

## **Development of Digital Teaching Materials through Instagram Social Media as an Alternative Media for Learning *Français du Tourisme***

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### **Abstract**

Learning French for tourism purposes *Français du Tourisme* plays an important role in preparing students to face global challenges in the growing tourism industry. In this digital era, the use of social media as a learning tool has become a trend that promises to provide innovative and interesting learning experiences. One of the popular social media is Instagram, which provides various creative features to support the development of digital teaching materials. This research aims to develop innovative and interesting digital teaching materials for learning *Français du Tourisme* through Instagram social media. The research method used is development research with planning, production, and evaluation stages. Data collection was carried out through surveys and interviews to find out the needs and preferences of students, as well as their responses to the teaching materials developed. The results of the study show that Instagram social media can be an effective alternative medium for learning French tourism. Digital teaching materials developed through Instagram are able to provide fun and innovative learning experiences, thus increasing student motivation and participation in the learning process. Creative features on Instagram, such as posting pictures, videos, stories, and slide shows can be utilized optimally to present materials relevant to the tourism context. In conclusion, the development of digital teaching materials through social media Instagram is a positive step in enriching the learning experience of *Français du Tourisme*. However, there needs to be a balanced approach between the use of technology and effective learning strategies. This research contributes to the field of social media-based curriculum development in the context of learning French for tourism, and can be a reference for teachers and practitioners in the fields of language education and tourism.

**Keywords:** Teaching materials; *Français du Tourisme*; Instagram.

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### **A. INTRODUCTION/INTRODUCTION**

Language is a part of human life to communicate with others. Therefore, it is said that language is a means of human communication, whether oral or written. (M. Zaim, 2018). French is one of the foreign languages that is in great demand and studied in Indonesia and is widely used by speakers around the world, studying French is not only fixated within the scope of *Français Langue Étrangère* (FLE) alone, but can also have a direct or specific purpose such as French for special purposes or *le Français sur les Objectifs Spécifiques* (FOS) which has branches, one of which is *Français du Tourisme*. In lectures or lessons, many students are interested in learning the terms of the French language material, especially those interested in tourism, hospitality, travel agencies and so on. (Iim Karimah, 2010).

The presence of French language learning for special purposes is to achieve certain goals. (2007, p. 33) *En France, la diversification des publics trouve une expression concrète à travers les différentes orientations que prend l'enseignement des langues étrangères spécialisées. Ainsi, l'enseignement dit "sur objectifs spécifiques" vise à rendre les publics concernés rapidement opérationnels dans un cadre précis de l'exercice d'une profession, d'un métier.* [In France, the diversification of audiences has led to the diversification of audiences. [In France, audience diversification finds concrete expression through the different orientation taken by specialized foreign language teaching. Thus, the so-called "special-purpose"

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education aims to make the public concerned quickly operational within the specialized framework of exercising a profession, a trade].

In connection with the exposure of information from the page <https://theses.hal.science/tel-00335245/document> : *Le FOS est l'abréviation de l'expression Français sur Objectifs Spécifiques. Il s'agit d'une branche de la didactique de FLE. Ce dernier s'adresse à toute personne voulant apprendre le Français dit 'général'. By contrast, le FOS is characterized by its ses spécificités qui le distinguent du FLE. La principale particularité du FOS est certainement ses publics. Ceux-ci sont souvent de professionnels ou des universitaires. Therefore, they wish to learn non Le Français but rather Du Français pour réaliser un objectif donné.* That is, FOS stands for *Français sur Objectifs Spécifiques* of the FLE learning branch. The FOS learning branch is phrased for someone who wants to learn French in general. With that said, FOS is marked as different from FLE, as it is a more specific French language. The main distinguishing feature is its use by professionals or academics who want to learn professional French to achieve a specific goal. However, it is often difficult for learners to obtain media and teaching materials that can be used due to the limited availability of existing teaching materials.

