

Utilizing Adobe Captivate to Develop French Literature Learning Materials

R Afrianti¹, T R Soraya², M Linawati³

^{1,2,3} French language education, Faculty of languages and arts, Universitas Negeri Medan, Medan, Indonesia
Email: rizkaafrianti0@gmail.com¹, ratnasoraya@unimed.ac.id², Marialinawati7@gmail.com³

ABSTRACT

This study aims to develop learning media in French literature courses using Adobe Captivate for 7th semester students in french department and to find out how appropriate the instructional media will be developed. The research method used is the Research and Development (R&D) by ADDIE development model which consists of 5 stages, namely problem analysis, product design, media development, product design validation and product design revision. The initial stage in this research is collecting information by providing needs analysis to 7th semester french students, then designing and making learning materials, and validating them to material experts and media experts. The data and data sources in this study are data regarding the feasibility of learning media that have been validated by the validator with the data sources in this study being students as informants in a needs analysis questionnaire then books, articles, and journals as supporting other 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 93%. The results of material validation are included in the "good" category and the media validation results are included in the "very good" category. It can be concluded that the learning media developed using adobe captivate is declared valid for use in learning French for 7th semester students.

Keywords: *Adobe captivate, Learning Materials, French literature.*

1. INTRODUCTION

Learning a language is closely linked to literature. Learning literature and language have a close relationship, just as two currencies cannot be separated. Learning a language learns not only vocabulary or grammar, but also various aspects of the life of the country concerned (in this case France), including history, civilization, territory, society, culture, religion, thought and all literature products (especially poetry, prose and drama) [1].

In the process of learning French at UNIMED, we have the French literature course which is studied in semester 7. This course aims to improve the ability of students to understand, to broaden their perspective, to be more sensitive to the social environment and to be able to take lessons on the values contained in French literature works. But in classroom practice, this subject is difficult to learn, on the side of the grammar which is heavy and the use of the variation of figure of speech which is difficult to understand even for the French.

For example, in the poem *The Cochet, the Cat and the Mouse* by Jean de la Fontaine, he writes in his first stanza

“A young mouse who had seen nothing”. In the sentence “and who had seen nothing”, it does not mean that the baby mouse cannot see, but the sentence means that the baby mouse has no life experience. This can lead to misinterpretation if the student does not have good French skills. Then in *Madame Bovary's* passage, Flaubert: “He stood up. His cap fell off. The whole class laughed”. In this sentence, many use past simple conjugate words such as in the words *rose, fell and fell*. Where usage has been greatly reduced and this grammar is rarely used. Since the second half of the XX th century writers tend to substitute the past tense.

Based on these difficulties, students participate less actively in the learning process. The learning resources are only centered on the use of books without more interactive support. Even though the use of interactive learning media is important and requires teachers to be able to provide more varied material. It also aims to create a more engaging classroom atmosphere so that students have an easier time understanding difficult learning material.

One way to overcome this problem is to develop the learning medium. The media are all forms of

intermediaries used by humans to convey or disseminate ideas, ideas or opinions so that the ideas or opinions expressed reach the intended recipient. One of the learning media that can be used to aid in the learning process of a subject is computer media using software to create interactive learning aids. Programs / software can help students convey information to the maximum. This is strongly felt by the usefulness of learning media in the world of education [2].

In this research, the interactive learning medium that will be used is Adobe Captivate software. Adobe Captivate (formerly RoboDemo) is an electronic learning medium on Microsoft Windows, as well as Mac OS X v.5 that can be used for demonstrations, simulations and quizzes in the form of swf (shock wave flash) format that is a file we generally refer to as animation. You can also convert Adobe Captivate results in the form of swf to avi (audio video interleave) is a video file format, which are then uploaded to the video hosting site. The way Adobe Captivate works is similar to Powerpoint. It has advantages over PowerPoint in that it offers quiz and test templates which can be used easily, and questions can be presented easily at random.

Based on the results of the observations and experiences of the researcher during the study of French literature courses, it is estimated that the classroom learning activities are not interesting enough. Then there is a lack of variation in the use of the learning media so that the students do not really understand the topic. A needs analysis is also carried out by distributing questionnaires to students of the French education studies program in the 7th semester in Regular A class on November 12, 2020.

