moerni, 2021)
P20	Situs Le Point du Fle untuk Meningkatkan Keterampilan Menulis Surat Pribadi Siswa SMAN 9 Bandarlampung	(Noviana et al., 2018)
P21	The Development of Learning Media Réception Écrite Élémentaire WEB-Based	(Fibriasari et al., 2017)
P22	YouTube as the Learning Media to Improve the Speaking Skill in Expression Orale Course	(Harianja & Fibriasari, 2019)

The present study identified several significant variables pertaining to the implementation of MSS, which may be classified into two subthemes: factors affecting learning outcomes and students' responses. Each sub-theme is categorized into more detailed components, specifically the domain and type of answer. The parts and sorts of reactions are organized into separate paragraphs, each dedicated to a particular set of variables.

The researcher identified several elements that impact the achievement of proficiency in French language acquisition through the implementation of MSS. In order to provide further clarity to the ongoing discourse, the author categorizes these characteristics into four different areas. The classifications are divided into four areas: (1) learning models, (2) MSS systems and features, (3) audio-visual products, and (4) teacher contributions. Table 3 provides a summary of the data relevant to these features.

Table 3. Factors Influencing the Learning Outcomes of Students

Cluster	Areas	Studies
A	Learning models	[P1], [P2], [P3], [P6], [P7], [P8], [P10], [P13], [P14], [P15], [P17], [P20]
B	MSS systems and features	[P1], [P2], [P3], [P4], [P5], [P6], [P7], [P8], [P9], [P11], [P12], [P13], [P14], [P16], [P17], [P18], [P19], [P20], [P21]
C	Audio-visual products	[P3], [P6], [P7], [P10], [P13], [P14], [P15], [P16], [P17], [P18], [P19], [P21], [P22]
D	Contributions made by teachers	[P1], [P3], [P7], [P10], [P19]

Subsequently, the author discovers the student's reaction to the learning stimulus, often known as a response. Students respond to the implementation of MSS in French language learning. The author classifies student's responses according to Petty & Cacioppo (1986) theoretical framework. There are three distinct varieties of responses: cognitive, emotional, and conative. Table 4 provides a comprehensive overview of the student responses collected.

Table 4. The Classification of Students' Responses

Response Type	Variables	Studies
Cognitive response	The memory and comprehension of students	[P1], [P2], [P3], [P9], [P10], [P13], [P14], [P17], [P19], [P20]
Affective response	Happiness, interest, motivation, learning spirit, confidence, and positive perception	[P1], [P2], [P3], [P4], [P6], [P7], [P9], [P10], [P11], [P12], [P13], [P14], [P15], [P17], [P18], [P19], [P20], [P21]
Conative response	Attention, learning atmosphere, communication, independence, and active	[P2], [P3], [P4], [P5], [P7], [P11], [P12], [P13], [P14], [P15], [P17], [P18], [P19], [P20], [P21]

Discussion

The studies listed in Table 2 provide evidence for the author's findings in this section of the paper regarding the identification of variables associated with French language learning through MSS. The author begins the discussion by describing the various factors that influence the acquisition of French skills through the implementation of the MSS. These determinants are divided into four distinct areas. The discussion then moved to the students' responses to the implementation of MSS within French language learning. The categorization of responses is founded on Petty & Cacioppo (1986) theoretical framework. Cognitive, affective, and conative responses are distinguished as distinct categories of responses. In addition, the discussion concluded with a discussion of the potential implementation of future MSS technologies for the purpose of learning French, as supported by empirical research findings.

1. Factors That Affecting Learning Outcomes
Learning Models

The result of learning necessitates the formulation of a suitable learning model by the educator. It is essential to acknowledge that this paper's term "educator" encompasses classroom teachers and multiple actors involved in developing educational websites and applications. To effectively attain learning objectives, the implementation of an appropriate learning model is necessary. The research described in Table 2 employs paradigms such as implementing pertinent or individualized learning and utilizing student-centered learning (SCL) approaches. The SCL approach is characterized by its emphasis on placing students at the focal point of the learning process, thereby fostering their engagement and independence (Yusnita & Muqowim, 2020).