As stated by Sunendar, Hardini & Karimah (Sunendar et al., 2021), the 21st century is characterized by increasingly intense competition in various fields that demand creativity from each individual. Along with the development of the industrial revolution era 4.0 requires students to be able to master various skills, which are related to the opinion of Zubaidah (Siti Zubaidah, 2018), according to him, some basic skills that really need to be prepared to improve competence in the current era of the industrial revolution 4.0 include 4C (*Critical thinking, Creativity, Collaboration, and Communication*). When viewed from a creative perspective, an innovation in *online* learning is a benefit and a solution. So in line with the opinion of Aithal & Shubhrajyots (Racmadhany et al., 2021) who said that there are several advantages of *online* learning taken from the point of view of learners namely convenience, time savings and cost reduction as significant positive aspects that encourage them to adopt and use online learning on an ongoing basis. So to get good results in learning, learners must feel comfortable while learning.

In this day and age, *online* social media *platforms* have become very sophisticated and easily accessible to all groups who can spend hours surfing social media, one of which is Instagram. Instagram is a relatively new form of communication where users can easily share various personal or object information in the form of photos or videos called "*updates*" (Hu et al., 2014) Meanwhile, the use of *Instagram* social media as a medium of information and education is a new developing phenomenon that exists in the use of social media, even social media now tends to be very prevalent and continues to grow among young people (Pittman & Reich, 2016). Social media utilization will work effectively and efficiently for today's teachers only through their *smartphones* (Pujiono, 2021)

Based on previous research on the Development of French Interactive Multimedia for French Language Learners in the Field of Tourism, which was conducted by Resmisari (Resmisari, 2019). The results of his research resulted in the development of teaching materials in the form of interactive multimedia for tourism French language learners and on his suggestions in the conclusion came the idea to perfect his research in the form of digital-based alternative learning or social media online platforms, namely Instagram. This social media *instagram* will be filled with one-way tourism French learning materials divided into several subthemes that aim to facilitate teaching and learning activities can be accessed anywhere and anytime. Also it will be added with videos, image illustrations, text, vocabulary, general information about Indonesian tourism in beginner level French to practice alternative learning of tourism French independently.

In connection with the above background, researchers are interested in developing teaching materials packaged in the form of social media *Instagram* with the account name *@devenirbontourime* as an alternative media for learning French tourism. To clarify the purpose of this study, the researchers

formulated the following problems: (1) what kind of appearance is found on the @devenirbontourisme page as an alternative media for learning *Français du Tourisme*?, (2) what is the scope of *Français du Tourisme* material on the @devenirbontourisme Instagram page?, and (3) what are the responses of students and French language teachers to the development of alternative learning media using Instagram social media @devenirbontourisme?

To support this research, related theories and expert opinions are used, especially those related to the following study. In the definition of learning, *Français du Tourisme* is a course taught to students of the French Language Education Study Program FPBS UPI which contains terms about tourism in French in which it reviews the *act de paroles*, namely about *premiers contacts*, *accueil*, *animation*, *promotion d'une destination*, *vente d'un produit touristique*, and *guide*, each of which will be divided into several subthemes. (Iim Karimah, 2010). Many students are interested in studying this field because they aim to work in tourism and want to broaden their horizons. So, in this study, researchers will focus on developing French learning media with the specific purpose of tourism, to answer the difficulties of students who want to learn or find information about French tourism easily and practically.

To facilitate French tourism learning activities, teachers can utilize Instagram social media which is in line with the opinion of Stujanović, Bogdanović, Zrakić, Naumović, & Radenković "There are a myriad of possibilities for how social networks can be used for educational purposes, especially Instagram. As a platform that provides the ability to communicate through photos and videos, it is well suited to convey any message" (Stojanović et al., 2019).

Furthermore, in terms of using social media as a learning medium, the benefits can help improve learners' academic performance when teachers use social media as their learning method (Al-Rahmi et al., 2015). In addition to teachers, students are also highly interested in social media, so in line with the thoughts of Prahara (Prahara, 2018) who suggested that today's students must be made familiar with inspiring social media so that lessons are absorbed quickly and on target. So, teachers can utilize technological sophistication to facilitate the needs of students, so that through technological media the dynamics of digital era learning can be resolved (Tafonao et al., 2020).

