Development of Articulate Storyline Learning Media to Improve the Writing Ability of French Students

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Abstract: _The purpose of this study is to develop the application of articulate storyline learning media and Production crite lémentaire textbooks to improve the writing skills of students of the French Language Education Study Program, Medan State University. a companion for the explanation of the grammar section from Chapter I to Chapter V so that students can study independently and use the ISBN Production crite lémentaire textbook. The resulting products are in the form of web and applications that can be operated offline on laptops, tablets and smartphones. Another target to be achieved in this research is the published indexed international journals. The research method in this study uses research and development (Research and Development) Borg and Gall consists of ten implementation steps including (1) research and data collection, (2) planning, (3) product draft development, (4) field trials, (5) improvement of initial product, (6) field trial, (7) refinement of product resulting from field test, (8) field implementation test, (9) refinement of final product, and (10) dissemination and implementation. The data needed in this study will be collected through a student needs analysis questionnaire._

Keywords: _media articulate storyline; writing ability; French students_

I. Introduction

One of the success factors in the teaching and learning process is learning media, one of which is Articulate storyline media and textbooks. Learning media is a component of teaching delivery strategies for the achievement of certain learning outcomes. Media is not just a teaching aid for lecturers, but is an inseparable part of the teaching system because learning media can help students understand the content of the presentation.

The degree of comparison in French consists of an adverb that expresses a quantity (_adverb de quantity)_and the adverb describes an adjective, adverb and verb. Adverbs that express the quantity indicate a superior (more), equal and inferior (less) intensity. This statement was made by Dubois (2011: 1370), namely: 'On appele camparatif le group formé par un adverbe de quantité et l'adjective, l'adverbe ou le verbe don't cet adverbe indique une intensité supèrieure, égale ou infèrieure"

The adverb that states the quantity used in the level of comparison in French is adverbplus to express more level, adverb aussi or autant to express the same level and adverb moins to express less level.

There are two adverbs to express the form of the same level of comparison, namely aussi and autant adverbs. The adverb aussi is used when the thing being compared is an adjective, while the adverb autant is used when the thing being compared is a verb. Adverbs used in the forms of comparative level discussed in this study are adverbs plus, aussi and moins.

To express the comparison, the conjunction que is used which means rather than**. For more details, consider the following examples:**

1. *Paul est plus poli que son frere.*
   (Paul is more polite than his brother)
2. *Je suis aussi grande que toi.*
   (I'm the same height as you)
3. *Nous sommes moins grosses que notre mère.*
   (We are less fat than our mothers).

From the examples above, it is clear that the level of comparison is used in French sentences. Students have difficulty using the comparative level of French. These difficulties are caused by several things.

The first mistake that is often made by students is that they are still poorly understood about the use of adverbs that state the quantity used in the level of comparison.

Example : - Sarah est née en 1976.
(Sarah was born in 1976.)
- Monique estnée en 1975.
(Monique was born in 1975)

From the statement above, sentences that use the level of comparison can be formed as follows:

1. *Sarah est plus jeune que Monique.*
   (Sarah is younger than Monique)
   or
2. *Monique est moins jeune que Sarah.*
   (Monique is less young than Sarah)

However, students write the level of comparison of the statements above are as follows:

1a. Sarah est *moins jeune que Monique.
(Sarah is less young than Monique)
2a. Monique est *plus jeune que Sarah.
(Monique is younger than Sarah)

From sentences 1a and 2a it can be seen that students do not understand the meaning and use of adverbs*plus*and moins. In sentence 1a the student uses the adverb moins which should be a plus adverb. Whereas in sentence 2a, the adverb moins should be used but the adverb plus is used. So the use of adverbs that express quantity at the level of comparison in sentences 1a and 2a is wrong because it does not match the existing statements or facts. The second mistake that students often make in using this level of comparison is the use of adjectives. In the level of comparison that compares adjectives, students often make mistakes in writing their adjectives. Understanding in the use of adjectives is very important to be able to use the level of comparison correctly because if the level of comparison is correct while the use of the adjective is wrong, thenAll sentences that use this level of comparison are also wrong.

Difficulty in using adjectives correctly is caused by changing adjectives according to the subject. In French adjectives change according to the type and number of subjects they describe, although there are some adjectives that remain or do not change according to the subject.

The author is interested in conducting research on the level of comparison (comparaison) of French with the development of media articulate storyline, due to the mistakes made by students in using it in French sentences.

1.1. Formulation of the Problem
1. How to develop mlearning media *Articulate storyline* for improve writing skills French student?
2. How can the textbooks used in the teaching of French Production crite lémentaire improve students' writing learning outcomes in the Production crite lémentaire course?

1.2. Research Purposes
1. To produce Articulate storyline learning media in the Production crite lémentaire course to improve the writing skills of French students.
2. To produce textbooks used in the teaching of French Production crite lémentaire to improve students' writing learning outcomes in the Production crite lémentaire course.

