



PAPER – OPEN ACCESS

Development of French Civilization Learning Media Based on Adobe Captivate Software

Author : Tengku Ratna Soraya and Ahmat Sahat Pardamean
DOI : 10.32734/lwsa.v7i2.2060
Electronic ISSN : 2654-7066
Print ISSN : 2654-7058

Volume 7 Issue 2 – 2022 TALENTA Conference Series: Local Wisdom, Social, and Arts (LWSA)



This work is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/).

Published under licence by TALENTA Publisher, Universitas Sumatera Utara



Development of French Civilization Learning Media Based on Adobe Captivate Software

Tengku Ratna Soraya*, Ahmat Sahat Pardamean

Universitas Negeri Medan, Medan, Indonesia

ratnasoraya@unimed.ac.id, ahmadsahat@unimed.ac.id

Abstract

French civilization learning is a compulsory subject in the second semester, after participating in the learning program in this course, students are expected to have the ability to explain, compare, and apply the cultural values of French society to local wisdom so that they become honest, challenging, responsible and broad-minded, open-minded, and reliable people. The goal of this project is to use Adobe Captivate software to create instructional materials for French cultural learning in the French Language Education Program Faculty of Language and Arts UNIMED on La Gastronomie and Les Loisirs. These materials will be used in the classroom to facilitate student learning. The research method used is Research and Development developed by Borg and Gall. This study's data and data sources are information about the viability of learning media that has been verified by the validator. Students served as informants for a needs analysis questionnaire, and books, papers, and journals were used to supplement the data. The data collection instrument used for this research is in the form of an assessment sheet for the validators. The data analysis technique in this study uses percentage analysis. The results of the validation test by material experts are 89% while media experts are 95%. The results of material validation are included in the good category and the media validation results are included in the excellent category. The results can be concluded that the learning media developed using Adobe Captivate is declared valid for use in learning French for 2nd-semester students.

Keywords: Learning media development; French cultural learning; Adobe Captivate software

1. Introduction

In learning French, learners not only learn about the language which consists of four language skills, namely listening, speaking, reading, and writing, but also learn about French Civilization. Civilization is a concept originating from France related to the idea of "civilization française" which originated in the French Revolution. French civilization had to be expanded in the world through colonization, so this idea was open. Civilization is the embodiment of that culture in many ways. Civilization is the ocean, while culture is a river that mixes to form a civilization. a civilization has more specific temporal and territorial unity, for example, the French Civilization, which focuses on urban rather than rural societies. Civilization is the process of developing the state of society to the extent that culture, industry, technology, government, etc. reach the maximum level. The term 'civilization' talks about adopting a better way of life, and making the best use of natural resources, to meet the needs of a group of people. Further, it emphasizes the systematization of society into various groups that work collectively and continuously to improve the quality of life, regarding food, education, clothing, communication, transportation, and the like.

In the French Department of the Faculty of Language and Art at the State University of Medan, French Civilization courses is a course that discusses the general profile of French culture and society presented through cultural themes, such as geography, demography, family, education, work, art, food, health, sports, and others. The major themes above are presented chronologically following the development of French civilization at present. Cultural change is one of the main study materials for this course. Several themes are related to the problems that accompany them. This course invites students to see French civilization chronologically and logically and to compare Indonesian and French cultures to enrich study materials in the classroom. The materials contained in this course are: *Connaître la France à travers les films, Les régions de la France et leurs grandes villes, Les Français et leur vie quotidienne, et La vie familiale.*

During the learning process that has been going on so far, there has been no learning media that contains material and evaluations equipped with videos and images to clarify the material packaged into an interactive learning media, allowing students to learn individually. Miarso (2004: 458) that learning media is everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of students to learn so that it can encourage a deliberate, purposeful, and controlled learning process so that the use of media must be by the function of the media itself, namely to make students think more and can stimulate the lessons taught by educators.

