



# Development of Teaching Materials for French Courses for Class X SMA Based on 2013 Curriculum Using Instagram Media

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**Abstract:** *In the 21st century the learning process must integrate Information and Communication Technology (ICT) in learning activities. The development of information and communication technology causes the need for learning to also grow rapidly and the concept of learning can be implemented with the help of technology such as the internet. In 2020, internet-based learning activities have been widely implemented in the field of education, from elementary to university levels due to the Covid-19 pandemic in the world. This condition requires physical distancing to break the chain of the spread of Covid-19. All schools and colleges responded by carrying out learning from home, through online learning with the use of information technology. The purpose of this research is to: (1) develop teaching materials for French class X high school based curriculum 2013 using Instagram media, (2) assess the feasibility of teaching materials for French class X high school based curriculum 2013 using Instagram media, and (3) explain the effectiveness of the materials teach French class X subjects in high school based on the 2013 curriculum using Instagram media. This development research uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The research instrument used was a questionnaire and a written test. The product of research results (teaching materials for French class X SMA subjects must be validated by experts before being tested in the field (experiments).*

**Keywords:** *development of teaching materials; French subjects; instagram media*

## I. Introduction

The development of information technology has had an impact in the world of education, such as in learning activities. The term ICT (information communication technology) is already known by teachers, lecturers, students, and students. The impact of this makes the teacher no longer the only source of learning during the learning process. Information technology has a role in the world of education to produce various types of learning programs that are very innovative and complex. One of the learning programs that use the internet is e-Learning.

In the 21st century, many teachers, including French language teachers, have tried to adapt to the development of information technology, especially those related to education. French is one of the specialization subjects studied by students in grades X, XI, and XII in SMA/SMK/MA. French is one of the languages used officially in various world institutions, such as; United Nations, European Union, NATO, as well as in various official world forums, such as; Non-Aligned Summit and Olympics.

French language teaching in high school includes four language skills: listening, speaking, reading, and writing which are integrated in French subjects. French subject teachers have implemented e-learning-based teaching. But in its implementation there are obstacles faced by teachers and students. At each meeting of the teaching and learning process, the teacher explains the teaching material, provides exercises as a routine task using power point

media or google classroom. Then the French book used by the teacher has not described the teaching material in detail so that it is easily understood by students.

The e-learning lessons that have been carried out by teachers during WFH have not been able to motivate students to study French subjects. So that the results of learning French, especially in students' French writing skills are still not good. This is supported by the results of informal interviews with French subject teachers at SMAN 11 Medan, namely Sembiring, S.Pd, who stated that in general, students who study French experience difficulties in writing French. This happens because French has a different grammar, verb conjugation, and punctuation marks from Indonesian as the mother tongue. In addition, words spoken in French have a different written form with the way they are pronounced.

Example:

1. Un exercice is pronounced [Un eg zercice]
2. Un faux\_ami is pronounced [Un fauzami]
3. Unoiseau is pronounced [Un wazo]
4. Unehistoire pronounced [Une istwaʁ]

The errors made by students in the French language course are as follows:

1. Verb conjugation

Je (pouvoir-présent) peux aller toute seule la plage. In general, students make mistakes in the conjugation form of the verb "pouvoir" in the present tense (present) for the first-person singular subject. They wrote it as Je peut aller toute seule la plage.

The conjugation of the Pouvoir verb in the present tense is as follows:

Pouvoir

Je peux Tu peux

Il/Elle/On peut Nous pouvons Vous pouvez Ils/Elles peuvent

2. The next error in the use of auxiliary words "être" and "avoir"

Students make example sentences to express age: Jeswitch17 ans (auxiliary word tre) students should use the auxiliary word "avoir" that is J'ai 17 ans.

3. Writing punctuation

One example punctuation error for example in the word l'école means a school. Students write it into l'ecole not using punctuation on the letter e. So, the word has no meaning at all.