Supported by the opinion of Ambarsari (Ambarsari, 2020) which explains that Instagram can also be categorized as having features that are complete enough to support the running of learning activities. It can be concluded that Instagram social media can be an interesting and not boring learning media but still critical and technologically wise, the features are also very helpful because it can be an alternative tool in the teaching and learning process which especially requires audio, video, images and so on with a new, innovative and effective impression in one media device to achieve a learning goal.

## B. RESEARCH METHOD

This research is a development research or *Research & Development (R&D)*. Research and development is a research method used to develop or validate products used in education and learning. (Gall et al., 1996) defines R&D in education as an industry-based development model in which research findings are used to design new products and procedures that are then systematically field tested, evaluated, and refined until they meet certain criteria, namely effectiveness, and quality. Researchers used the research and development steps of the *planning, production, evaluation (PPE)* model according to Richey & Klein (Richey & Klein, 2014), namely:

1. Planning

This stage contains product planning activities that will be made for a researcher who will determine what products will be developed based on the needs analysis that will be carried out through research and literature studies.

2. Production

At this stage, the researcher will make the product. The design that has been prepared previously is made into a product.

### 3. Evaluation

Evaluation is an activity of product assessment by experts or expert judgment. This activity serves to find out the shortcomings of the product and get advice from experts who assess the product to be feasible and of better quality to be used or applied according to purpose.

To determine the quality of learning media and teaching materials made by researchers, this study involved one expert lecturer, namely a material expert lecturer who would assess three main aspects related to the material contained in the Instagram social media @*devenirbontourisme*, namely (1) the quality of the material, (2) the usefulness of the material in learning and, (3) the feasibility of Instagram social media to become a learning medium. The researcher also asked 15 students who had studied or were studying French tourism at the Department of French Education FPBS Universitas Pendidikan Indonesia about learning French tourism using the *Instagram* social media @*devenirbontourisme* that the researcher had made, the responses were distributed online via *Google Form* with the link [https://docs.google.com/forms/d/e/1FAIpQLSf-rFxy1FHnvg60aXLmx6ug4uJo4Lrjn8Sr6Kp8-lFterZ01w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSf-rFxy1FHnvg60aXLmx6ug4uJo4Lrjn8Sr6Kp8-lFterZ01w/viewform?usp=sf_link).

The instruments used in this research are interview guidelines, and product assessment formats and questionnaires. The results of interviews with French lecturers will be transcribed and an outline of the contents will be taken. The next step is to analyze and draw general conclusions. The questionnaire is given to find out the students' responses to the use of *Instagram* as an alternative learning *Français du Tourisme*. To facilitate the data processing of the results of the questionnaire, the researcher used the table interpretation according to Arikunto in table 1 below:

Table 1. Interpretation of Questionnaire Result Data

Source: (Arikunto, 2010)

Large Percentage	Interpretation
0%	None
1-25%	A small part
26-49%	Almost half
50%	Half
51-75%	Most
76-99%	In general
100%	The whole

## C. RESULTS AND ANALYSIS

Based on the formulation of the problem and the research that has been conducted using the stages of research and development with the *planning, production, evaluation (PPE)* model according to Richey & Klein (Richey & Klein, 2014), the following results were obtained. First, this research aims to develop alternative learning media in the form of Instagram social media to learn French Tourism. However, before making the product, several stages were carried out as follows.

### 1. Planning learning materials

The first thing to do is to plan the learning material that will fill the Instagram page and become the content of the educational content that will be poured into learning through the social media Instagram @*devenirbontourisme*. This learning material is compiled based on the needs of students who refer to and adhere to the main source books, namely: (1) Corbeau, Sophie

et.al. (2004). *Tourisme.com*. Paris: CLE International, (2) Corbeau, Sophie et.al. (2004). *Tourisme.com: Guide Pédagogique*. Paris: CLE International. There are two main components contained in the planning of this learning material, namely the basic competencies and learning objectives presented in several forms of learning on Instagram, namely about *acts de paroles* in the field of tourism, namely about *premiers contacts, accueil, animation, promotion d'une destination, vente d'un produit touristique, guide*, each of which is divided into several subthemes. The learning method applied is role-playing (*jeux de rôle*), as well as explanation through video, audio, vocabulary and celandia.