Based on the results of observations that have been done on students of the French Language Education study program, the learning process carried out still uses conventional methods, namely with a direct learning model using the lecture method, or occasionally the learning process using PowerPoint media. The simple PowerPoint media used makes students often feel bored in the learning process. As a result, the learning outcomes achieved by students become less than lecturers. Therefore, new learning media are needed that can increase student enthusiasm in following the learning process. One of the learning media that can be used is using Adobe Captivate media.

Adobe Captivate 7 is one software that can create various media such as video, images, animation, sound, and so on easily. With the help of interactive multimedia using Adobe Captivate 7.0, it is expected to be a solution to the problems of students in independent learning, meaning that students who take the Civilization Française course will be able to study alone without being accompanied by a lecturer and can repeat the learning at any time. Adobe Captivate 7.0 has many facilities to create learning media such as fast interactive responses, scoring at the end of the program, display of various interactive materials and tests, and content management in the use of the program. One of the advantages possessed by Adobe Captivate 7.0 in terms of making software created by Adobe Systems Incorporated is simpler because in creating programs a programmer does not need skills in programming languages and multimedia.

Based on this background, the author wants to create an example of media learning in the Civilization française course. This media is in the form of interactive multimedia created using the Adobe Captivate animation program so that the media displayed is more interesting and makes the class atmosphere more active. Adobe Captivate is a multimedia platform and software used for authoring vector graphics, animation, games, and Rich Internet Applications (RIA) that can be viewed, played, and run in Adobe Captivate. This program is currently available and popular nowadays. This media will display materials that have been adapted to the Civilization française course syllabus. Apart from that, this media is also equipped with videos and illustrative images to clarify the delivery material. Of the ten materials contained in the Civilization course syllabus française, the author took two materials that will be published in the media, namely *La Gastronomie* and *Les Loisirs*, with the reason that these two materials are important to study and these materials are the most interesting to study.

2. Research Methodology

The type of this research is research and development. Research and Development is a type of research method used to produce a particular product, and is a needs analysis that tests the effectiveness of the product developed. The development of learning media for the Civilisation Française course uses the ADDIE (Analyse, Design, Development, Implementation, Evaluation) development model.

2.1. Analysis

In this step, information is collected which can be used to plan products and overcome existing problems. To obtain it, a needs analysis was conducted by distributing questionnaires to students in the second semester of the French language study program at Universitas Negeri Medan via Google Form. Two types of questions were asked to the students: namely unstructured questions and structured questions.

According to the results of these questions, we find that French civilization learning media is still necessary to develop because it does not yet correspond to what the students want. The results thus obtained are presented below:

1. All students said that the French civilization course is very important to study.
2. 90.5% of students said they have difficulty learning French civilization.
3. 90.5% of students declared that the teaching aids used are very important to improve their competence in learning French civilization and that a small part of 9.5% declared that the teaching aids used are not important to improve their competence.
4. 71.4% of students declared that the learning media in the French civilization course is currently less varied.
5. Only 14.3% of students declared that they were satisfied with the teaching aids used in the French civilization course.
6. 95.2% of students stated that they need alternative learning resources to better understand the French civilization course.
7. 95.2% of students declared that the use of learning media which combines several multimedia makes the learning experiences more interesting
8. All students reported that they have mobile devices (mobile phones or laptops) that can support learning in digital form.
9. 52.4% of students said that they have access to a stable internet connection.
10. The students all agree that alternative teaching support must be developed for the written production course.

Based on the results of the need analysis, it can be concluded that learning media plays a very important role in improving students' skills in French Civilization learning. Therefore, it is necessary to develop an alternative learning media that can meet the needs of students.

2.2. Design

Based on the data obtained, researchers created an initial product design for making learning media in the Civilization Française course. In making it, researchers used the Adobe Captivate application. Design this product has 3 main menus, namely *La Gastronomie and Les Loisirs*.

