

Development of Learning Media for Litterature Française Subject Using Articulate Storyline Software 3

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Abstract

This study aims to develop a learning media for Litterature Française subject using Articulate Storyline Software 3. This study employs the Research and Development (R&D) technique as well as the development ADDIE model, which consists of five stages, there are, Analysis, Design, Development, Implementation, and Evaluation. The data collection instruments used are observation, interviews, and questionnaires. The data analysis technique used is quantitative descriptive statistics. Two experts evaluated Articulate Storyline software 3 learning media products. The results of the assessment by material expert in obtained a score of 90%, that it is classified as a very good category, and media expert obtained a score of 91% that it is classified as a very good category. Thus, Articulate Storyline Software 3 is appropriate to be used as a learning media in Litterature Française subject at French Language Education Program, Faculty of Language and Arts UNIMED.

Keywords

learning media development;
litterature française; articulate
story line software 3



I. Introduction

The development of industrialization is currently entering the fourth chapter and is alleged to change the pattern of human life in a sustainable manner. One of them occurs in the learning process in the world of education where online learning is an alternative that is carried out without the boundaries of space and time. According to Moore, Dickson-Deane, & Galyen (2011), online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to bring out various types of learning interactions. Research conducted by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to overhaul the way knowledge is conveyed and can be an alternative to learning carried out in traditional classrooms. Online learning using digital learning media such as computer-based learning media, software, websites to learning videos is an alternative learning media that continues to exist today.

In general, learning media can be interpreted as a tool or intermediary that supports the teaching and learning process in order to achieve the expected target or goal. Learning media is useful for stimulating thoughts, attention, feelings and abilities along with students' skills in the learning process. According to its type, learning media has been divided into several forms as follows:

1. Learning media visuals. Visual learning media is a medium or tool used by teachers to convey learning material in the form of graphs, diagrams, charts, charts, posters, cartoons to comics. In other words, this visual form of media is media that supports the learning process by utilizing the sense of sight.

2. Audio learning media. Learning media in the form of audio is a medium or tool used by teachers to deliver learning materials in the form of tape recorders, radio and language laboratories. In other words, this audio-shaped media is media that supports the learning process by utilizing the sense of hearing.
3. Projected still media learning media. Learning media in the form of projected still media is a medium or tool used by teachers to deliver learning materials in the form of slides, OHP to in focus.
4. Learning media of projected motion. The learning media in the form of projected motion media is a media or tool used by teachers in conveying learning material in the form of fill, television, VCD, DVD, VTR, computers and videos..

The use of instructional media is also very much needed in French learning classes, inseparable from the *Litterature Française* subject. This subject is designed to increase students' recognition and understanding of French literature from the *Moyen Âge* period to *XXIe siècle*. This subject is useful for enriching vocabulary and perfecting writing skills for various types of litterature, including: poetry, romance, nouvelle, theater, etc. which simultaneously improves students' speaking skills in French. Implications of the communicative approach used; Students are able to dig up information and inform the topics that have been discussed to other people in general and to French language learners in particular. After taking this subject, students are expected to be skilled (*savoir-faire*) in searching for or finding important information, hone their ability to think logically and refine character. Finally, students can express opinions politely and responsibly in everyday life according to the European Standard Curriculum (CECRL) B2.

1.1 Problem Statement

The formulation of the problem in this study is as follows:

1. How is the process of developing a learning media for *Litterature Française* subject using Articulate Story Line 3 Software?
2. What is the quality of a learning media for *Litterature Française* subject using Articulate Story Line 3 Software?

