

Design of Maritime French Tourism Teaching Material for Riau Islands Students

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Abstract. Maritime tourism is one of the Riau Islands' natural resource potentials. French Tourism is an additional foreign language skill for English Department students at Universitas Maritim Raja Ali Haji, Tanjungpinang, Riau Islands. Teaching materials have an essential role in teaching French-specific purposes. The purpose of this study is to design Maritime French Tourism teaching materials using the literature review method. The design of teaching materials refers to previous studies on developing teaching materials for tour guides to determine the language competencies and content that students need to improve their skills as future tour guides in the Riau Islands. Speaking skill is should be the most practiced language skills in tourism French courses. The teaching materials should include specific materials about tour guide professionalism and French language training material that comprises the Riau Islands' maritime tourism context and encouraging communicative competence.

1 Introduction

Communication skills are one of the keys to competing in the 21st century, especially when communicating in foreign languages. Mastery of foreign language provides wider opportunities for a person to achieve quality education and, of course, become one of the assets to win the competition in the world of work at national and international scales. Effective communication in a foreign language improves professional qualifications and allows for cross-cultural collaboration, thereby increasing career opportunities and advancement in the global job market [1-3]. Foreign language competence is essential in tourism for effective communication, cultural understanding, and overcoming stereotypes, enabling professionals to meet diverse customer needs in a culturally appropriate manner [4].

This reason encourages foreign language teaching to prepare graduates to be able to compete globally. One of the profiles of graduates of the English Education Study Program, Faculty of Teacher Training and Education UMRAH, is as a player in the tourism sector. Jobs in the Tourism Industry are global jobs that require adequate communication skills and cultural knowledge. Good foreign language communication skills can support professionalism and career success in tourism and hospitality [5], [6]. French is one of the most spoken language in the world after English in the field of hospitality tourism, facilitating communication with French-speaking guests and improving service quality [7],

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[8]. Students get additional foreign language courses, such as French and Mandarin. The allocation of French lectures in the English Education study program consists of two credits for General French and two for French Tourism. All students are beginner learners who have never studied French before.

French tourism is part of French for Special Purposes (FSP) teaching. FSP teaching has unique characteristics, especially in the preparation of teaching materials. FSP has specific goals by the professionalism of the learners, the availability in a short time, focus on particular situations and competencies, new content a priori not authorized by the teacher, contact with the actors of the professional field studied, the need for the preparation of teaching materials [9-10]. Thus, teaching material is one of the essential aspects of teaching FSP. Some development of teaching materials for FSP in the field of Tourism has been carried out by FSP teachers in Indonesia, including [8,11-14]. The research on developing teaching materials for professional students in Tourism and Hospitality.

Geographically, the Riau Islands Province consists of oceans and islands spread from the Malacca to the Natuna Sea. Nineteen islands are directly adjacent to the neighboring countries of Singapore and Malaysia. Riau Islands has four maritime potentials: marine and fisheries resources, shipping and trade transportation services, marine / naval tourism, and sustainable energy [15]. Riau Islands marine tourism, in addition to the natural resources of the beach, Malay culture, and typical food of the Riau Islands community.

This research is a preliminary study of research development of Maritime French Tourism textbooks for Riau Islands students. The textbook has a specific purpose: to equip students' skills as future tour guides in the Riau Islands region. This literature study focuses on three main aspects of preparing French tourism textbooks: linguistic skills, communicative competence, and material topics. The lecture will develop these three aspects into a need analysis instrument in the next stage.

2 Research Method

This research is a Literature Review method. This method aims to collect, review, and analyze various literature or sources of information relevant to specific research topics or problems [16-17]. Literature Review makes it possible to understand existing research development, identify gaps, and summarize significant findings from previous studies. This research focuses on a literature study as a first step before conducting a needs analysis to design a Riau Islands Maritime Tourism French textbook for prospective tour guides. The literature used as a reference in this study includes various articles relevant to developing foreign language teaching materials for tour guides, as well as developing Tourism French teaching materials in Indonesia.