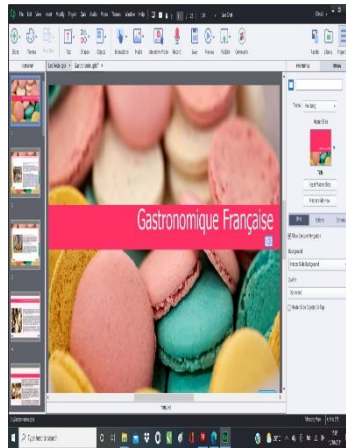


Fig. 1. Front view I.

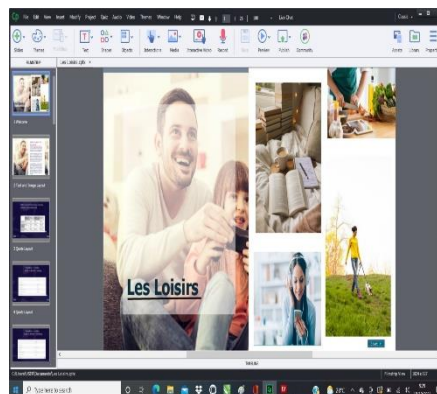


Fig. 2. Front view II.

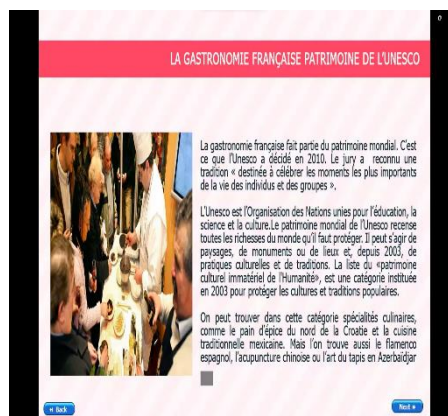


Fig. 3. Front view III.

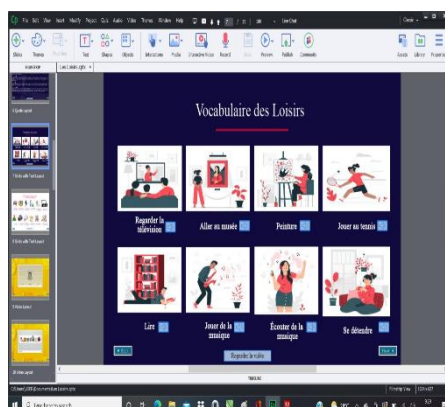


Fig. 4. Front view IV.

2.3. Development

At this stage, Design validation is carried out using purposive expert validation to assess the suitability of product design to needs. Design validation the product is the design of interactive learning media for courses *Civilisation Française*. This validation is carried out by one expert, namely the lecturer French expert in the fields of *Civilisation Française* and Technology Information and Communication (ICT), which provides input regarding materials and designs in interactive learning media.

Based on the results of the expert assessment, several deficiencies can be identified in the initial product design, then the researcher refines the design (revises product design) according to suggestions or input from experts.

2.4. Implementation

The learning media of the *Civilisation Française* course based on Adobe Captivate software on *La Gastronomie* and *Les Loisirs* material was assessed and validated by 2 Material validators and 2 media validators. The material validation stage is content quality, language, implementation, visual appearance, sound aspects, and ease of use. Next, validate media experts to find out the opinions of media experts that have been developed by researchers.

The revision stage is carried out according to the comments or suggestions from the validators that have been made in the assessment sheet. According to expert advice, the material is as follows:

- a. On the main menu, the name description on the navigation buttons should be displayed directly without using animation to make it easy to find it.
- b. Audio in the text is to be filled directly by native French speakers.
- c. The duration of the video is to be extended so that the information on the video can be absorbed better.
- d. Quizzes on each material are equipped with clear work instructions.
- e. After the revision is implemented, the learning media for the *Civilisation Française* course based on Adobe Captivate software can be used in the learning process.