1.2 Objective of Study

The research objectives in this study are:

1. Describe the process of developing a learning media for *Litterature Française* subject using Articulate Story Line 3 Software
2. Explaining the quality of a learning media for *Litterature Française* subject using Articulate Story Line 3 Software

II. Review of Literatures

2.1 Learning Media Development

Learning media are understood as objects that are brought into the classroom to help the effectiveness of the teaching and learning process. This narrow understanding is influenced by the view of cognitivism which sees the learning process as a transfer of knowledge from teacher to learner which mostly takes place in the classroom. If you use the view of constructivism, the understanding of learning and learning media becomes broader. Learning media is not limited to what the teacher uses in the classroom, but in principle includes everything that exists in the student environment where they interact and help the teaching and learning process. In general, learning media have the following roles:

1. Clarify the presentation of the learning message so that it is not too verbal.
2. Overcome the limitations of space, time and sensory power.
3. The use of learning media appropriately and variedly can overcome the passive attitude of learners.
4. Make the human experience from abstract to concrete.
5. Provide stimulus and stimulation to learners to learn actively.
6. Can increase the learning motivation of students so that they can improve learning achievement.

In general, learning media can be grouped into four, namely:

1. Visual Media, which is a type of media that solely utilizes the sense of sight of students to convey learning messages. Thus, the use of this learning media depends on the ability of students' vision. For example: print media, such as books, modules, journals, posters, and maps; models such as earth and miniature globes; and the medium of natural reality around.
2. Audio Media, which is a type of learning media by only involving the students' sense of hearing. The messages and information he receives are in the form of verbal messages such as spoken language and nonverbal messages in the form of sounds, music, and artificial sounds.
3. Audio-visual media, is a type of media used in learning activities by involving the sense of sight and sense of hearing in a process or activity. Messages and information that can be transmitted through this medium can be both verbal and nonverbal messages that rely on both sight and hearing. For example, movies, TV programs, and videos.

2.2 Litterature Française Subject

This course is designed to increase students' introduction and understanding of French literature from the Moyen Âge period to the XXI^e siècle. This course is useful for enriching vocabulary and perfecting writing skills for various types of literature, including: poetry, romance, nouvelle, théâtre, etc. which simultaneously improves students' speaking skills in French. The implications of the communicative approach used; Students are able to dig up information and inform the topics that have been discussed to others in general and to French language learners in particular. After taking this course, students are expected to be skilled (*savoir-faire*) in seeking or finding important information, honing logical thinking skills and refining character. Finally, students can express opinions politely and responsibly in daily life according to the European standard curriculum (CECRL) B2.

The CPL of Study Programs that are charged to this course includes, among others, the formation of a spirit of independence. Strength, and entrepreneurship (A4), Have a noble character to God Almighty and show a religious attitude (A5), Demonstrate an attitude of being responsible for work in the field of expertise independently. (A5), strategies for understanding spoken and written French texts, in daily/general, academic, and work contexts, strategies for communicating in French orally, the concept of academic integrity in general and the concept of plagiarism in particular, in terms of the types of plagiarism, violations and prevention efforts. Consequences of violations and prevention efforts, able to analyze accuracy, adapt, and use learning resources and learning media (electronic, non-electronic, information and communication technology) in accordance with the characteristics of learning French, learning objectives, and student characteristics as a means of achieving learning objectives as a whole, able to carry out assessment activities and learning outcomes that are valid, reliable, objective, and practical (according to the characteristics of learning French), able to apply logical, critical, systematic, and

innovative thinking in the context of the development or implementation of science and technology that pay attention and apply humanities values in accordance with their field of expertise, be able to compile a scientific description of the results of the above studies in the form of a thesis or final project report, and upload it on the university website.

While the CPMK charged for this course are: Able to identify the Littérature Française period from the Moyen-Age century to the 21st century, Able to distinguish nouvelle, romance, and nouvelle de science-fiction, Able to create poetry with the theme "le bonheur" in French, Able to engineer Jean de la Fontaine's fable «Le cochet, le chat et le souriceau », able to analyze Procédés rhétorique or figure de style in literary works.

2.3 Articulate Storyline Software 3

Articulate Storyline software is one of the applications that was just introduced in 2011. Articulate Storyline is one of the multimedia authoring tools that can be used to create interactive learning media with content in the form of a combination of: text, images, graphics, sound, animation and video. The results of the publication of the articulate storyline are: web-based media (html5) or in the form of application files that can be run on various devices such as laptops, tablets, smartphones and mobile phones.

