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DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

Developing Articulate Storyline Application in Teaching Speaking at Tenth Grade of SMAN 24 Kabupaten Tangerang

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Abstract

The research aims to find out the process of developing an Articulate Storyline to teach speaking and to find out the feasibility and the opinion of students, teachers, and the validator about the media. The researcher used a mixed method with a research and development approach and used ADDIE as the development model to develop an Articulate Storyline. The participants in this research were 34 students from class 10 IPS 6 at SMAN 24 Kabupaten Tangerang. There are five stages in the ADDIE development model, the Analysis stage, the Design stage, the Development stage, the Implementation stage, and the Evaluation stage. To obtain the data the researcher used documentation, a questionnaire, and interview sheets. The results of the research stated that the Articulate Storyline application that has been developed was valid for use, this can be seen from the validation results by material experts who got 98,4% which is very valid. While the average percentage of media experts is 78,5% which is valid. While the average percentage of students from each aspect is considered good where the students' perception of learning media aspect gets 82,7% the aspect of students understanding of speaking material gets 77,5% and students learning interest aspect gets 76,4%. The total score from all aspects is 79,3 % which is good.

Keywords: ADDIE development model; Articulate storyline; Research and Development.

INTRODUCTION

Speaking skills play a significant role in making students successful in their English learning. Brown (2001:267) pointed out that the ability to achieve pragmatic goals through interactive dialogue with other speakers is the benchmark for successful language acquisition. Leong and Ahmadi (2017: 35) explain that the learners should have enough speaking ability to communicate with each other with ease and effectively. It means that without any speech, communication will not exist. Thus, students have to learn this skill so they can be able to have good conversations and complete one of their English language skills. However, in 2020 when the coronavirus pandemic entered our lovely country the learning system in school changed. Almost every school in Indonesia uses an online system for teaching and learning activities. It becomes a challenge for the teacher to teach the material to their students in this pandemic era.

Based on pre-observation in SMAN 24 Kabupaten Tangerang there were some problems found in the speaking lesson, as follows: (1). Students still struggle to understand speaking materials; (2). Students sometimes feel bored; (3). The need for a variety of interactive learning media during online learning; (4). Teachers difficult to make students understand the material. to solve that problems and relying on the internet and the software application available, the researcher is eager to develop an articulate storyline application in teaching speaking. The articulate storyline itself is a software application that can help teachers teach their students through online learning. In education, Articulate storyline can be an interactive learning media that facilitates teachers to teach their students interesting lessons. The articulate storyline is a software application that can be used to create presentations. It has the same functions as Microsoft PowerPoint. Articulate Storyline is software that can be accessed offline or online. Products produced by Articulate Storyline can be used on personal computers and smartphones. With this software application teachers can easily make interactive learning media to deliver the material to their students and make students can be attracted to the lessons. Based on Rivers (2015) Articulate Storyline is an online learning tool that helps you build interactive content. Learn how to plan Storyline projects, create presentations with all the different assets and elements, use media such as audio and video, and publish projects. You will also discover how to use the Storyline quiz feature to evaluate the effectiveness of the e-learning experience.

Relevant previous research is used as a reference in the implementation of this research, (Kadioglu, M, 2020; Nabilah, H.C, 2020; Ilmi, N.A, 2019; Fatikhah et al., 2022). However, the previous research has different objects from the researcher's research. in this research, the researcher focuses on developing speaking material in Articulate storyline application.

The objectives of this research are (1). To inform the process of developing speaking lessons in the Articulate storyline application; (2). To inform the feasibility of the application; and (3). To Inform the response of the teacher and students about this application.

METHOD

In this research, the researcher used a mixed method of research and development. Sugiyono (2019: 28) states that Research and Development is a process used to develop and validate an educational product. the term "product" not only includes material objects, such as textbooks, instructional films, etc. but also aims to refer to established procedures and processes, such as teaching methods or organizational guidance methods". Richey and Klein (2005: 24) states that Development research aims to create knowledge based on data systematically derived from practice. This research is a Research and Development (R&D) and used Analysis, Design, Development, Implementation, and Evaluation (ADDIE) development model. Aldoobie (2015: 68) says that the ADDIE model is one of the most commonly used models in the field of instructional design and is a guide for producing an effective design. Based on Branch (2009:2) ADDIE is a product development concept.