In the context of SCL, educators possess the ability to tailor French language instruction to align with the unique qualities and needs of individual students. Contemporary students exhibit distinct attributes, including a notable inclination towards gadgets and virtual phenomena (Amien et al., 2020; Eviyanti et al., 2022; Gustia et al., 2021; Noviana et al., 2018). This aligns with the utilization of MSS as a tool for acquiring proficiency in the French language, accessible on various electronic devices and computer platforms (Ananda et al.,

2019; Amien et al., 2020; Jiang et al., 2021). Hence, integrating MSS with SCL approaches might enhance the relevance and engagement of educational content for students.

In addition to selecting appropriate instruments, the subject of study must align with the student's specific interests and objectives. The relevant topic can be examined from two perspectives, precisely the aspect of necessity and the element of aspiration. The concept of necessity pertains to the requirement for students to enhance their skills within a practical and applicable framework. The subject of French language acquisition has been extensively explored in several studies, as seen by the works of Amien et al (2020), Jiang et al (2020), Carver (2019), and Nobre (2018). These investigations delve into the themes, objects, and daily occurrences associated with the process of learning the French language. In the realm of desire, learning French entails students engaging in selecting topics that align with their interests (Amien et al., 2020; Carver, 2019). Adapting learning to students' interests occurs not only through the subject but also through the learning process.

Furthermore, the implementation of MSS allows students to acquire proficiency in the French language while having the flexibility to adapt their learning approaches according to their individual preferences (Jiang et al., 2020; Jiang et al., 2021; Hutajulu et al., 2020). Based on the findings above, the determination of learning subjects may be attributed to both educators and learners. However, it is essential to note that the learning process itself grants students a certain degree of freedom, enabling them to investigate and engage with MSS.

MSS includes a website and an educational application. The learning applications employed in this study incorporate implicit cognitive strategies as well as explicit supplemental approaches (Jiang et al., 2020). Jiang et (2021) and Gustia et al (2021) have identified additional instructional strategies, including explanation, correction of answers given by students, and feedback on teaching materials. Additionally, Ananda et al (2019), Setyoningrum & Julfendi (2022), and Amien et al (2020) conducted earlier studies that support the application's inclusion of repetitive exercises intended to improve students' memory. Learning that does not feel like learning and explicit and repeated explanations can improve students' memories.

MSS Systems and Features

It is anticipated that learning media will be used numerous times. Nevertheless, frequent utilization of media material might lead to a decline in its overall quality and potentially result in its deterioration. The statement above holds for MSS, an internet-based media platform. According to Soraya et al (2021), the durability of MSS makes it a highly effective medium for facilitating the acquisition of the French language. Furthermore, the utilization of MSS allows for the elimination of temporal and spatial constraints that may exist between French teachers and students (Ananda et al., 2019; Setyoningrum & Julfendi, 2022; Amien et al., 2020; Jiang et al., 2020; Mavropoulou & Arvanitis, 2021; Wahyuni et al., 2022; Nobre, 2018; Jaya & Soraya, 2022; Moerni, 2021; Fibriasari et al., 2017). According to several studies, it has been observed that the implementation of the MSS in the context of French language learning is characterized by its user-friendly nature, facilitating ease of operation for

both teachers and students (Eviyanti et al., 2022; Wahyuni et al., 2022; Gustia et al., 2021; Hutajulu et al., 2020; Fibriasari et al., 2017). These measures could reduce the financial and temporal resources expended by teachers and students during the learning process.

In conjunction with its endurance, the factor that has the potential to reduce expenses is the cost associated with the application or website. The MSS developers' pricing showed variation. Nevertheless, a limited number of educational materials can be downloaded without charge. The variation in pricing can be attributed to the varying levels of available features. As the price decreases, the accessibility of parts diminishes. Despite its restricted functionality, the unpaid MSS platform can nevertheless be used for French language learning (Ananda et al., 2019; Jiang et al., 2020; Jiang et al., 2021; Wahyuni et al., 2022; Nobre, 2018; Hutajulu et al., 2020; Amien & Mauyana, 2021; Noviana et al., 2018). According to Amien et al (2020) and Adawi & Eviyanti (2022), teachers have the option of using a pay-as-you-go platform in the French language. Educators are afforded the autonomy to allocate funds for accessing additional functionalities inside the MSS, ensuring that the use of the MSS does not impose undue financial strain on teachers.