Articulate storyline is quite easy to learn for beginners who already have the basics of creating media using Microsoft PowerPoint, because of this Articulate Storyline feature very similar to the features in Microsoft PowerPoint. Has a great function Similar to Microsoft Power Point, Articulate Storyline has several advantages so that can produce more comprehensive and creative presentations. This software too has features such as timeline, movie, picture, character and others that are easy used.

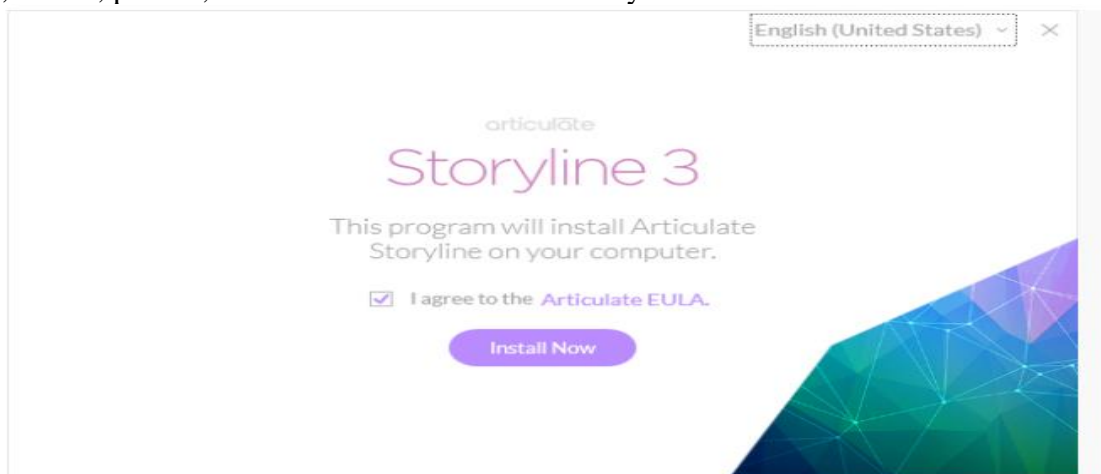


Figure 1. View Articulate Story Line Software 3

The Articulate Storyline program has the advantage of a simple smart brainware with interactive tutorial procedures through templates that can be published offline or online making it easier for users to format it in the form of a personal web, CD, word processing and Learning Management System (LMS). In the Articulate Storyline software there are 4 a very useful function in making ICT-based learning media for both versions 2 online or offline, these four functions are:

1. *Articulate Storyline Engage*: to design interactive learning materials.
2. *Articulate Storyline Quiz Maker*: to design interactive questions consisting of 11 variations of questions.

3. *Articulate Storyline Presenter*: to combine interactive learning media that have been made on Articulate Storyline Engage and interactive questions that have been made on Articulate Storyline Quiz Maker. This software after being installed automatically merges on powerpoint software.
4. *Articulate Storyline Video Encoder*: This software is useful for editing existing videos to be used as learning videos. In addition to having these four functions,

Articulate Storyline also has the following advantages:

1. Can be made easily yourself, both experienced and not.
2. Can include several forms of files, such as Power Point, Flash, video and etc.
3. Can be in the form of audio and visual, sound and images can be made in the Articulate Storyline.
4. There is an application for making quizzes without importing from files that are outside.
5. Provide interactive content because it involves more students in learning. One of the shortcomings of Articulate Storyline that can be seen clearly is related to the price of the software license itself.

III. Research Methods

3.1 Research Objectives

a. Student

Students who were used as research subjects came from Unimed French Language Education Study Program. Students who are used as research subjects are semester IV students. The student was chosen because it was in accordance with the research objectives.

b. Lecturer

The lecturer who became the research subject was a French Language Study Program lecturer who was teaching Litterature Francaise in semester IV.

c. Expert

Two Experts are used in this research who will act as testers and give suggestions for improving French language learning media prototypes in semester IV.