The researcher chooses the subject trial for this research was students from 10 IPS 6 class from SMAN 24 KAB Tangerang. There are also three validators to validate the speaking material in this application, two validators to validate the media and one validator to validate the material. To obtain the data, the researchers used three data collection techniques, there are observations, questionnaires, and interviews. Based on Kawulich (2005:1) Observations are one of the research tools for collecting data about processes, people, and cultures in qualitative research. it means that observations are important to involve in the research if the researcher needs to know about the process, people, or cultures. In this research, the researcher used Indirect observation to know about the process develop the speaking material in the Articulate Storyline application.

Based on Harlacher (2016: 2) Questionnaires are defined as a set of questions that collect useful information for individuals. Questionnaire is a research instrument that consists of a sequence of questions and the purpose is to gather information from the respondents. For this research, the researcher used a structured questionnaire with close-ended questions and a Likert scale that divided into five categories.

According to Creswell (2013:173), An interview is a dialogue between the researcher and the participant or interviewee that provides information for the researcher. the researcher used interviews to know about the information of the learning process, especially in this pandemic era and to know the opinions from the teachers and the students about the product. For this research, the researcher used a semi-structured interview.

After we get all the data that we need for this research the next step is processing the data that has been collected. The data were analyzed to answer the research question. This research used descriptive analysis. The data were analyzed through the following procedure: For the validation, the data used quantitative method and it getting from:

$$P = \frac{\sum x}{\sum x1} \times 100\%$$

Descriptions:

$\sum x$ = Total score from the validator

$\sum x1$ = Total score maximum

P = the result of percentages

To make the table validation for the validator the researcher does these steps:

1. give a score based on the category in the Likert scale:

- Very bad = 1 point
- Bad = 2 point
- Uncertain = 3 point
- Good = 4 point
- Very Good = 5 point

2. Determine the maximum score percentage

$$P = \frac{5}{5} \times 100 \% = 100 \%$$

3. Determine the minimum score percentage

$$P = \frac{1}{5} \times 100 \% = 20 \%$$

4. Determine the range

$$R = \text{Max Score} - \text{Min Score} =$$

$$100 \% - 20 \% = 80 \%$$

5. Determine the width of the Interval

$$\frac{\text{range}}{\text{the total of class interval}} = \frac{80 \%}{5} = 16 \%$$

Based on the calculation, the table validation that can be used to validate was:

Table 1.1 table validation for experts

Score interval	Level of validity
84 % > score ≤ 100 %	Very valid
68 % > Score ≤ 84 %	Valid
52 % > Score ≤ 68 %	Enough valid
36 % > Score ≤ 52 %	Less valid
20 % ≥ Score ≤ 36 %	Not valid

Meanwhile to analyze student's questionnaire the researcher used the same calculation like the table validation, the only difference was in the description.

Table 1.2 table for students

Score interval	Description
84 % > score ≤ 100 %	Very good
68 % > Score ≤ 84 %	Good
52 % > Score ≤ 68 %	Good enough
36 % > Score ≤ 52 %	Less good
20 % ≥ Score ≤ 36 %	Not good

RESULT

Before it is implemented in the school the researcher must validate the application, the researcher has 3 validators to validate this project, two experts to validate the media, and one expert to validate the material. At the validation stage, the material experts are Mrs. Siti Nur Mariam Mutiara S.Pd, for the media experts are Mrs. Ani Herliani S.Kom and Mr. Muhammad Ichwansyah.

This is the post-production step, and these are the results:

Table 1.3 Material validation results table

Aspects	Score	Maximum score	Percentage	Note
Material Suitability aspect	39	40	97,5 %	Very valid
Language Suitability Aspect	25	25	100 %	Very valid
Total	64	65	98,4 %	Very valid

Table 1.4 Media validation result table

Aspect	Expert 1	Expert 2	Maximum score	percentage	note
Design aspect	31	29	40	75%	Valid
Audio and Video Aspect	26	22	30	80%	Valid
Animation aspect	18	16	20	85%	Very valid
The ease of using the media aspect	6	9	10	75%	Valid
Average score	81	76	100	78,5 %	Valid

Based on those results, the developing articulate storyline application that has been developed got 98,4% of percentage from material expert which is the speaking material in articulate storyline that has been developed is very valid, while both of the media experts got 78,5% of percentage, which means that the media is valid.