Some examples of errors in writing French made by grade X high school students are very basic mistakes in French lessons. Therefore, teachers must innovate in the teaching and learning process, especially teaching materials and learning media in accordance with technological developments and the 4.0 industrial revolution plus the pandemic period. This is to motivate the tenth graders of SMA in an effort to improve their French writing skills in particular (Production crite).

According to Stockley (2006:33) e-learning is the delivery of learning, training, or educational programs using electronic means such as computers or electronic devices such as computers or other electronic devices such as mobile phones in various ways to provide training, education, or teaching materials.

Internet technology that is most in the spotlight is the development of social media Facebook, Twitter, Line, Pinterest, and Instagram. The social networking site Instagram is one of the most potential sites because this site focuses on image and video media. Through pictures and videos, it is hoped that students will be more interested in learning French. In addition, Instagram is currently a very popular application among students. Then the development of social media smartphones became popular and very easy to access anywhere.

Instagram can be used in learning is a new phenomenon found in the use of social media. Instagram has features to share, namely images and videos. The facility will be utilized and shaped in such a way that it becomes an attractive feed design as a learning medium. Through pictures and videos, it is hoped that students will be interested in learning French. Aditya (in Lindani, 2016:10) revealed that teachers can use the facilities available from Instagram to convey assignments that are done at home and share information about subject matter in attractive image visualization.

One of the online learning media that can be used in teaching French language subjects to improve French writing skills for X grade high school students is Instagram. The Instagram application is a social media that has various features. The development of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media which focuses on the ability to write French is important to do.

### **1.1 Identification of Problems**

1. SMAN in the city of Medan has provided wifi facilities to support the implementation of the online teaching and learning process in the era of the industrial revolution 4.0.
2. Teachers and students have not optimally utilized e-learning media as a learning medium in the French teaching and learning process in class X SMA
3. Student's need for mediainternet-based learning that can support independent learning in French subjects.
4. At this time, the teaching and learning process of French in class X SMA has not motivated students to be able to study independently to improve their writing skills (Production crite) in French.

### **1.2 Restricting the Problem**

Researchers limit the problem to the process of developing teaching materials for French class X SMA (odd semesters) based on the 2013 curriculum using Instagram media.

### **1.3 Formulation of the Problem**

The formulation of this research problem is as follows:

1. How is the development of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media?
2. How is the feasibility of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media?
3. How is the effectiveness of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media?

### **1.4 Research Purposes**

The aims of this research are to:

1. Developing teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media
2. Assessing the feasibility of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media

3. Explaining the effectiveness of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media

### **1.5 Benefits of Research**

1. The results of the research can be implemented in the teaching and learning process of the French language subject in SMA/SMK/MA
2. As a reference and secondary source of information for other similar development French research.
3. As an alternative choice of internet-based media that can be used in teaching French subjects in SMA/SMK/MA. So that learning activities become innovative, creative, and of higher quality.

## **II. Review of Literature**

### **2.1 Teaching Materials**

Teaching materials are materials or materials that are collected and arranged systematically to facilitate teaching and learning activities both inside and outside the classroom. Prastowo (2014: 138) also says that teaching materials are a set of materials that are systematically arranged, whether written or not, so as to create an environment or atmosphere that allows students to learn. Furthermore, according to Lestari (2013: 2) ingredient Teaching is a set of subject matter that refers to the curriculum used in order to achieve predetermined competencies.

So, teaching materials are teaching materials that have been prepared by the teacher either in writing or not to assist the smooth process of teaching and learning activities in the classroom.

### **2.2. E-learning**

E-learning used as a learning tool that uses several e-learning applications or utilizes the use of internet technology to facilitate learning in the millennial era. The use of e-learning in the 2013 curriculum is carried out in order to keep up with technological developments in the 21st century.

E-learning according to Darmawan (2014: 15) is a combination of two words electronic and learning which means electronic learning. E-learning or electronic learning was first introduced by the University of Illinois at Urbana-Campaign using a computer-assisted instruction system and a computer called Plato.