The results showed that 63% said learning French Literature was difficult and that only 18% of the students understood the material from Tristan and Iseult, 68% said they knew little. Next, 93.8% of those surveyed said that learning was done using only printed books, 100% said they had never used Adobe Captivate software and 93.8% said that learning with Adobe Captivate was to allow students and teachers to interact even better.

In this research, we will limit the material that will be developed in the Adobe Captivate software and the material concerns Tristan and Iseut contained in the third meeting of the French literature course for students of the 7th semester. The legend has enjoyed wide distribution throughout Europe. This is one of the reasons why we chose this material. This story has been told with various variations, but there is one main theme that remains the same, namely the tragic love story between a knight of Cornwall named Tristan and an Irish princess named Iseut (Yseult). This story was also very popular and had a profound impact on Western art, ideas of romantic love, and literature. For examples is the musical drama *Tristan et Iseut* by Richard Wagner from 1857 to 1859 and the musical drama at ENO (English National Opera). This story was also made into a film with the title "Tristan et Iseut" in 2006. We hope that the adoption of this theme

will increase our knowledge of French literature especially in the Middle Ages.

Therefore, it is hoped that the development of learning media in the form of Adobe Captivate software can make the teaching and learning process more interactive and interesting. Because the learning time is more efficient, it facilitates the understanding of material that requires concepts in auditory form, interesting to note, easy to use both operationally and in percentage in the classroom and will greatly help their performance in providing material in the teaching and learning process, in particular in the French literature course.

In this study, no research and development research were found using Adobe Captivate software to learn French literature, even when learning French. This means that this research contains novelty in the use of learning materials based on Adobe Captivate software.

2. METHOD

The method used in this research is research and development (R&D) method. Research and development methods are methods used to produce products and test the effectiveness of these products.

The research method used in research on the development of learning material using Adobe Captivate in the *Litterature Française* courses. The research steps used are the ADDIE development model (analysis, design, development, implementation, and evaluation) [3]. However, in this study, the implementation stage only reached the development stage due to time constraints and conditions that did not allow it. The steps of the Research and Development (R&D) research procedure based on the ADDIE model are as follows:

2.1. Analysis

Analysis is an early stage of development. The analysis stage is a need assessment process, identifying problems and performing task analysis. This stage is carried out to obtain information about the needs of learning media. This analysis was carried out by distributing a needs analysis questionnaire using google form to the second semester students of the French language education study program in Universitas Negeri Medan

2.2. Design

At this point, the design or planning of learning media based on Adobe Captivate software is done. This activity is a systematic process that begins with the definition of learning objectives, the design of teaching and learning scenarios or activities, the design of learning devices, the design of learning materials and tools for assessing learning outcomes.

2.3. Development

Development in the ADDIE model contains product design fulfilment activities. By creating learning media based on Adobe Captivate software that begins with design, editing, the researcher is also expected to be able to make changes and consult with supervisors, then validated by expert speakers, to know materials experts and media experts who are expert teachers in the field of French and media experts. This is to achieve a product suitable for use and to improve the product. With the editing process, concept and language errors will be avoided. Based on the results of the edit, revisions have been made. Revisions are made as needed based on expert recommendations.

2.4. Implementation

Once the development phase is complete, the next step is to implement the product. The implementation step is performed to see the state of the media as it is executed on the computer. If the created media can be realized according to the desired product, then the next activity is to evaluate the learning media. If the media created still has gaps or does not meet expectations, it will be revitalized and repaired again.

2.5. Evaluation

At this point, the entire paperback is evaluated before it becomes the final product. This step serves as the basis for further improvement in product quality. At the S1 level and due to time constraints, this research will only reach the validation stage and will allow other researchers to continue this research.