After implementing it to the students the researcher got the results. These are the results of the student's questionnaire of each aspect:

Table 1.5 Results of each aspect

Aspect	Average score from 34 students	Max score	Percentage	Note
Student perception about learning media	28,9	35	82,7%	Good
Students understanding about speaking material	23,26	30	77,5%	Good
Students learning interest	15,29	20	76,4%	Good
Total	67,45	85	79,3%	Good

Based on the results of each aspect above, it was shown that in each aspect students gave a positive response and gave a good rating for each aspect, the total score from all aspects was 79,3% which is good. Based on Sudjana (2011: 4) the criteria of good learning media are according to the purpose of teaching, easy access to the media, the availability of time to use it, support for the content of the learning material, and accordingly with students thinking level. From the interview sheet most of them said that this application can help them to learn speaking material, several students said that because there is audio that help them to understand the pronunciation of the new word. and all of them said that this application was interactive and interesting as the learning media to learn speaking. When the researcher asked them about how they felt after using this application to learn speaking, most of them said that this application made them happy, excited, fun, and felt not bored while using this application for learning speaking skill. From the results, the researcher can conclude that this learning media fulfills the criteria of good learning media.

DISCUSSION

This research was held at SMAN 24 Kabupaten Tangerang and used the ADDIE development model. ADDIE development model consists of five stages there are, analysis stage, design stage, development stage, implementation stage and the last is evaluation stage.

1. Analysis was the first stage before developing the Articulate Storyline. At this stage the researcher does the observation at the SMAN 24 Kabupaten Tangerang and based on the observation and interview with the teacher and students, the researcher found several problems with the English learning at the school, especially in speaking lessons. Based on the student's opinions the material in their book is quite good but some students need media that is more interactive than books, especially in the pandemic era. So, based on the student's interview the researcher developed the speaking material from the book by using Articulate Storyline Application.

2. The design stage is the planning stage for making the media and it is based on the previous analysis stage. In this stage, the researcher makes a list that must be prepared before making the media for example the concept of the media, the material, the pictures, the icon, and the music.

3. The development stage is a stage where the researcher developed the material that has been collected into the Articulate Storyline application media and it is based on the design stage. In the development stage there are 3 steps, pre-production, production and post-production. In pre-production step, the researcher prepared the tools and the software, starting by downloading the Articulate Storyline application on Google and several applications that helped the researcher to complete the making of media at Articulate Storyline application like Adobe Photoshop to make the logo, sound of text application text to voice changer. The tools that the researcher prepared for installing the application is a laptop with several specifications that must be fulfilled to install the Articulate Storyline application there are minimum available disk space is 1GB, CPU 2 GHz processor or higher (32-bit or 64-bit), memory at least 2 GB, display 1280 x 720 screen resolution or higher, operating system windows 7, 8 or 10. In the production step, the researcher started to develop a speaking lesson at the Articulate Storyline application. After collecting the pictures, sound, video, menu icon, and animation the researcher put them into the Articulate Storyline application and developed it into an interactive learning media. In the post-production step, the researcher must validate the Articulate Storyline application before it is implemented for the students. This is intended so the researcher knows whether the Articulate Storyline that has been developed is feasible to be implemented to the students or not.

4. The implementation stage is a stage where the researcher implemented the Articulate Storyline that has been developed. The purpose of this stage is to find out the opinions of students and the teacher about the Articulate Storyline application as a medium for them to learn the speaking skill. The researcher implemented the Articulate Storyline application at SMAN 24 Kabupaten Tangerang in 10 IPS 6 class. In this class, 34 students tried this application for the first time.

5. The last stage of this development is the evaluation stage. The purpose of this stage is to evaluate the results of implementing the Articulate Storyline application in teaching speaking.

CONCLUSION

Based on the data, it can be concluded that. The developing articulate storyline application that has been developed got 98,4% of percentage which is the articulate storyline that has been developed is very valid, while both of the media experts got 78,5% of percentage, which means that the media is valid. The evaluation results of the use of the Articulate Storyline application showed positive results with a 79,3% score from the total of each aspects which is good and from opinion of the students mostly said that this application could help them understand speaking material and make learning English more fun and more varied.

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