### **2.3. Learning Media**

According to Djamarah and Aswan (2002: 136) media is any tool that can be used as a vehicle for distributing learning information or distributing messages in order to achieve learning objectives. Media as a source of learning can be interpreted by humans, objects, or events that allow students to gain knowledge and skills. In essence, the various limitations stated above contain the same basic meaning. In general, the meaning of media is anything that can channel information from information sources to recipients of information. So, learning media is "software" (Software) in the form of messages or educational information that is presented by using an assistive device (Hardware) so that the message/information can reach students.

According to Daryanto (2010: 8-9) in the learning process, the media has a function as a carrier of information from the source (teacher) to the recipient (student). The learning method is a procedure to assist students in receiving and processing information in order to

achieve learning objectives. In interaction activities between students and teachers in the environment, the function of the media can be identified based on the advantages of the media and the obstacles that may arise in the learning process.

## 2.4. Instagram

The development of communication and information technology changes the way individuals interact with other individuals. The internet has turned into a new digital world that can create cultural spaces. In social media, individuals and groups interact with each other online through the internet network (Indriyani, 2020). With the internet, citizen media is able to disseminate information in the form of text, audio, video, photos, comments and analysis (Saragih, 2020). This is even more evident with the existence of social media. The presence of the internet and social media has made it easy for users to obtain information or entertainment from all over the world, not limited by distance and time. According to Nasrullah (2015: 3) social media is a medium on the internet that allows users to represent themselves and interact, work together, share, communicate with other users, and form virtual social bonds. One of the most popular social media is Instagram. The presence of Instagram social media among teenagers is an interesting phenomenon.

Becomes media fortell everyone's visual activity.



*Figure 1. Display of Instagram on Playstore*

According to Atmoko (2012: 4) Instagram is a photo sharing application that allows users to take photos, apply digital filters, and share them to various social networking services, including Instagram's own. In friendship on Instagram using the terms following and follower means to follow and followers. Then users can also interact by giving comments and responding likes to the shared photos.

Instagram is a fun and unique medium for sharing images with friends. The Instagram app can be downloaded for free on the Apple App Store and Google PlayStore. The idea of developing Instagram social media is that everyone likes to see interesting pictures through their respective Instagram social media. Therefore, teachers can share subject matter and exercises in the form of images, videos, and audio to students through Instagram media. The use of Instagram as a learning medium is a new phenomenon in the use of social media.

### **a. Features Available on Instagram**

The use of Instagram media can be seen by selecting users on the available features, because each feature has a different function. The Instagram features are as follows:

#### 1. Follower

Followers or often called followers, are people who already follow an account. The number of followers (followers) is not limited on Instagram media.

## 2. Direct Message

Direct Message or DM is a private chat service so not everyone can see the DM. DMs on Instagram can be used by connected chat groups.

## 3. Hashtags

Hashtags symbolized by the “#” sign is a code that makes it easier for Instagram users to find something. A hashtag is created by the respective account owner and will be automatically linked to other photos using the hashtag.

## 4. Filter

Filter this can be used when uploading photos. This filter has a function to beautify a photo that will be uploaded by the user.

## 5. Likes

The like sign in the form of a "love" sign has a function for users who like the photo to use the like sign and besides the like there is a symbol for users to comment directly on the photo.

## 6. Instagram Stories

This feature can record a photo and video. Then the recording will disappear within 1x24 hours. Through this feature, videos or photos uploaded by users can be seen by all other users when the account is not locked by the account owner.

### **b. Strengths and Weaknesses of Instagram Media**

Nainggolan, Villy, et al, (2018: 7) stated that as a social media used by many people, of course Instagram has several advantages and disadvantages. The advantages and disadvantages of Instagram are as follows:

#### a) Advantages of Instagram

##### 1. Easy to use

The convenience that Instagram offers makes it a medium that quickly attracts people to use it. Account owners can upload photos or videos, follow (follow), leave comments, express likes "like", to search for something according to hashtags can be done very practically.