## 2. Conduct product planning and design

After planning the learning material has been directed, then designing the product that will be poured in Instagram by pouring in several subthemes that will utilize the *tools* in Instagram and the content will be adjusted to be relevant to the needs of students. Researchers compiled the material referring to the French language theory of tourism so as to produce the following subthemes: 1) *Se Présenter et parler de son métier*; 2) *Engage une conversation téléphonique*; 3) *Gérer une réservation*; 4) *Vendre le billet*; 5) *Informers les voyageurs*; and 6) *Animer un village de vacances*. Product design activities are carried out and made based on the above components so that they are well visualized for students. The design example is as follows:

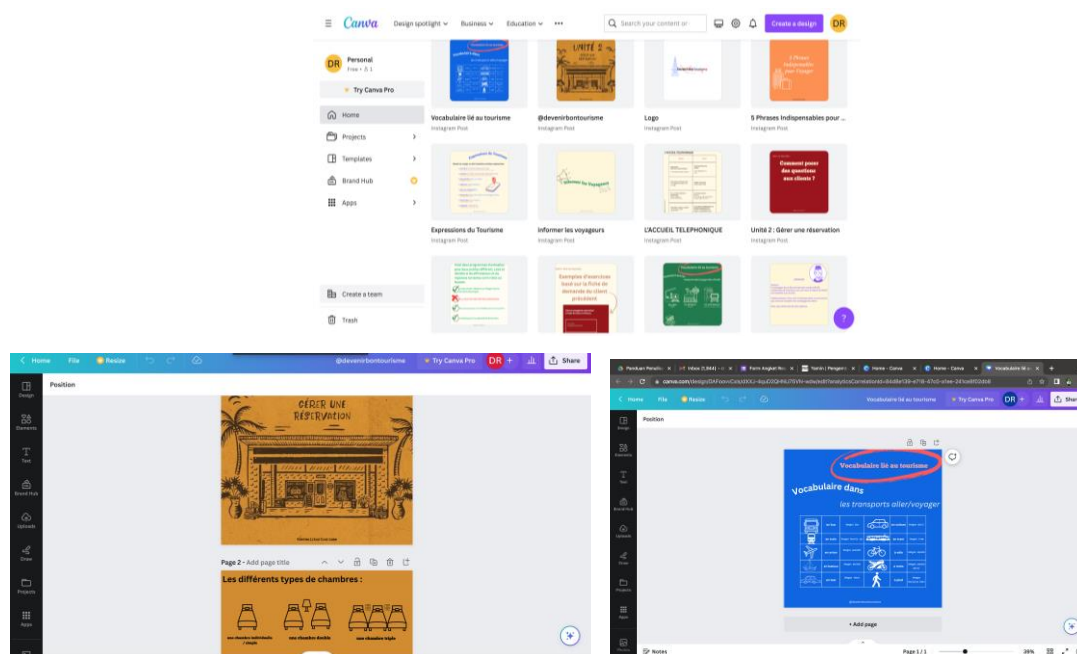


Figure 1. Example of the stages of material development and product design

Source: author

After the initial stages were carried out using the help of applications to design material content and selandia for the display of Instagram social media pages using the *Canva* application and for video editing using the *Capcut* application, Figure 2 below is the logo of the *@devenirbontourisme* Instagram page profile photo designed with elements of Indonesian tourism character.



Figure 2. Logo design of @devenirbontourisme Instagram profile photo

Source: Author

Furthermore, below is an example of *jeux de rôle* video material that discusses how to present yourself and your job or business and how to purchase tickets in French and also how to make reservations over the phone in French.



Picture 3. example of *jeux de rôle* video

Then, the process of forming the content of the French tourism material content was helped to be compiled and guided by Yaëlle Brebion from Université La Rochelle so that the dialogue narration or French language in the material presented was in accordance with the grammar used and should be. video production using an *iphone 12 mobile phone* camera and for audio conversations *dubbing* during editing if necessary or when the audio is not good enough, so that the audio sound is clear and clear and *subtitles* are also included in the video so that the material presented is easy to understand.