3 Result and Discussion

The development of teaching materials for Marine Tourism French lectures requires a needs analysis stage so that the teaching materials are arranged according to the needs of students as novice learning public. But before stepping on the need analysis stage, the lecture must do an initial study, a literature study of the target French language competencies, and the topic of Riau Islands Maritime Tourism material.

3.1 Language Skill

Foreign language teaching is closely related to developing four language competencies: listening, speaking, reading, and writing. The four competencies are critical in preparing teaching materials for French tourism courses in higher education [18]. Speaking and writing competencies are productive skills that can be observed and measured in teaching. Productive competencies such as listening and speaking are language competencies that are more emphasized in Tourism French courses [13-14,19-20]. Speaking skills are the most desirable competencies to be developed in Tourism French courses [8,21]. The opinion aligns with the statement that communicative speaking competence is a target in preparing tour guide training modules [22]. Thus, speaking skills are the focus of language competencies developed in Tourism French courses. It does not mean that other language competencies are unnecessary, but rather that they support developing speaking skills. The learning method that should be applied to hone speaking skills is by implementing role-playing simulation exercises with audio and video assistance [19,21].

3.2 Communicative competence

In this case, communicative competence is a variety of competencies that lead to the ability to communicate messages/feelings, such as conveying information, explaining objects, and telling history or folklore needs to be owned by individuals as tourism guides [18]. Tour guides in previous studies need to master the following communicative competencies.

The findings show that the communicative competence required by novice French language learners in the tourism profession as tourism actors, namely tour guides, can 1) the ability to provide information about yourself, 2) the ability to start communication (greeting and welcoming), 3) the ability to communicate simply in daily life, 4) the ability to provide information about tourist attractions, 5) the ability to provide information about local culture, 6) the ability to provide brief information about typical food, 7) the ability to convey cultural attractions, 8) the ability to convey available facilities, and activities that visitors or tourists can do. 7) the ability to convey cultural attractions, 8) the ability to convey the facilities available and activities that visitors or tourists can do. These competencies are the basis for preparing a needs analysis framework to capture communicative competencies based on the needs of students as prospective tour guides in the Riau Islands.

Table 1. Communicative Competences

No	Author	Communicative Competences
1	Ratna [14]	<ul style="list-style-type: none"> • Knowing tourism objects, • Can convey information about tourist attractions. • Having the ability to introduce and describe tourist attractions and their routes. • Having the ability to compile tourist • Packages, brochures, and promotions. • Having the ability to promote tourism
2	Rachmadhany[22]	<ul style="list-style-type: none"> • Can introduce themselves, understand the names and functions of professions in the field of tourism • Can communicate French in daily life • Can convey information about local facilities • Can describe local cultural attractions • Can describe activities that visitors or tourists can do
3	Pranowo, D.[18]	<ul style="list-style-type: none"> • Recount the socio-economic situation during the colonial occupation • Give brief information about ideology and beliefs • Recount legends or folktales about people's struggles • Describe the struggle against the colonizers (perpetrators, time, place, and reasons).
4	Hambali [23]	<ul style="list-style-type: none"> • Ask questions and provide information • Describing objects • Requesting and giving directions
5	Makrifah [24]	<ul style="list-style-type: none"> • Greeting and welcoming • Asking for information • Showing tourist attractions

3.3 Teaching Material Topic French Maritime Tourism Riau Islands

Teaching material topics are the material's content in the textbook of Maritime French Tourism. Based on the research findings of the development of local wisdom-based English teaching materials, there are 16 material topics: Being a Good Tour Guide, Greeting and Welcoming Guests, Informing Local Cultural Agenda, Offering Recommendations for Tourist Destinations, Arranging Tour Plans for the Guests, Describing Local Cultural Events, Describing Local Cultural Dishes, Describing Local Cultural Heritages, Describing Local Traditional Clothes, Describing Local Art and Cultural Performances, Showing Places of Interest, Explaining Local Rules and Etiquette, Presenting Tour Guide Speeches [25]. Teaching materials in the form of books for each unit consist of the name of tourism destinations, a brief profile of tourism destinations, vocabulary building, language expression, grammar points, listening practice, and speaking practice [19]. On the other hand, [26], the development of tour guide books in English for tourism courses more technically discusses topics about the tour guide profession, guiding techniques, local wisdom, tourist information, culture, and simple conversation. Arsiyana [8,13], preparing French teaching materials for tourism should include topics about self-introduction and simple daily life before focusing on special tourism topics.