1.3. Research Output
Based on the research objectives, outputs will be obtained in the form of Production crite lémentaire textbooks with ISBN, publications of reputable international journals indexed by Scopus, Copyright, and good quality Articulte Storyline learning media that can be used (useful) to improve the writing skills of UNIMED French Education Study Program students.

II. Review of Literature

2.1 Articulate Storyline Learning Media
Articulate storyline has important features including quizzes, conversations, discussions and input of learning materials in various formats. Therefore, the material presented is an interactive learning media created by articulate which can project images, videos, sounds, text, graphics, and animations. Sitorus (2020) stated that media and technology function as intermediaries between resource persons and learners, resource persons - writers, academics, and researchers - pour their knowledge and knowledge into a form of media that can be learned by Monday. As for media users - students, readers, and users of library services - utilize media to obtain information and knowledge needed. A variety of media can be used for learning purposes in gaining knowledge of skills and attitudes and can be needed to carry out the learning process. The use of technology media provides benefits for teachers and students to access learning materials and interact directly in learning in the classroom, and also outside the classroom through online media (Prasasti, 2019). In addition, it is also stated that for teachers, this interactive learning media provides convenience in carrying out learning so that it has an impact on the effectiveness of the learning process and can improve students' skill (Suyono, 2020).

Articulate storyline comes as an easy and fun interactive learning media maker software. Its simple appearance and resembling Microsoft Power Point allows teachers who are not familiar with the process of making interactive learning media to be easier because in its manufacture it does not require scripts and many tools in the Articulate storyline are similar to Microsoft Power Point (Rivers, 2015).
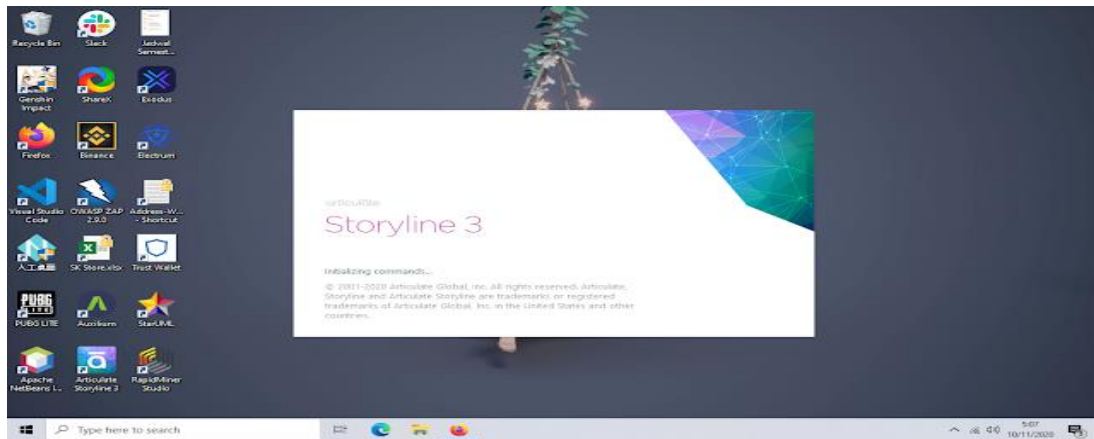
Figure 1. *Articulate Storyline Opening View*

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 in the form of web-based media (html5) or in the form of application files that can be run on various devices such as laptops, tablets, smartphones.

2.2 Advantages of Articulate Storyline

Articulate storyline Has the same function as Microsoft Power Point. Articulate storyline has several advantages so that it can produce very interesting learning media because it provides practical menus to be able to add quizzes, so that students in using the media can directly interact and demonstrate a material being studied, as well as content developed by Articulate storyline. can be published in various outputs (pustekom.kemendikbud.go.id, 2016).

2.3 Weaknesses of Articulate Storyline

The weakness of the Articulate storyline that can be seen clearly is related to the price of the software license itself.

2.4 Utilization of Articulate storyline in the Development of Learning Media Production crite lémentaire

Articulate Storyline as an interactive learning medium in the Production crite lémentaire course, it is hoped that it can improve the writing skills and learning outcomes of French students, especially on the comparison level material in French because this learning media provides a fun and conducive learning experience.

By using interactive learning media using Articulate Storyline, students get a very clear picture of the material because it contains material packaged in the form of text, images, animation, audio and video. Articulate Storyline can create a unique class and can invite students to be active in learning because the material is equipped with quizzes that can be done immediately and without waiting for correct answers from the teacher, because scores have automatically emerged from the system according to Ohler (2016: 46).

2.5 Benefits of Research
a. Theoretical Benefits

Theoretically, this research is useful for improvement of students' writing skills French as a result of development learning media Articulate storyline.

b. Practical Benefits
　　　Practically the results of this study can be useful for the following parties.
　　a.　Benefits for Unimed. French Education Study Program
　　　The results of this study can be used as a reference in developing the curriculum of study programs at the institutional, course, and subject unit levels.
　　b.　Benefits for Teachers
　　　The results of this study can help teachers in overcoming problemslearning*Production crite lémentaire* especially learning to write.
　　c.　Benefits for Students
　　　The results of this study can improve students' French writing skills.