After all the production and design stages are complete, all the contents of the audio material, selandia, video, images, vocabulary are uploaded on the @devenirbontourisme Instagram page which can be accessed by anyone, anywhere and anytime by Instagram social media users. Figure 4 below is the overall appearance of Instagram social media for alternative learning French tourism.

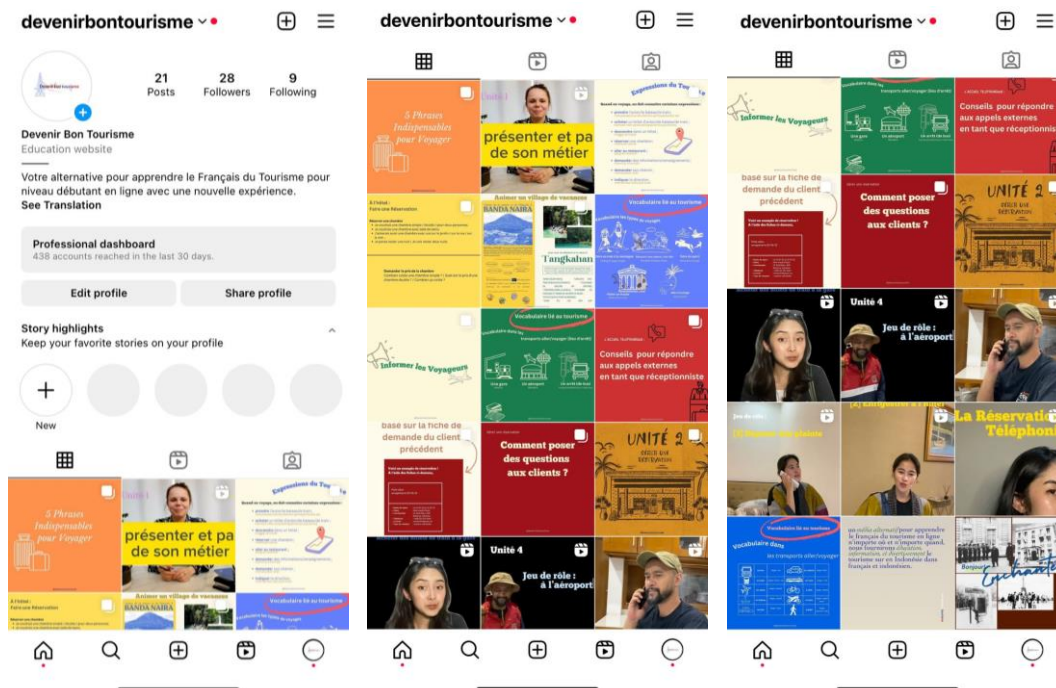


Figure 4. Instagram view of @devenirbontourisme

1. Data Result Processing

a. Inquiry

At this stage, the researcher analyzes and presents the data from the answers to the student opinion questionnaire regarding the French module product Hospitality Tourism, which consists of 20 statements. The criteria for evaluating this questionnaire are based on the theory of Arikunto (Arikunto, 2010). There were 15 respondents who filled out this questionnaire. The results are as follows.

- 1) The instructions in this teaching material make it easier for me to learn the French language material. Based on statement number one above, the researcher processed the data from the questionnaire in the following table.

Table 2. Results of Questionnaire Data Questionnaire No.1  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	8	53,3%
Agree (A)	7	46,7%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 2 above, it is known that seven respondents (53.3) % chose the answer Strongly Agree (SA), twenty-six (46.7%) chose the answer Agree (A) and one respondent (0%) chose the answer Disagree (D). Based on this percentage, it can be concluded that most respondents find it easy to learn French with the instructions in this teaching material.

- 2) The teaching materials are coherent and systematic.

Table 3. Results of Questionnaire Data No. 2  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	5	33,3%
Agree (A)	10	66,7%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

Table 3 above shows that as many as five respondents (33.3%) chose the answer Strongly Agree (SA), and ten respondents (66.7%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that the material in this teaching material is coherent and systematic.

- 3) I can understand the French tourism materials provided easily.

Table 4. Results of Questionnaire Data No.3  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	10	66,7%
Agree (A)	5	33,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 4 above, it is known that ten respondents (66.7%) chose the answer Strongly Agree (SA), and five respondents (33.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most of the respondents stated that they could understand the French tourism material in this teaching material easily.