3. THEORETICAL REVIEW

3.1. Learning Materials

Learning or teaching material occupies a very important place in learning, namely as a (representative) representation of the teacher's explanation to the class. Learning materials are part of learning resources and play an important role in helping students achieve their learning goals. As explained by the Ministry of National Education Purmadi & Surjono (2016: 152), learning materials are an important part of the implementation of education in schools. Thanks to the teaching material, the teacher will have an easier time learning and the pupils will be helped and easier to learn.

Learning materials are a set of materials that are systematically organized and used as a reference in learning. The teaching material is prepared according to general and specific teaching objectives, the characteristics of the pupils and the teaching strategies [4]. The availability of quality teaching materials will support the success of the learning process.

The teaching materials should also use clear and communicative language so that pupils can understand independently, as language learning is fundamentally communicative learning, as stated by Sumiati according to which the Common European Center of References for Languages (CEFR) says learning French with a communicative approach places more emphasis on the acquisition of communicative skills [5].

The educational material that will be presented here is material on the history of Tristan and Iseut. Where this story is contained in the course of French literature at the time of the Middle Ages. Here is an explanation of French literature and one of its stories, Tristan and Iseut.

3.2. French literature

In the French literature course, there are seven periods to study, from the period of the Middle Ages to the 20th century. Each period has its own characteristics. The seven periods are as follows:

3.2.1 The Middle Ages

The historic Middle Ages cover a period from the fall of the Roman Empire (476) to the discovery of America (1492) [6]. The literary Middle Ages stretched from the 12th century to the end of the 15th century. The 12th and 13th centuries saw an extraordinary boom in all areas. The monarchy is imposed; the construction of Notre-Dame de Paris began in 1163; the first universities were created (the Sorbonne in 1257). Calamities marked the fourteenth and fifteenth centuries: the plague, the Hundred Years War (Joan of Arc, who fought the English troops, was burned in Rouen in 1431), revolts in the cities and Louis IX).

3.2.2 The 16th century

It is the century of Renaissance, Humanism and Reformation. The discovery of the New Worlds, scientific advances (Copernicus, Ambroise Paré), the development of printing, the rediscovery of Antiquity are changing man's awareness of his place in the universe and in history. François Ier (1515-1547), king and patron, promotes the new impetus of the Arts and Letters. He brought Leonardo da Vinci, Cellini, Le Titien, Le Primatice, who decorated the castle of Fontainebleau, from Italy. In this century, there are three literary genres, namely: (1) Poetry like Clément Marot (1496-1544) and La Pléiade; (2) Stories such as Pantagruel (1532), Gargantua (1534) and L'Heptameron (1559); (3) The Essays as the Institution of the Christian Religion by Calvin, translated from Latin into French (1559) by the author, is a manifesto in favor of reform.

3.2.3 The 17th century

The 17th century experienced great political instability. After the assassination of Henri IV (1610), his

wife, Marie de Médicis, reigns over the kingdom. Louis XIII came to power in 1617 and appointed Cardinal Richelieu as advisor, which reinforced royal authority. In 1661, Louis XIV, the "Sun King", ascended the throne. Under his reign, France will become the most powerful country in Europe. It is the triumph of absolute monarchy.

In this century, there are three literary genres, namely: (1) The Theater as The masters of tragedy, Corneille (Horuce, 1640; Cinna, 1641) and Racine (Andromaque, 1667, Phèdre (1677)); (2) The Moralists Writings such as The fables: those of La Fontaine present animals or social types to illustrate the quirks of his time, and the Tales of Perrault, of oral tradition, several levels of reading; (3) The Philosophical Writings 1637) by Descartes The Discourse on Method (1637) by Descartes is based on an approach based on reason. It is the thought that assures man of his existence: "Cogito ergo sum (I think, therefore I am)".

3.2.4 The 18th century

From 1715 (death of Louis XIV), absolute monarchy declined. Under Louis XV (1723-1774), France prospered, but state reforms failed. The economic, political, financial and social crisis which shakes the kingdom obliges Louis XVI to convene the States General (assembly of the clergy, the nobility and the third estate) on May 1, 1789. The third estate proclaims itself National Assembly: the Revolution begins. On July 14, the Bastille was taken, the Declaration of the Rights of Man and of the Citizen voted on August 26. On January 21, 1793, Louis XVI was guillotined.