MSS has a variety of features for French learning, including the ability to access instructional materials and exercises freely (Ananda et al., 2019; Setyoningrum & Julfendi, 2022; Amien et al., 2020; Adawi & Eviyanti, 2022; Jiang et al., 2021; Wahyuni et al., 2022; Amien & Mauyana, 2021; Moerni, 2021; Noviana et al., 2018). Several studies have identified some features in several MSSs that enable prompt correction of student answers without requiring instructor assessment (Botero et al., 2019; Adawi & Eviyanti, 2022; Wahyuni et al., 2022). Furthermore, Ananda et al (2019) demonstrated that the MSS under investigation incorporated learning characteristics with game mechanics, enabling their application in both formal and informal learning environments (Mavropoulou & Arvanitis, 2021). Based on the evidence, the implementation of MSS can potentially optimize students' study time and provide them with more independence in their learning activities.

Audio-visual Products

Implementing MSS in the context of French language acquisition encompasses more than just exploring learning models, systems, and available features. The use of MSS content in the learning process can function as instructional materials and assignments for students. According to Gustia et al (2021), the use of MSS enables the dissemination of educational content in several ways, including textual materials and audio-visual resources. The use of audio-visual products helps teachers to effectively present demonstrations or instructions that are essential for students' comprehension (Jiang et al., 2020; Carver, 2019; Nobre, 2018; Fibriasari et al., 2017). Furthermore, instructional resources must employ a straightforward and streamlined language, facilitating the students' comprehension and assimilation of knowledge (Amien & Mauyana, 2021). Nevertheless, material quality must still be considered (Jaya & Soraya, 2022). Additionally, video as a teaching resource must consider duration. In many studies, the videos used have a brief period and contain dense content (Kusrini et al., 2022; Jaya & Soraya, 2022; Amien & Mauyana, 2021; Moerni, 2021; Harianja & Fibriasari, 2019).

Three to five minutes were recommended by Harianja & Fibriasari (2019) for the duration of a video. Despite their complexity and brevity, the instructional materials in the video are able to facilitate student comprehension, as demonstrated by the antecedent findings.

In addition to instructional material quality, audio and visual quality can impact students' responses to the process of comprehending the French language (Nobre, 2018; Kusrini et al., 2022; Jaya & Soraya, 2022; Hutajulu et al., 2020). According to several studies, the utilization of engaging visualizations and concise written formats might enhance students' perception and comprehension of the information being presented (Amien et al., 2020; Eviyanti et al., 2022; Carver, 2019; Jaya & Soraya, 2022). This finding is consistent with the research conducted by Jobirovich (2021), which claims that the inclusion of color in visual materials facilitates enhanced learning and memory retention among students. The utilization of high-quality and engaging audio and visual elements can reduce the retention of instructional content among students.

Contributions Made by Teacher

Educators must adapt to the digitization process within education and actively participate in its advancement. The method of educational digitization offers teachers numerous ways to generate educational materials, deliver instructional sessions, uncover students' creative abilities, and facilitate their proficiency in utilizing technology that might enhance their future ability for independent thinking (Jobirovich, 2021). MSS's utilization of the SCL approach is predicated on the outcomes derived from the learning model. In the context of SCL, the teacher takes on the role of a facilitator who offers learning materials and media to support the educational process. Teachers can make valuable contributions by actively overseeing student engagement and assessments, both during and subsequent to instructional sessions (Ananda et al., 2019; Amien et al., 2020), in and out of class. Within the context of learning, teachers can establish connections with their students through genuine and significant communication (Jiang et al., 2020; Carver, 2019). This may be achieved through many forms of engagement that provide students with encouragement, input, and constructive feedback (Carver, 2019; Moerni, 2021). The successful implementation of MSS in educational settings necessitates the active involvement of human agents, particularly instructors, who must adapt and actively contribute to the integration of MSS in order to accomplish desired learning outcomes effectively.