##### 2. The main media in the form of photos

Becoming a better social media, even if someone wants to publish something through photos, forming this medium transmits good looks and photo quality. Visuals that become social media can make users communicate with many people.

##### 3. Social media can make it easier for users to share knowledge and information. Then people who receive a message will easily inform others.

#### b) Instagram Weaknesses

##### 1. Spamming

One of the conveniences on Instagram in terms of interacting, forming this social media is very prone to spamming. In general, spamming is seen a lot in the comments section. But this can be circumvented using private on our account so that not just anyone can comment on posts.

## 2. No Content Filter

Other conveniences found on Instagram allow anyone to have an Instagram account. This of course makes Instagram very easy for people who want to spread bad content.

The difference between Instagram media in this study and other French learning Instagram media is that there is an exercise feature. There is 4 exercises that class X high school students can do. Exercises it can also be done by everyone who is and has studied French.



Figure 2. Exercise Features

## 2.5 2013 Curriculum French in School

The curriculum is one of the many elements of educational resources that make a significant contribution to realizing the process of developing the quality of student potential. In order to prepare education graduates to enter the era of globalization which is full of challenges and uncertainty, currently, education is needed that is designed based on real needs in the field.

The 2013 curriculum is expected to be able to answer the challenges faced by Indonesian people in the 21st century. One of the characteristics of life in the 21st century is the fading of the boundaries of space and time which have been a distance in establishing relationships between individuals or between groups and even between countries. Therefore, the relationship between individuals or between countries in the era of increasingly sophisticated information technology is very easy to do.

According to Hidayat (2013: 113), "the orientation of the 2013 curriculum is an increase and a balance between the competence of attitudes (attitude), skills (skills), and knowledge (knowledge). This is also in line with the mandate of Law no. 20 of 2003 as stated in the explanation of article 35: "graduate competence is a qualification of graduates' abilities that includes attitudes, knowledge, and skills in accordance with agreed national standards." This is in accordance with the development of a competency-based curriculum that was initiated in 2004 by "covering the competencies of attitudes, knowledge, and skills in an integrated manner."

Conceptually, the 2013 curriculum is aspired to be able to give birth to future generations who are comprehensively intelligent, namely not only intellectually intelligent, but also emotionally, socially, and spiritually intelligent. This can be seen by the presence of character values listed in the learning process.

Therefore Hidayat (2013: 113) suggests that

The 2013 curriculum can be a solution to face changing times which will prioritize competencies that are synergized with character values because the approach and learning strategy used is to provide space for students to construct new knowledge based on learning experiences gained from the classroom, school environment, and society.

Not only based on competence, the important thing in implementing the 2013 Curriculum is the application of character education. French language learning for high school is a basic level whose learning is thematic. In the Technical Instructions for Development of Syllabus and Examples/Syllabus Models for SMA/MA (2016:5) it is further explained that linguistic material is described according to the needs of the theme, so communicative expressions, sentence patterns, vocabulary are presented with reference to the theme. Soenardi (in Widiyati, 2012:28-29) reveals that the application of concepts in French language teaching must imply:

- a. The linguistic elements of French are presented in communicative expressions making it easier for students to receive knowledge.
- b. Learning the language elements is aimed at supporting the mastery and development of four language skills which include listening, speaking, reading and writing skills.
- c. In teaching and learning activities, linguistic elements that are considered difficult for students can be presented separately systematically to facilitate learning.
- d. In the teaching and learning process, the four language skills are essentially inseparable.
- e. Students are involved in any activity that is useful for developing communication skills

## **2.6 Class X Teaching Materials Based on the 2013 Curriculum**

In accordance with the 2013 Curriculum French Subject Syllabus for class X listed in Ministerial Regulation no. 37 concerning KI\_KD French High School (2018: 496-497) the materials taught include *Saluer et prendre congé, se présenter, heure, jour, date, mois, année, présenter son identité, des choses et des lieux publics, caractères de personnes et de choses, instructions, signes, panneaux, paroles d'une chanson*. These materials are divided for odd semester and even semester. In odd semesters, students will study four learning topics. First, the material is *Saluer et prendre congé*. Students will learn about greeting or greeting teachers, classmates, and elders. Second, the presentation material, students will learn material about introducing themselves. Third, the material *heure, jour, date, mois, année*, students will learn about stating the hour, date, day, month, and year in French. Furthermore, the *présenter son identité, des choses et des lieux publics* material, students will learn about presenting their identity, presenting something, mentioning buildings or public places.