In this century there are three literary genres, namely: (1) Poetry like André Chénier, influenced by Greece, leaves a work where plastic beauty and musicality renew the Epicurean themes: The Bucolics (1785-1787). His revolt against the bloodthirsty drifts of the Terror explodes in the lambes; (2) The Theater as The Game of Love and Chance (1730), The False Confidences (1737), The Barber of Seville (1775) etc. (3) Novels such as Gil Blas by Santillane de Lesage (1715-1735), picaresque story and educational novel, in the description of the fatal passion of Manon Lescaut by Abbé Prévost (1731). Voltaire conveys his ideas under the mask of the fiction of philosophical tales: Zadig (1747), Micromégas (1752), Candide (1759), and Diderot explodes the romantic illusion with La Religieuse (1760).

3.2.5 The 19th century

Profound changes upset the nineteenth century: industrial revolution, birth of the workers' world and the right to organize, the emergence of utopian socialisms, compulsory and secular education, expansion of the press and publishing, invention of photography and cinema, of the 'automobile, discovery of the vaccine by Pasteur, extension of the colonial empire (Algeria, Indochina ...)

The Eiffel Tower was built in 1889, during the Fourth Universal Exhibition in Paris, commemorating the centenary of the French Revolution. On the political level, the regimes follow one another: the Empire of Napoleon I (1804-1814), the Restoration with the return of the monarchy (1814-1848), the Republic (1848-1851) and the Second Empire of Napoleon III (1852-1870). During this period, two revolutions broke out: the Trois Glorieuses (1830) and the revolution of 1848 which put an end to the monarchy and proclaimed the 1st Republic. Slavery is abolished, freedom granted to the press, universal suffrage is instituted. Following the Franco-German war and the bloody repression of the Paris Commune, the Second Empire of Napoleon III collapsed, and stability was established with the Third Republic, secular and parliamentary (1870-1940).

3.2.6 The 20th century

The 20th century saw the butchery of the First World War, the monstrous madness of the Second, the ignominy of the concentration camps, the atomic bomb on Hiroshima, the birth and fall of the Soviet Union, decolonizations, war cold, major political upheavals and an unprecedented acceleration of the means of communication and the progress of science.

In the first part of the century, great figures dominate. Apollinaire inaugurates an aesthetic freed from formal constraints (Alcools, 1913; Calligrammes, 1918) while Valéry tends towards pure poetry, the result of lucidity and work (La Jeune Parque, 1917). Saint-John Perse pursues a secret and demanding poetic work (Éloges, 1911; Anabase, 1924), crowned by the Nobel Prize in 1960. The eclectic talent of Cocteau invests poetry, the novel and the cinema. Malraux and Saint-Exupéry draw from their personal experience the material for their romantic work: for the first, man exorcises death through action, the experience of fraternity and the affirmation of his freedom (La Condition humaine, 1933), while the characters in the second meditate on man's limits, his will and his responsibility (Vol de nuit, 1931; Le Petit Prince, 1943).

3.3. Tristan and Iseut

Tristan and Iseut is a popular story in the Middle Ages to be precise in the 12th century through Anglo-Norman literature. This story is inspired by Celtic legends, in particular the story of Deirdre and Naoise and Diarmuid Ua Duibhne and Gráinne. This story has been told with various variations, but there is one main theme that remains the same, namely the tragic love story between a knight of Cornwall nicknamed Tristan (Tristram) and an Irish princess named Iseut (Iseut, Yseult).

This story predates the romance of Lancelot and Guinevere and may indeed have influenced the romance. The story of Tristan and Iseult also had a profound impact on Western art, ideas of romantic love, and literature. An example is the musical drama Tristan und Iseult by

Richard Wagner from 1857 to 1859. In the story there is a beautiful woman who is the daughter of the King of Ireland. Her beauty made a king, namely King Mark of Cornwall, attracted to her. This interest was warmly welcomed and Iseut was married to King Mark of Cornwall.