2. Students' Responses

Various factors influencing students' academic performance might serve as stimuli for students to engage in the learning process actively. According to Petty & Cacioppo (1986), students' responses can be categorized into three distinct types: cognitive, affective, and conative answers.

A cognitive response refers to an individual's mental reaction that encompasses their knowledge, abilities, and information pertaining to a particular subject or issue. The author discovered many cognitive reactions that were expressed in multiple investigations. The

utilization of MSS in French language learning has the potential to facilitate the retention and comprehension of educational content among students (Ananda et al., 2019; Setyoningrum & Julfendi, 2022; Amien et al., 2020; Mavropoulou & Arvanitis, 2021; Carver, 2019; Gustia et al., 2021; Nobre, 2018; Hutajulu et al., 2020; Moerni, 2021; Noviana et al., 2018). Furthermore, using MSS in French language learning facilitates the learning process, enhances memory retention, and optimizes students' cognitive abilities (Amien et al., 2020; Gustia et al., 2021; Hutajulu et al., 2020). Thus, students exhibit enhanced language proficiency, academic accomplishments, and educational outcomes as a result of their learning experiences (Ananda et al., 2019; Amien et al., 2020; Botero et al., 2019; Adawi & Eviyanti, 2022; Mavropoulou & Arvanitis, 2021; Soraya et al., 2021; Wahyuni et al., 2022; Gustia et al., 2021; Nobre, 2018; Hutajulu et al., 2020; Amien & Mauyana, 2021; Moerni, 2021; Noviana et al., 2018; Fibriasari et al., 2017). According to the preceding findings, the use of MSS positively impacted students' language skills.

Furthermore, an affective response is a response associated with a person's emotion, attitude, and perception of a matter. A number of emotional reactions are produced when MSS is used in learning. In many studies, MSS content and learning models were implemented by taking into account the factors listed in Table 3. The response of students to the learning content and model is delight and the absence of boredom (Ananda et al., 2019; Jiang et al., 2020; Carver, 2019; Kusrini et al., 2022; Hutajulu et al., 2020; Amien & Mauyana, 2021; Moerni, 2021). In addition, the provision of stimuli through the MSS in learning French has the potential to enhance students' interest and enthusiasm, fostering their motivation to engage in the learning process (Ananda et al., 2019; Setyoningrum & Julfendi, 2022; Amien et al., 2020; Botero et al., 2019; Eviyanti et al., 2022; Mavropoulou & Arvanitis, 2021; Carver, 2019; Soraya et al., 2021; Wahyuni et al., 2022; Gustia et al., 2021; Nobre, 2018; Kusrini et al., 2022; Hutajulu et al., 2020; Amien & Mauyana, 2021; Moerni, 2021; Noviana et al., 2018; Fibriasari et al., 2017). This finding aligns with the results of a study conducted by Jobirovich (2021), which demonstrated that the utilization of digital technology has the potential to enhance students' enthusiasm and motivation toward the learning process. The impact of learning motivation on learning outcomes has been observed, indicating a positive correlation between motivation levels and the resulting learning results (Rahman, 2021). The affective response was discovered to be primarily associated with confidence, in addition to its implications for learning. According to Jiang et (2020), Carver (2019), and Moerni (2021), the implementation of MSS in French language learning has been found to have a positive impact on students' confidence and a concurrent decrease in anxiety levels. This phenomenon occurs due to the development of a favorable perception of learning among students (Carver, 2019). Implementing MSS can positively impact students' psychological well-being, facilitating optimal cognitive functioning for effective learning.

A reciprocal relationship exists between cognitive and affective responses, which are also interconnected with conative answers. A conative reply refers to a reaction that is directly associated with a tangible behavior, such as an action or a habitual pattern. The use of MSS as a pedagogical tool for French language acquisition effectively attracts students (Amien et al.,