After studying French in Secondary School, students are expected to be able to use various social functions of language to communicate both orally and in writing in simple situations equivalent to level A1 of the *Le Cadre européen commun de référence pour les langues (CECRL)* guidelines.

## **2.7 Writing Skills (Production Crite)**

Writing is the last language skill to be learned. This does not mean that writing skills are not so important to learn, but that learning is very complex. A language learner is required to understand the target language according to its grammar. This situation causes a native

speaker of a language not necessarily to be able to express his ideas or ideas in written form (Iskandarwassid, 2009: 248).

Nurgiyantoro (2010:422-423) in his book also says that writing skills are skills that are difficult to master even for native speakers, due to the demands to understand certain visual symbols. Like speaking skills, writing is also a language skill that is active and productive, active in conveying ideas or ideas that have been processed. In speaking skills, the ideas conveyed are in the form of spoken language or sounds that have meaning. While in writing skills, ideas or ideas are processed in the form of writing or symbols that have meaning.

On in fact, Skills write is Skillsrequiring a high level of language understanding. This is a grammar that must be understood by language learners, so that the message to be conveyed can be written clearly and can be understood by the reader.

In the European standard curriculum (CECRL) there are 6 types of language skills consisting of: reception orale (listening skills), reception écrite (reading skills), interaction orale (skills to interact verbally, for example debate, dialogue, negotiation, and so on), interaction écrite (skills to interact verbally, for example replying to letters, writing letters, participating in a social network and so on), production orale (speaking skills) and production écrite (writing skills). In this study, the problem studied was about production écrite (writing skills) in teaching debutante production écrite in the first semester.

This is in line with what was stated by Conseil de l'Europe (2000:18):

*"La compétence communiquer langagièrement du sujet apprenant et communiquant est mise en œuvre dans la réalisation d'activités langagières variées pouvant relever de la réception, de la production, de l'interaction, de la médiation (notamment de interactivity préception), chacun de ces modes d'activités susceptible de s'accomplir soit l'oral, soit l'écrit, soit l'oral et l'écrit.*

### III. Research Methods

This research is research and development. Research and development in education is a process used to develop and validate educational products, such as teaching materials or learning media. This development research uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The selection of this model is based on the consideration that this model is easy to understand. In addition, this model was developed systematically referring to the theoretical foundation of the developed learning design. This model is programmed with systematic sequences of activities. in an effort to solve learning problems related to learning media according to the needs and characteristics of students.

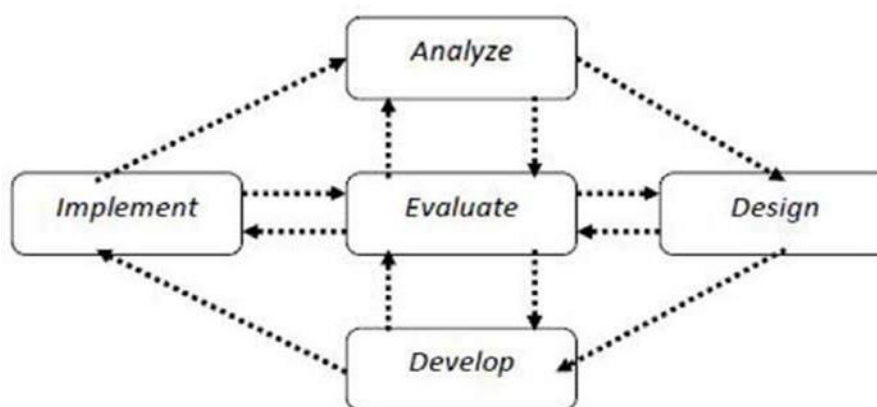


Figure 3. ADDIE Development Model (Anglada, 2007)