Thus, there are two types of material: technical material related to the tour guide profession and linguistic material, in this case, French Tourism skills for tour guides. To support each material topic, it is necessary to present sub-topics such as vocabulary building, language expressions, and grammar. Vocabulary building reviews a list of vocabulary and technical terms related to the subject matter or tourism destinations ; language expressions explain the variety of language expressions that may appear in communicating the subject matter as a tour guide ; grammar contains a brief review of sentence structures that may be frequently used during communication as a tour guide [19].

Topics on greeting materials include how to greet in French. Using greeting words such as *Bonjour*, *Salut*, *Bonsoir*, and *Bienvenu* to open first-time communication is also essential. *Au revoir*, *bonne journée*, *bonne soirée*, *à demain*, *à bientôt*, *à tout à l'heure*. This first lesson also introduces the expressions of gratitude, "merci" and "merci beaucoup," and their variations according to the context of the situation *de rien*, *je vous en prie*. The use of expressions shows politeness, *s'il vous plait*. Then, followed by introductions, students can introduce their identity, including the name *Je m'appelle*, profession *Je suis guide touristique*, residence *J'habite à la rue de Merak No. 3*, hobby *J'aime faire du sport* [8], [13]. Self-introduction can be developed by introducing family members or famous figures or heroes in Riau Islands, such as Raja Ali Haji, Raja Haji Fisabilillah, and Sultan Haji Riayat Syah, figures that the learners are fond of so that it will liven up the learning atmosphere. In addition, learners will also be encouraged to look for the vocabulary needed according to the character told. For example, the occupations of Riau Islands people such as fisherman "pêcheur", fish seller "vendeur de poisson", fish shop "poissonnerie", farmer "fermier".

Daily life topic, students are able to describe their daily activities as students. For example, daily activities, such as waking up in the morning, "Je me reveille à 4h 30, leaving for work, 'je parts à la Fac à 8 h 00, etc.'. If it is associated with the context of tourism, the material can be developed by compiling and providing information on tourist travel programs in the Riau Islands region. For example, *9 h 00 arriver au Port de Sri Bintan Pura, 8h.30 partir à L'île de Penyengat*, etc. Supporting materials are talking about time, vocabulary in the form of verbs in everyday life, tourist attractions, vehicles, and numbers.

The topic of cultural attractions refers to introducing tourism objects and cultural attractions that represent the Malay community, with most Muslims and the Chinese Hoa tribe mostly living in Tanjungpinang City, the Provincial Capital [27]. The Cultural tourism in Riau Islands are the Sultan Riau Mosque Penyengat Island, Senggarang Temple, Ksitigarbha Bodhisattva Monastery [26,28-29]. Cultural attractions "Kenduri Melayu Art" and "Kampung Terih" in Batam Island. Marine tourism can introduce beach tourism and mangrove tourism on Bintan Island, Natuna Island, and Anambas Island. Presentation of tourist attraction material can be related to vocabularies, such as means of transportation in the islands—simple vocabularies related to culture, such as dances and traditional ceremonies in a simple way.

Traditional food is an exciting material in Tourism French. Students can explain seafood, which is the culinary icon of Riau Islands, namely Gong gong, how to cook and enjoy gong. Various processed foods made from fish are typical cuisine of the Riau Islands, such as Luti gendang, Lakse, Tarempa noodles, etc. Students can also introduce various specialties from their respective regions.

4 Conclusion

The preparation of teaching materials is one of the keys to the success of teaching French with particular purposes (FSP). Literature study is one of the first steps in preparing teaching materials before entering the needs analysis stage. In this literature study, speaking and language skills should get more lecture attention in tourism French teaching and learning. Then, the skills that a tour guide must possess are technical competence and language competence. The preparation of textbooks refers to language competence, which consists of communicative competence, and the topics of teaching materials needed by students as prospective tour guides, namely introductions, self-identity, daily life activities, tourist objects, cultural attractions, traditional clothing, and special foods.

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