- 4) I can follow the alternative learning activities independently through this social media instagram gradually with ease.

Table 5. Results of Questionnaire Data No. 4  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

Table 5 above shows that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight respondents (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that they could follow the learning activities in this teaching material, gradually with ease.



- 5) I easily understand the sentences used in this digital teaching material.

Table 6. Results of Questionnaire Data Questionnaire No. 5  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	5	14,7%
Strongly Disagree (SD)	0	0%

From the data in table 6 above, it is known that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that they could easily understand the sentences used in this digital teaching material.

- 6) I can understand the French tourism terms used in this digital teaching material.

Table 7. Results of Questionnaire Data No. 6  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 7 above, it is known that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that they could understand the French tourism terms used in this digital teaching material.

- 7) The writing on the Instagram social media page is clear.

Table 8. Results of Questionnaire Data No. 7  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	9	60%
Agree (A)	6	40%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

Table 8 above shows that as many as nine respondents (60%) chose the answer Strongly Agree (SA), and six respondents (40%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that the writing on the Instagram social media page was clear.

- 8) The choice of font type and size in the Instagram social media page of this teaching material is appropriate.

Table 9. Results of Questionnaire Data Questionnaire No. 8  
Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	12	35,3%

Agree (A)	18	52,9%
Disagree (D)	4	11,8%
Strongly Disagree (SD)	0	0%

From the data in table 9 above, it is known that twelve respondents (35.3%) chose the answer Strongly Agree (SA), eighteen respondents (52.9%) chose the answer Agree (A) and four respondents (11.8%) chose the answer Disagree (D). Based on this percentage, it can be concluded that most respondents stated that the selection of font type and size in the Instagram social media page of this teaching material was appropriate.

- 9) The presentation of materials and learning content is clear and helps me to learn independently.

Table 10. Results of Questionnaire Data Questionnaire No. 9

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	9	60%
Agree (A)	6	40%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 10 above, it is known that nine respondents (60%) chose the answer Strongly Agree (SA), and twenty-six respondents (40%) chose the answer Agree (A). Based on this percentage, it can be concluded that most respondents stated that the presentation of material and learning content is clear and helps me learn independently.

- 10) The presentation of video examples of practice dialogues or *jeu de rôle* helped me to know the common terms and words needed in French tourism.

Table 11. Results of Questionnaire Data Questionnaire No. 10

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	10	66,7%
Agree (A)	5	33,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 11 above, it is known that ten respondents (66.7%) chose the answer Strongly Agree (SA), and five respondents (33.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that the presentation of video examples of practical dialog or *jeu de rôle* helped me know the terms and common words needed in French tourism.

- 11) The presentation of text and audiovisual materials helps me understand the information and materials better.

Table 12. Results of Questionnaire Data for Questionnaire No. 11  
 Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	6	40%
Agree (A)	9	60%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

Table 12 above shows that six respondents (40%) chose the answer Strongly Agree (SA), and nine (60%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that the presentation of text and audiovisual material helps to understand information and material better.

- 12) I am interested in using digital teaching materials on Instagram @devenirbontourisme as an alternative learning medium for French tourism, the researcher processed the data from the questionnaire in the following table.

Table 13. Results of Questionnaire Data Questionnaire No. 12  
 Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	6	40%
Agree (A)	9	60%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 13 above, it is known that six respondents (40%) chose the answer Strongly Agree (SA), and nine (60%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents are interested in using digital teaching materials on Instagram social media @devenirbontourisme as an alternative learning media for French tourism.

- 13) I am interested in using this digital teaching material of social media instagram @devenirbontourisme to understand tourism French material.

Table 14. Results of Questionnaire Data Questionnaire No. 13  
 Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	5	33,3%
Agree (A)	10	66,7%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 14 above, it is known that five respondents (33.3%) chose the answer Strongly Agree (SA), and ten (66.7%) chose the answer Agree (A). Based on these percentages, it can be concluded that most of the respondents are interested in using this Instagram @devenirbontourisme social media digital teaching material to understand tourism French language material.

- 14) This digital teaching material for social media instagram @devenirbontourisme makes it easier for me to learn French tourism material.