1. Analysis stage, analysis is a process of defining what students will learn, namely identifying problems, needs assessment (needs analysis)
2. Design stage, this stage includes the preparation of program structure, storyboard making, interface design, systematic preparation of material presentation, illustration, visualization, and tool design, evaluation.
3. In the development stage, the researcher collects materials, manufactures, tests and distributes, develops product evaluation instruments, evaluates material experts, media and learning designs, improves products based on suggestions from experts, tests products on individual students and small groups.
4. The implementation stage carried out was to conduct a field trial using teaching materials for French class X high school subjects based on the 2013 curriculum using Instagram media.
5. Evaluation stage, researchers make product improvements based on the results of field trials and making the final product uploading revised materials, exercises and quizzes.


## IV. Discussion




### 4.1 Needs Analysis

Needs analysis was conducted to determine students' interest in media in internet-based learning (e-learning). This is done to find out and clarify problems that occur during the teaching and learning process and improve learning media. At the stage of needs analysis is a necessary step to determine the form of e-learning learning media that is appropriate and in accordance with the needs of class X high school students in teaching French subjects.

The results of the needs analysis obtained through a questionnaire using a google form given to 145 students of class X SMA in 2021 are as follows:

**Table 1.** Analysis of Student Needs

NO.	QUESTION	RESULTS
1.	In your opinion, French subjects should be studied by students in SMA/SMK/MA?	<div style="text-align: center;">  <p style="text-align: center;">■ YES ■ NO</p> </div> <p>Out of 145 students, 94% answered Yes and 6% answered No.</p>

2.	Teaching French subjects must use interesting learning media so that they are not boring?	 <p>Of the 145 students, 97.2% answered Yes and 2.8% answered No.</p>
3.	Learning media based on e-learning is more interesting than other learning media (adobe flash, power point, image media) ?	 <p>From 145 students, 75.2% answered Yes and 24.8% answered No.</p>
4.	Do you know about Instagram social media?	 <p>Of the 145 students, 97.2% answered Yes and 2.8% answered No.</p>

5.	If your answer is "yes", you get information about social media Instagram from:	<p>6% answered Master, 23.2% answered Friends and 68% Internet.</p>
6.	Can Instagram media be used as a learning medium for teaching French in SMA/SMK/MA?	<p>Out of 145 students, 77.2% answered Yes and 22.8% answered No.</p>
7.	Can teaching French using Instagram media motivate students to improve their French language skills?	<p>Out of 145 students, 79% answered Yes and 21% answered No.</p>

#### 4.2 Design

At this stage the researchers made teaching materials for French class X SMA subjects in accordance with Ministerial Regulation 37 of 2018\_ KI-KD French SMA.

### 4.3 Development

Furthermore, the teaching materials and French class X exercises were uploaded to Instagram “apprendre. le.français.\_en.ligne”. The researcher was assisted by one student to upload it.

### 4.4 Implementation

This learning media product must go through a validation stage to get a product that is suitable for use in further learning. Therefore, the product must be validated by material experts and learning design experts to obtain input on the quality of teaching materials for French class X SMA subjects using Instagram media.

#### a. Material Validation Result Data

The feasibility of teaching materials has been validated by material experts and design experts. After the validation process and the results are feasible to be tested according to the material validator, teaching materials for French class X SMA subjects using Instagram media can be tested on class X SMA students who are studying French.

Validation of the product is carried out to find out the opinions of material experts regarding the feasibility of content, presentation feasibility, and language. This validation has been carried out by a French teacher at SMAN 21 Medan, namely Mrs. Nuriaty Prasetya Lubis, S.Pd, M.Pd. The assessment was conducted to obtain information about the quality of teaching materials for French class X SMA subjects based on the 2013 Curriculum using Instagram Media.