2020; Fibriasari et al., 2017) and contributes to creating a conducive educational setting (Noviana et al., 2018). According to Moerni (2021), the implementation of MSS in French language learning effectively facilitates communication between teachers and students. The incorporation of interactive elements in the learning process has been stated by Jiang et al (2020) and further supported by the findings of Amien & Mauyana (2021). The method of French language learning includes various forms of interaction, including the utilization of a medium for communication to convey instructional information, the role of teachers as providers of educational resources and facilitators, and the involvement of students as the primary focus of study. In order to facilitate independent and active learning among students (Setyoningrum & Julfendi, 2022; Amien et al., 2020; Botero et al., 2019; Adawi & Eviyanti, 2022; Jiang et al., 2020; Soraya et al., 2021; Wahyuni et al., 2022; Gustia et al., 2021; Nobre, 2018; Kusrini et al., 2022; Hutajulu et al., 2020; Moerni, 2021; Noviana et al., 2018; Fibriasari et al., 2017). According to the findings above, the implementation of the MSS has the potential to foster independent and active learning among students, aligning with the key attributes of SCL.

MSS implementation in French language learning has been designated as a viable and beneficial strategy due to its positive effect on student learning outcomes and overall engagement with the process of learning. The assertion was further supported by previous studies (Ananda et al., 2019; Amien et al., 2020; Eviyanti et al., 2022; Jiang et al., 2020; Jiang et al., 2021; Mavropoulou & Arvanitis, 2021; Wahyuni et al., 2022; Gustia et al., 2021; Nobre, 2018; Kusrini et al., 2022; Jaya & Soraya, 2022; Amien & Mauyana, 2021; Moerni, 2021; Noviana et al., 2018). The conclusion indicates that MSS can facilitate the acquisition of French for teachers and students.

3. Future MSS Utilization

The 5th Industrial Revolution (5IR) was publicly disseminated in 2016. The term "5IR" denotes the advancement of technological innovations aimed at enhancing automation and digitization within industrial and production domains. The concept of 5IR remains in a state of ongoing development and active discourse. In order to effectively address the challenges posed by the 5IR, educators must equip themselves adequately. According to Nilasari (2020) and Puspita et al (2020), the 5IR society emphasizes cultivating critical thinking skills and fostering creativity. Consequently, there is a need to modify the educational curriculum by incorporating technology. Singh (2021) demonstrated that using digital technology can enhance operational effectiveness and optimize students' academic achievements.

According to the research findings, the implementation of MSS in French language learning incorporates individualized learning models and SCL. Students' critical thinking skills related to their creativity correlate positively with both learning models (Xhomara, 2022). Chang et al (2015) conducted a study to examine the effect of critical and creative thinking skills on students' academic performance. The 5IR's primary goal is to improve these skills, so it is clear that integrating MSS into learning French is still essential for future applications.

D. Conclusion

Based on the discussed findings, the factors that affect academic performance are classified into four areas. The first area, the personalized learning model and SCL method, are collaborative with MSS. The second area, MSS systems and features, provides teachers with the freedom and time to access and operate MSS in accordance with their students' learning requirements. The third area, audio-visual content, with dense material and good audio-visual quality, can make it easier for students to comprehend and retain educational materials. The fourth area, it is necessary for the teacher to contribute to the learning process in order for the expected learning objectives to be attained. The positive impact on learning accomplishment can be attributed to several factors, including customization in learning, the freedom to allocate time and resources, the quality of information and presentation, and the contribution of teachers.

In addition, this study found that student responses were classified into three types. The first response, the cognitive response demonstrated by the student, is the improvement of the student's language skills. Second, affective responses show increased learning motivation and confidence, positively affecting students' perception of learning. The third conventional response is the student's independence and learning activities. Based on the evidence, the implementation of MSS has the potential to facilitate the acquisition of French language skills for both teachers and students.

The future of education entails the cultivation of individuals equipped with the capacity for critical and creative thinking. The personalized learning model and the SCL approach are in line with the vision of the MSS learning model. Analyzing elements affecting students' learning outcomes and responses can serve as a valuable reference for the future development of the French language learning medium.

The scope of this study is confined to the utilization of database sources and the examination of languages employed in library settings. The utilized database resources include Taylor & Francis Online (tandfonline.com), Research Gate (researchgate.net), and RDiscovery (discovery.research.life). The languages employed within the study library encompass English and Indonesian. I expect that additional research endeavors will contribute to the expansion of the library's database and linguistic resources, facilitating the discovery of more pertinent libraries. Consequently, the research outcomes are anticipated to yield more complete results.

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