3.2 Data Sources

This development research is intended to develop learning media for the Literature Francaise course in semester IV, so that relevant data is needed to compile it. The data in this study is information related to the needs of students and lecturers for Literature Francaise in semester IV.

a. Student

The students who were used as subjects came from the French Language Study Program. Students who are used as research subjects are semester IV students. The student was chosen because it was in accordance with the research objectives

b. Lecturer

The French language lecturer who is the subject of the research is the French Language Study Program lecturer who teaches the Literature Francaise course in semester IV.

IV. Discussion

This study uses an R&D (Research and Development) approach. R&D research is a basic research activity to obtain information on user needs (needs assessment), followed by development activities to produce products and test the effectiveness of these products. In this study using an R&D approach because this research will produce a product in the form of a *Litterature Française* learning media based on Articulate story line Software 3. The development model used in this research and development is the ADDIE development model. The ADDIE development model consists of 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation. The following is a chart of the stages of the ADDIE development model (Rayanto & Sugianti, 2020):

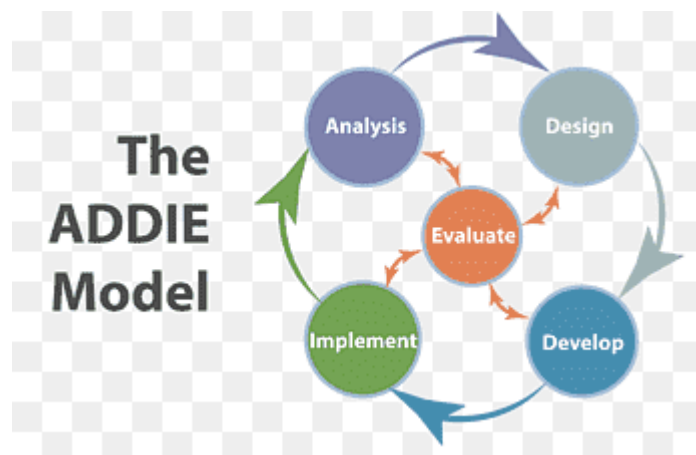


Figure 2. ADDIE Model Instructional Design

The research and development steps in this research include needs analysis, data collection, product design, validation, and design revision. The following describes the five steps.

4.1 Need Analysis

In this step, some potentials and problems are sought based on preliminary studies in the French Education Study Program and literature studies in the guide books used in the French Language Study Program. Observations and questionnaires were also carried out to find out the potential and problems in the Literature Francaise course. From the results of research on potentials and problems, the potentials and problems faced in teaching Literature Francaise are formulated for fourth semester students. Observations were made while learning French at the Unimed French Education Study Program. The following is the observation sheet used:

Table 1. Observation Sheet

No.	Observed Aspects	Implementation	
		Yes	No
1	Learning <i>Litterature Francaise</i> in the classroom	√	
2	Learning support facilities		
	a. Computer / Laptop	√	
	b. Speaker	√	
	c. LCD Projector	√	
3	Learning media used		

a. Book	√	
b. Cassette		
c. Native speaker		
d. interactive CDs	√	
e. Web e-Learning		
f. Tutorial video		
g. Power point		

Questionnaire of student needs for media Learning for the Litterature Francaise subject based on Articulate Story Line Software 3 in the French Language Education Study Program FBS Unimed for fourth semester students. Questionnaires are used to obtain data as a reference for media development. In this questionnaire, the things discussed include (1) the learning process for the Litterature Francaise subject that has been carried out so far, (2) the obstacles in the Litterature Francaise subject, and (3) the expected learning media for the Litterature Francaise subject.

Interview about the needs of lecturers for learning media for the *Litterature Française* subject for fourth semester students. The matters discussed in the lecturer needs interview include (1) the learning process for the Literature Francaise course that has been carried out so far, and (2) the offering of learning media that will be developed.