The results of the validator's assessment were analyzed to determine whether or not it was appropriate for French class X SMA teaching materials to be appropriate. The average percentage of the results of the assessment by material experts is assessed based on four aspects assessment as follows: content feasibility, presentation feasibility, language feasibility and book feasibility.

$$\begin{aligned} \text{Score Percentage} &= \frac{\text{Number of Indicators per Category}}{\text{Number of Indicators Total Category}} \times 100\% \\ &= \frac{136}{152} \times 100\% \\ &= 89.47\% \end{aligned}$$

The percentage score from the results of the material validation assessment by the material expert on the qualification is very good, so that the feasibility of teaching materials for French class X SMA developed does not need to be revised.

In addition to giving grades, the validator also provides input in the form of comments and suggestions related to the aspects assessed in teaching materials for French class X SMA.

**Table 2.** Revised List from Material Expert

<b>Aspect of Validation</b>	<b>Revision</b>
Theory	a. Eliminate French teaching materials that do not match the French syllabus
	b. Revise some words in French that have no punctuation marks.

All comments and suggestions given by the validator were used as material for consideration in revising the teaching materials for French class X SMA subjects based on the 2013 curriculum that was developed.

#### **b. Design/Media Expert Validation Result Data**

Design/media experts have validated the product of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media. The validation of this design has been carried out by a French teacher at SMAN 19 Medan, namely Salman, S.Pd, M.Pd. The assessment on the design aspect was carried out to improve the quality of the appearance of French class X SMA teaching materials based on the 2013 curriculum by using the Instagram media. Based on the feasibility criteria for the learning design product, the design validation score obtained an average value of 94.23% (very good). This criterion indicates that the design product for French class X high school teaching materials based on the 2013 curriculum using Instagram media is feasible to be tested in the learning process.

$$\begin{aligned}
 \text{Score Percentage} &= \frac{\text{Number of Indicators per Category}}{\text{Number of Indicators Total Category}} \times 100\% \\
 &= \frac{98}{104} \times 100\% \\
 &= 94.23\%
 \end{aligned}$$

#### **4.5 Evaluation**

The final stage of the ADDIE development model is evaluation. The evaluation has been carried out by researchers by analyzing the data obtained from the research results. The research data consists of data on the feasibility of teaching materials obtained from the results of the validation of material and design experts / learning media. The data on the results of the test of the effectiveness of teaching materials will be obtained from the assessment of the French language test for class X SMA (1 class). The product trial was carried out in 4 meetings, namely pretest (1 x meeting), teaching and learning process and providing exercises / homework (2 x meetings) and posttest (1 x meeting).

#### **4.6 Research Output**

The outputs of this research are in the form of:

1. Scopus indexed international journal publications.
2. French subject textbooks for students of class X SMA (2013 curriculum) with ISBN.
3. Speakers at international scientific meetings.

### **V. Conclusion**

Based on the data from the research and discussion that have been described, the conclusions of the results of this study are as follows:

1. The process of developing teaching materials is carried out according to the ADDIE development model ((Analysis, Design, Development, Implementation, Evaluation). This model is developed systematically referring to the theoretical basis of the developed learning design. The development model is programmed with systematic sequences of activities in an effort to solving learning problems related to learning media according to the needs and characteristics of students.
2. The validation results from material and design/media experts stated that the teaching materials for French class X SMA subjects based on the 2013 curriculum using

- Instagram media were feasible to be tested in high schools.
- Teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram are effectively used in teaching French for class X SMA students. This is based on the effectiveness test using the Wilcoxon test. The calculation results show that the Asymp value. Sig. (2-tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference between pretest and posttest French learning outcomes for class X SMAN 11.

This shows that there is an effect of using Instagram media on the learning outcomes of French class X SMAN 11 Medan. The development of teaching materials for French class X SMA subjects based on the 2013 curriculum using Instagram media can motivate students to improve French learning outcomes.

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