Table 15. Results of Questionnaire Data Questionnaire No. 14

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	6	40%
Agree (A)	9	60%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 15 above, it is known that six respondents (40%) chose the answer Strongly Agree (SA), and nine (60%) chose the answer Agree (A). Based on these percentages, it can be concluded that some of the digital teaching materials on Instagram social media @devenirbontourisme make it easier for me to learn French tourism material.

- 15) The learning activities help me understand the French hospitality tourism material quickly and effectively because it can be opened and done anywhere and anytime.

Table 16. Results of Questionnaire Data Questionnaire No. 15

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

Table 16 above shows that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents feel that learning activities help me understand French hospitality tourism material quickly and effectively because it can be opened and done anywhere and anytime.

- 16) The interesting and innovative content helped me understand the French tourism materials quickly and enthusiastically.

Table 17: Data Results of Questionnaire No. 16

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	8	53,3%
Agree (A)	7	46,7%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 17 above, it is known that eight respondents (53.3%) chose the answer Strongly Agree (SA), and seven (46.7%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents Fill in interesting and innovative material content helps me understand French tourism material quickly and enthusiastically.

- 17) I can understand French tourism materials using this Instagram social media easily.

Table 18. Results of Questionnaire Data Questionnaire No. 17

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table18 above, it is known that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that they could understand French tourism material using this Instagram social media easily.

- 18) I am very interested in using this Instagram @devenirbontourisme social media digital teaching material as an alternative media for learning French Tourism.

Table 19: Results of Questionnaire Data for Questionnaire No. 18

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 19 above, it is known that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that they were very interested in using this Instagram social media digital teaching material @devenirbontourisme as an alternative media for learning French Tourism.

- 19) I can be motivated, facilitate problems that have not been understood before and better understand the French tourism material well using this Instagram social media alternative teaching material.

Table 20: Results of Questionnaire Data for Questionnaire No. 19

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

Table 20 above shows that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most of the respondents I can be motivated, facilitate problems that have not been understood before and better understand the

French language tourism material well using this Instagram social media alternative teaching material.

- 20) I would like to use @devenirbontourisme Instagram as an alternative media for learning French tourism.

Table 21. Data Results of Questionnaire No. 20

Source: Author

Answer	Frequency	Percentage
Strongly Agree (SA)	7	46,7%
Agree (A)	8	53,3%
Disagree (D)	0	0%
Strongly Disagree (SD)	0	0%

From the data in table 21 above, it is known that seven respondents (46.7%) chose the answer Strongly Agree (SA), and eight (53.3%) chose the answer Agree (A). Based on these percentages, it can be concluded that most respondents stated that they wanted to use Instagram @devenirbontourisme as an alternative media for learning French tourism.

#### b. Description of Interview Results with Lecturers

The interview technique used is an unstructured interview conducted face-to-face with respondents of lecturers teaching French Tourism courses at the Indonesian Education University. Based on the results of the interview, it can be concluded that in planning the implementation of alternative learning activities through social media instagram digital teaching materials that have the potential to support learning activities in class and independent learning if the content is reproduced and covers all aspects of tourism French language material, because according to respondents on the Instagram social media page there are still only a few themes that are shown not entirely. And also, in the preparation of teaching materials on social media, according to respondents, in terms of variety, it is still not enough to fulfill all tourism French learning due to the limited educational content created, respondents also suggest that the intended *niveau* is level A2 / B1 because in terms of discussing the material on the Instagram page, it is necessary for students to have at least a basic understanding of French in order to understand the uploaded learning. However, in terms of the suitability of the material displayed, respondents argue that it is in accordance with the material that should be and the characteristics of the media are in accordance with the learners and also according to respondents in terms of the use of Instagram social media @devenirbontourisme as an alternative learning media can be classified as easy to use. From the exposure of respondents, it can be seen that digital teaching materials through this Instagram social media learning developed by researchers need to be readjusted and need to be arranged and, more varied themes and educational uploads in order to meet the needs of ideal learning teaching materials. To be able to see more clearly what indicators are assessed by respondents, it can be seen in the table 22 below.