4.2 Data collection

In this step, a preliminary study with the documentation method is carried out to find out what material is in the *Litterature Française* subject in the fourth semester. The data to be obtained includes the themes contained in the *Litterature Française* material. For needs analysis, questionnaires and interviews were used. Needs analysis questionnaires were distributed to students and lecturers in the French Language Education Study Program, while short interviews were conducted to French language teachers in the fourth semester of the *Litterature Francaise* course. This is intended to obtain information about the needs of lecturers and students for the *Litterature Française* learning media.

The questionnaire distributed is a student needs questionnaire. The researcher explained about the questionnaire and the procedure for filling out the questionnaire, then students could fill out the questionnaire that had been divided.

4.3 Product Design

At this step, the product needs to be designed according to needs. The researcher designed the learning media to be developed at this step, namely learning media of *Litterature Française* subject based on Articulate Storyline Software 3 on Francophonie material with at the student fourth semester.

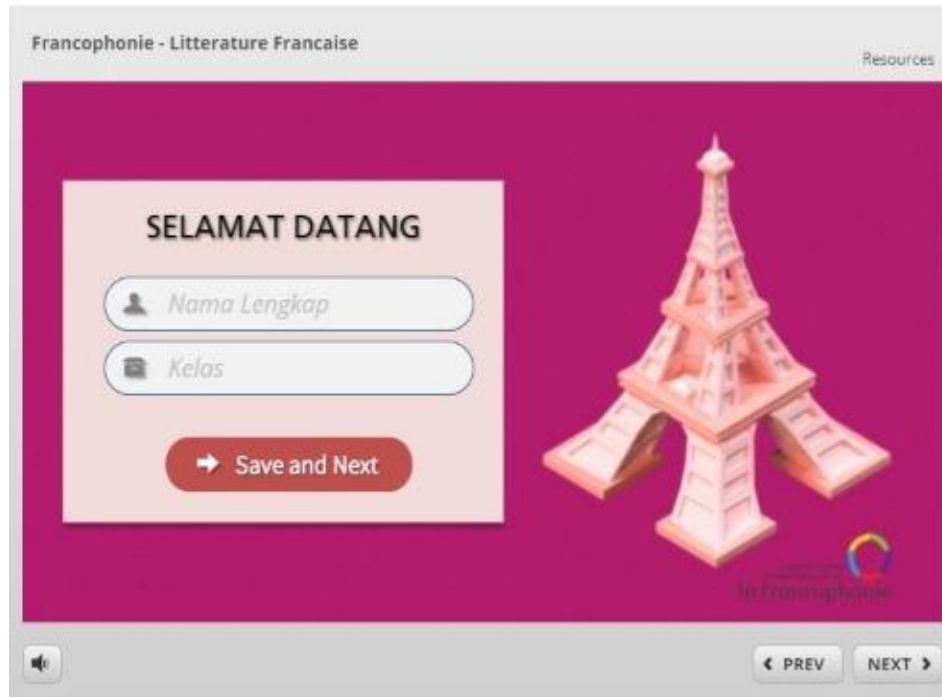


Figure 3. Media Design

4.4 Validation

Two Experts are used in this research who will act as testers and give suggestions for improving French language learning media prototypes in semester IV.

4.5 Design Revision

After the experts have assessed and validated the finished product, according to input from the experts, several revisions of the product were carried out to further refine the finished media.

V. Conclusion

The *Litterature Française* learning media based on Articulate Storyline Software 3 is suitable for use to be able to assist subject lecturers in delivering learning material and helping students to understand the material and foster student interest and interest in participating in learning activities. Suggestions for further researchers developing media would be better prepared carefully, input complete and interesting content, besides the lecturer can use its own image design so that plagiarism is not detected when the media is uploaded to the Playstore, using media on Playstore will help make it easier for students to download learning Media.

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