3. Results and Discussion

In this discussion section, we will review several advantages disadvantages weaknesses of interactive learning media in the *Civilisation Française* course. This media was developed based on development principles media, so that media is produced that suits students' needs, and learning objectives. In general, this media has advantages that then become distinctive characteristics that are different from learning media others, including the following:

1. When compared with learning media with the *Civilisation* course another franchise, this media has the advantage of the material listed it has been adapted to the course syllabus.
2. This media contains material descriptions and evaluations accompanied by images and videos to clarify material descriptions.
3. This media is practical for use in learning, both in class and individually.

Apart from having advantages, this interactive media also has disadvantages are as follows.

- a. Interactive learning media in this Civilization Française course is a new media that has not been tested so it needs it further research to determine the level of effectiveness in learning.
- b. Regarding the use of this learning media with personal computers (PC) or computer devices, this learning media cannot be used if there is no computer, laptop, or similar PC. So, media learning depends on the presence or absence of a PC.

4. Conclusions and Suggestions

Based on the presentation of the research results, conclusions can be put forward which is related to the development of interactive learning media for the eyes Civilization Française course, namely the lack of interactive learning media has been integrated with evaluation in the Civilization Française course, so the author created an interactive learning media using Adobe Captivate which contains material and evaluations about Les Gastronomie and Les Loisirs have been adapted to the Syllabus and equipped with pictures and videos as material illustration.

Based on the conclusions above, the author has several related suggestions for this research. The suggestions are as follows:

1. Learning media needs to be developed for other themes related to the Civilization Française course.
2. This media needs to be tested to determine its effectiveness.
3. Apart from learning Civilization Française, this media video can also be used in other courses, for example, Comprehension Oral.

References

- [1] Arsyad, Azhar. (2014). *Media Pembelajaran*. Cet-17. Jakarta: PT Grafindo.
- [2] Dick, W., Carey, L., & Carey, J. O. (2001). *The systematic design of instruction* (5th ed.). New York: Addison-Wesley Educational Publisher Inc.
- [3] Djamarah. Syaiful Bahri (2010). *Strategi Belajar Mengajar*. Cet-4. Jakarta: Reineka Cipta.
- [4] Haling, Abdul. (2007). *Perencanaan Pembelajaran*. Cet-4. Makassar: Badan Penerbit UNM.
- [5] Haris Mudjiman. (2009). *Belajar Mandiri (Self-Motivated Learning)*. UNS Pres. Surakarta..
- [6] Ifeoma, M. M. (2013). Use of instructional materials and education performance of students in integrated science (a case study of Unity Schools in Jalingo, Taraba state, Nigeria). *IOSR Journal of Research & Method in Education (IOSRJRME)*, 3(4), 07-11.
- [7] Majid, A. (2009). *Perencanaan pembelajaran mengembangkan kompetensi guru*. Bandung: PT Remaja Rosdakarya.
- [8] Miarso, Yusufhadi. 2004. *Menyemai Benih Teknologi Pendidikan*. Jakarta: Prenada Media
- [9] Purwanto, P.P. (2001). *Penulisan bahan ajar*. Jakarta: PAU-PPAI, Universitas Terbuka.
- [10] Ristawati. (2017). *Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Siswa Kelas X Program Keahlian Administrasi Perkantoran di SMK Negeri 1 Sinjai*. Skripsi. Makasar: UNM
- [11] Steel, Ross.(2002). *Civilisation Progressive du Français*. Paris: CLE Int.
- [12] Tylor, Edward Burnett, *Primitive Culture: Researches Into the Development of Mythology, Philosophie, Religion, Art, Custom*, Volume 1, 1871
- [13] Unité des Politiques linguistiques, *Cadre européen commun de référence*. Strasbourg. www.coe.int/lang-CECR
- [14] Widodo, C.S. & Jasmadi. (2008). *Panduan menyusun bahan ajar berbasis kompetensi*. Jakarta: PT Elex Media Komputindo.
- [15] Wina Sanjaya. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Ed-1. Jakarta: Prenadamedia Group.