To retrieve Iseut and take him to Cornwall, King Mark then assigned another nephew named Tristan, who is also known to be very handsome. Meeting the very beautiful Iseut, Tristan fell in love with her. This feeling was not one-sided. Iseut loved Tristan although he knew he had an arranged marriage with King Mark of Cornwall.

Because the agreement between the two countries regarding the marriage could not be canceled like this, Iseut still married King Mark of Cornwall. Even if they are married, Tristan and Iseut continue their relationship. After a while, King Mark of Cornwall learned of the love affair between his wife and his nephew. He can forgive Iseut, but Tristan forbids her to live in Cornwall. Tristan then traveled and met Iseult who came from an area called Great Britain. Tristan then became interested in Iseult and married her because of the similarity of names between Iseult and Iseut. However, they never had a relationship as husband and wife because Tristan still remembered Iseut.

One day, Tristan fell ill and asked Iseut to come see him. The response to his request was then indicated by the dispatch of a vessel. If the ship is black, the answer is no. However, if the ship sent was white, Iseut's answer would mean yes. The ship that came was actually white, but out of jealousy Iseult told Tristan that the ship was black. Tristan was very sad to hear this and passed away. On hearing that her lover died, Iseut was heartbroken and died.

3.4. Learning Media

3.4.1. Definition of Learning Media

Media is the plural form of the word medium which means an intermediary or an introduction. The Association of Education and Communication Technologies (AECT) defines media which is anything that is used by a person to convey messages / information (Sukiman, 2012: 8). Heinich et al. in Arsyad (2016, 34) adds that the media is an intermediary that delivers information from the source to the recipient.

If the medium provides information or messages that contain learning objectives, the medium is called the learning medium. This view is reinforced by Arsyad in Sukiman (2012: 28) who states that learning media are a tool used to convey or deliver information or messages containing learning objectives.

Learning media is anything that is used to convey messages from sender to recipient that can stimulate the thoughts, feelings, interests and attention of students so that the process of learning can take place.^[7]

Based on the above expert opinions, it can be inferred that the learning media can be interpreted as aiding tools used in the learning process and are used by teachers to achieve the goal of learning. Media can be both software and hardware. The benefits of learning media in the learning process include improving learning outcomes, increasing student motivation in the learning process, and being more interactive. This research uses Adobe Captivate interactive learning media.

3.4.2. Adobe Captivate

Adobe Captivate is an e-learning application or software for Microsoft Windows and Mac OS X from Apple that can be used to develop interactive learning media. That can be used for demonstrations, simulations, and quizzes in swf format. Captivate software is the release of the Adobe software system used to create e-learning courses.

This allows users to add presentations, among others, YouTube videos and direct links to web browsing. It also offers the option to record on dio, including topic explanations.

Adobe Captivate has generated Swf to avi which can be downloaded from any video hosting site. For software simulation, captivate can use left or right mouse clicks, button presses, and a rollover image. It can also be used for screencasts, podcasts, and converting Microsoft PowerPoint presentations to Adobe.

Interactive tutorial creation uses Macromedia Captivate, an instructional design tool that allows teachers to create tutorial elements for teaching software applications. Using MS. Excel for example, the paper shows how to record all on-screen actions and how to create professional-quality Flash simulations related to text, mouse movement, interactivity, audio and video. Additionally, this article shows students how to create assessment items at the end of each tutorial module.

3.4.2.1 The advantages of Adobe Captivate

Some of the advantages of Adobe Captivate over other applications are as follows:

- In Adobe Captivate, we can take questions or quizzes on the material we have provided
- Not only that, Adobe Captivate can also randomize questions in an assessment and display them as a quiz. The result is that each element of the test will be different for each student.
- Another advantage of the Adobe Captivate program is its integration presentation of material with assessment in an online learning medium.

3.4.2.2 Disadvantages of Adobe Captivate

Adobe Captivate software is a great choice if you want to give a great presentation. Its features are comprehensive and offer many choices. But behind the

advantages, there are drawbacks. Due to its many and comprehensive features, it creates a large amount of data storage, approximately three gigabytes, which makes this software impossible to install on laptops that do not have a 64-bit operating system. Where that makes it difficult for someone who doesn't have a laptop with the latest specs.