Table 22. Product Assessment Format  
 Source: Author

Assessed Aspect	Indicator	Compatibility		Advice
		Yes	No	
Usage	a. Ease of use	X		
Display Design	a. Suitability of media characteristics with students b. Page appeal c. Appropriateness of display order d. Limitations of material presentation	X		The middle answer does not choose yes or no because it must be added back.
Product Content	a. Material suitability b. Variety of material content			The answer is halfway between yes and no, as there is a need to add more variety to the material.
Benefits	a. Learners trained b. Ease for students in supporting independent learning and understanding alternative learning of Tourism French Language c. Enjoyment in learning French Tourism			The answer is still halfway between yes or no. The answer is still halfway between yes or no.
Overall, is this Instagram social media feasible as a digital teaching material for alternative learning of French Tourism?				To be a complete teaching material yet. However, if it is to be an additional learning of French tourism, it is enough to support because the content is in accordance with French tourism learning.

(adapted from Thorn, 1995)

#### D. CONCLUSION/CONCLUSION

The development of digital teaching materials through Instagram as an alternative medium for learning *Français du Tourisme* has great potential to improve the experience and effectiveness of French language learning in the context of tourism. The research and development process was carried out by researchers in three stages. The first stage is *planning*, by designing learning materials or content that suits the needs. The learning method applied is role-playing (*jeux de rôle*), as well as explanation through pictures, videos, audio, vocabulary and selandia. Furthermore, the second stage is *production*, where product design and design are carried out with supporting components, namely *smartphones*, *Canva* applications and *Capcut* video editing applications. Product design activities are carried out and then uploaded to Instagram by utilizing existing *tools* on Instagram so that the material/content can be visualized and conveyed properly. Until the last development stage process, namely *evaluation* to test the feasibility and take responses from expert lecturers and limited trials of 15 students.

This social media *instagram @devenirbontourisme* gets an assessment and response from respondents who are currently and have studied French tourism. After reviewing the results of the

questionnaire filled out by the respondents, it can be seen that the respondents felt that learning French Tourism through *Instagram* social media @*devenirbontourisme* was very useful, and made it easier for students to understand the alternative learning materials provided on the *Instagram* page. Based on the assessment of the lecturer, it is known that digital teaching materials through *Instagram* social media developed by this researcher need to be adjusted and need to be arranged, also emphasized for the A2 level of French learning level, and preferably themes and educational uploads can be made more varied in order to meet the needs of ideal learning teaching materials. That way, the exposure of teaching materials can be more interesting and feasible for learning *Français du Tourisme* through *Instagram* social media. And for the results of this study, there are several points that can be taken:

1. *Instagram* Social Media as an Engaging Learning Media: *Instagram* as a popular social media with adequate features can create an interesting and fun learning environment for learners. The use of images, videos, *stories* and *slide shows* allows learning materials to be presented in a more interesting and understandable way.
2. Effective and Efficient Learning Experience: Digital teaching materials through *Instagram* allow it to be done anywhere and anytime and are relevant to the hobbies of learners who can spend a lot of time surfing social media. This can increase learners' interest in learning French tourism materials.
3. Learner Motivation and Engagement: The use of *Instagram* social media in learning creates a more relaxed and familiar learning atmosphere, increasing learners' motivation to learn French. In addition, the use of comment section and special hashtags can also increase learners' engagement and participation with the learning content.
4. Facilitation of Contextualized Learning: *Instagram* enables visual presentation of learning materials relevant to the tourism context. This can help learners to better understand and relate the material to real-life situations in the tourism industry.
5. Balanced Approach: The use of technology in learning through *Instagram* must be balanced with effective learning strategies. The role of the teacher remains very important in guiding learners, providing feedback, and creating a holistic learning experience.

Thus, overall it can be concluded that, *Instagram* social media @*devenirbontourisme* as an alternative media for learning *Français du Tourisme* is feasible to be a support for alternative learning of French tourism with some of the above notes that need to be addressed and added in terms of teaching materials and educational content as desired goals. With the results of this study, the researcher would like to provide suggestions for future researchers to complement the shortcomings encountered in this study to be improved and refined in order to achieve maximum goal results.

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