III. Research Methods

　　　The research method in this study uses research and development (Research and Development) Borg and Gall consisting of ten implementation steps including (1) research and data collection, (2) planning, (3) product draft development, (4) field trials, (5) improvement of the initial product, (6) field trial, (7) refinement of the product resulting from the field test, (8) field implementation test, (9) refinement of the final product, and (10) dissemination and implementation.

IV. Results and Discussion

4.1 Needs Analysis
　　　Needs analysis was conducted to determine student interest in media in internet-based articulate storyline 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 needs analysis stage, it is a necessary step to determine the form of articulate storyline learning media that suits the needs of students in the teaching of Production crite lémentaire courses.

　　　The results of the needs analysis obtained through a questionnaire using a google form given to 30 semester 1 students of the academic year 2021/2022 French Language Education Study Program FBS Unimed are as follows:

a. Description of the Results of Research Activities in the Needs Analysis Phase
　　　This activity involves one research member. At this stage an analysis has been carried out on: (1) the learning model and media used in the ongoing French learning to write, (2) the curriculum and textbooks for learning French writing that are being used in the French Education Study Program, FBS Unimed, (3) student needs related to writing skills. (4) theories that support the research, and (5) evaluate and revise the results of the needs analysis.

b. Description of the Results of Planning Phase Research Activities
　　　At this stage, detailed planning is carried out on everything needed for development media Articulate Storyline to improve the French writing skills of UNIMED French Education Study Program students, namely (1) the focus of the Articulate Storyline media, and (2) the design of the French production crite lémentaire textbook. The ability to speak French is inseparable from the ability to write (Production crite). This Production crite competency is part of the four language competencies that French language learners must possess, namely Compréhension Orale, Compréhension crite, Production Orale, Production crite.
　　　Based on the research objectives, there are three parties involved in this research, namely (a) two validators who are tasked with assessing the research product, (b) a lecturer in

charge of teaching at the implementation stage (trial), and (c) 20 students as the target of implementation activities.

c. Description of the Results of Design Phase Research Activities

There are two activities to design articulate storyline learning media, namely (a) developing articulate storyline learning media as a companion for the explanation of the grammar section from Chapter I to Chapter V so that students can learn independently and (b) developing a draft Production crite lémentaire textbook, in the form of a book. Physically equipped with interactive games, videos, etc. which are given a QR code barcode, so students just need to scan the barcode to activate the articulate storyline media to see interactive games, videos, etc. in the articulate storyline media application. The activity of preparing the design of the articulate storyline learning media includes activities.

The activity of compiling content grids and determining references consists of three sub-activities, namely (1) analyzing data on the theory of textbook development, (2) selecting data according to the needs for developing textbooks, and (3) determining references that are in accordance with textbook development needs. The theory of textbook development is referred to so that the Production crite lémentaire textbook developed does not deviate from the basic/rules of textbook development.

The steps taken in designing the Production crite lémentaire textbook based on articulate storyline learning media are as follows.

1) The overall structure and format of the Production crite lémentaire textbook was drawn up.
2) Formulated learning objectives for each chapter of the Production crite lémentaire textbook based on learning outcomes, basic competencies, and learning indicators contained in the syllabus.
3) A lexical study design and a grammatical study are arranged for each chapter of the Production crite lémentaire textbook according to the contents of the syllabus.
4) Prepared the design of teaching materials for each chapter of the textbook.

d. Description of Research Activity Results Development Phase

This phase is the phase of realizing the design of the Production crite lémentaire textbook based on the articulate storyline learning media that has been prepared previously. The design of the Production crite lémentaire textbook developed must be in accordance with the design that has been prepared previously. However, it does not rule out the possibility of a change in the form of the Production crite lémentaire textbook. This can happen if there are deficiencies or discrepancies in the design with reality when developing the Production crite lémentaire textbook.

The development of Production crite lémentaire textbooks based on articulate storyline learning media is adjusted to the objectives and contents of the syllabus. Activities undertaken to develop Production crite lémentaire textbooks based on articulate storyline learning media, namely (a) drafting 1 textbook, (b) reviewing 1 textbook draft, (c) revising 1 textbook draft into 2 textbook drafts, (d) expert assessment of drafts of 2 Production crite lémentaire textbooks based on articulate storyline learning media, and (e) evaluation and revision of textbooks.

4.2 Research Output

Currently, the outputs are (1) Production crite lémentaire textbooks based on articulate storyline learning media, and (2) abstracts of scientific articles. The textbooks obtained are in the process of submitting publications. Abstracts of scientific articles are in the process of registering for International Seminars.

V. Conclusion

The conclusions of this research activity are (1) Articulate storyline learning media as a companion for the explanation of the grammar part from Chapter I to Chapter V so that students can learn independently (2) Production crite lémentaire textbooks with ISBN-based articulate storyline learning media to improve students' writing skills Medan State University French Education Study Program.

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