3.4.2.3 *Features of Adobe Captivate*

Meanwhile, the Adobe Captivate device has characteristics as a suitable device for e-learning use, namely the following considerations:

- Interaction - that is, the capabilities of the screenshot function make it easier to record mouse movements and keyboard movements so that they are more meaningful to learn. Students can also view dynamic interactions, including animations and simulations.
- Multimedia With Adobe Captivate, students can also import a variety of multimedia formats in a format that can enrich the students' online learning experience. In addition, the ability to record audio and edit it in a program makes it easy to narrate the moving sound on the screen.
- Publishing - Students can submit material in MP4, SWF, EXE, or PDF format and distribute the course to the web, desktops, laptops, tablets, smartphones, and iOS devices. Adobe Captivate also allows students to easily export a course to Microsoft Word format and associate it with training and course media such as documents and workbooks.

4. RESULTS AND DISCUSSION

The development model used in this study was proposed by ADDIE model. The stages of the study consisted of the stages, namely: 1. Potential and problems, 2. Data collection, 3. Product design, 4. Design validation, 5. Design review

At this stage of potential and problem, the researcher discovers what potential exists in the field, while the problem in question is a problem that arises during the learning process. In addition, the researchers also provide students with a needs analysis questionnaire to strengthen the data. This step serves as a basis for researchers to create learning materials.

The second step is data collection; the researcher collects data which is used as a source of learning materials. The data referred to are the RPS, the works, the training material and the supporting data for the training medium.

The third step is the product design, the learning medium based on the results of the data collection in the previous step. This step is done by making product designs based on adobe captivate software. This learning media consists of several menus such as descriptions of material, learning objectives, vocabularies, quizzes,

profile and bibliography. This media also contains Tristan and Iseut material. The results of this learning media as files which can be copied to flashdisk, google drive and viewed via laptop offline

The fourth step is the validation of the design, the validation of the design will be done by hardware expert and media expert. At this stage, Hardware Expert and Media Expert provide assessment, reviews and advice on the product through the instrument provided. The results of the validation carried out by the expert in material obtained indicate a score (89%) with the category "good". Then, the results of the validation carried out by the media expert obtained indicate a score (93%) in the "very good" category.

Based on the explanation above, it can be concluded that the learning material using Adobe Captivate can already be used and in accordance with the French literature RPS of the 7th semester.

5. CONCLUSION

Based on the research result of the discussion, the conclusions are the process of developing learning materials based on Adobe Captivate goes through several stages, namely downloading and installing the Adobe Captivate application, preparing the material in the form of pictures, videos, sounds and a set of questions that will be included in the application, the design of models and the content of the learning materials, the publication of the learning materials. The ready-to-use learning aids and finally on material from Tristan and Iseut can be presented in a video display in the form of html. And then, the development of the learning material was carried out according to the procedure and the search result declared the suitability. Based on the material expert validation results obtained indicates the score of 89% with the category "good", and the results of the media expert validation obtained indicates the score of 93% with the category "Good" Basis on the results of the validation We can conclude that the development of learning materials using Adobe Captivate in French literature subjects is feasible to facilitate the delivery process of learning materials.

REFERENCES

- [1] Syafrial. *Strategi Pembelajaran Sastra SMP* (Riau : Repository Universitas, 2013)
- [2] Arsyad, Azhar. (2016). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- [3] Dick, W., Carey, L., J.O.(2009) *The systematic design of instruction*. New Jersey : Perason.
- [4] Suparman, A. (2014). *Desain Instruksional Modern*. Jakarta: Erlangga.
- [5] Sumiyati, S., & Surjono, H. D. (2014). *Pengembangan multimedia pembelajaran untuk meningkatkan penguasaan kala lampau bahasa*

prancis mahasiswa. Jurnal Inovasi Teknologi Pendidikan.

- [6] Blondeau, Nicole. 2013. *Littérature Progressive du Français*. Paris: CLE International
- [7] Sadiman, A.S. (2010). *Media Pendidikan: pengertian, pengembangan, dan pemanfaatannya*. Jakarta: PT Raja Grafindo Persada.