ANALYSIS OF THE NEEDS FOR INTERACTIVE LEARNING MEDIA BASED ON ARTICULATE STORYLINE 3 IN ENGLISH LEARNING IN ELEMENTARY SCHOOLS

Ngafiyatul Akmalia[1], Johar Alimuddin[2], Boby Sandityas Prahasto[3]
STKIP Mejenang, Cilacap, Indonesia
ngafiakmalia@gmail.com[1], Joharalimuddin@gmail.com[2],
Prahasto601@gmail.com[3]

Abstract

English learning in the digital era requires innovative and interactive learning media to improve learning effectiveness, especially in elementary schools. This study analyses the importance of developing interactive English learning media in elementary schools. The study used a qualitative method by conducting observations and interviews with teachers of MI 02 Mulyasari, Majenang. The data was analysed using interactive model by Miles & Huberman. The results showed that the learning media used were still one-way or not interactive. While many studies have shown that interactive learning media can make learning more interesting and effective. Therefore, interactive learning media are needed in English learning in elementary schools. One of the interactive media that can be used by teachers is media based on articulate Storyline 3.

Introduction

English is an international language (lingua franca). Along with the development of the era of globalization and the advancement of information, communication, and technology, English language skills are currently in great demand by students, especially speaking skills. Therefore, English is introduced and taught not only at the elementary school (SD) level, but it is also important to introduce it as early as possible at the PAUD (early childhood education) or TK (kindergarten) level. Kindergarten (4-6) is the right age to learn a foreign language. At this kindergarten age, children are likened to sponges who can absorb sounds, voices, and words that they hear from their environment and then imitate them (Fatia Rizki Nuraini, Nina Difla Muflikhah, 2021). English has a lot of speakers all over the world because of its status as an international language that is needed for global communication media. In the era of globalization like today, it is undeniable that mastery of English is very important to be able to get information and communicate.

Learning in the digital era requires innovative and interactive learning media to improve learning effectiveness. This main topic discusses the importance of innovation in the development of interactive learning media that can provide a more interesting and effective learning experience for students. In an era where technology is developing rapidly, the use of traditional learning media with books and blackboards alone is no longer sufficient. Elementary school students need more than just static presentations; they need an interesting, exciting learning environment that can motivate and encourage active participation in the learning process (Fatia Rizki Nuraini, Nina Difla Muflikhah, 2021). The use of this interactive learning media is an innovation, because it changes the function of the laboratory from just a place of practice to an interactive learning space that supports students' motivation to learn English. This helps schools optimize the use of laboratory space in more varied ways. With this media, the computer laboratory can be utilized optimally for learning activities, not just for technology or computer lessons. This makes the laboratory an interactive learning space for various subjects, including English (Utami et al., 2022). In addition to helping in learning English, the use of computer-based interactive media also helps students hone their digital skills, such as computer operating skills, accessing digital materials, and understanding learning technology. Furthermore, interactive media that needs to be developed as an English learning medium is Articulate Storyline. Through the use of interactive media Articulate Storyline in English learning, it is hoped that it can increase student motivation and learning outcomes.

Method

This study is a qualitative study on the need for learning media used in English subjects in elementary schools. Data were obtained through observation, interviews with grade 5 teachers of MI 02 Mulyasari Majenang and documentation on the use of English learning media in schools. The data obtained were analyzed using interactive methods (Miles; et al., 2014). related to the learning media used in English learning practices. All data obtained through observation, interviews and documentation are used as a basis for developing interactive learning media in English learning, especially in elementary schools.

Observations were conducted to determine the use of media in the English learning process. Interviews were also directed to determine the use of media in English learning. Data documentation was also directed to determine the use of media in English learning such as lesson plans used by teachers when teaching English.

Results and Discussion
English Language Learning

The Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024 regulates the curriculum structure for education levels starting from Early Childhood Education (PAUD), elementary education, to secondary education, with a special focus on English language development at the Elementary School (SD) and Madrasah Ibtidaiyah (MI) levels. This policy stipulates that

English will be an elective subject until the 2026/2027 school year, before becoming a compulsory subject in the 2027/2028 school year. The goal is to strengthen English language learning from an early age, as a strategic step to improve students' language skills at higher levels of education (Cahyati & Rahmijati, 2024).

The purpose of English as a compulsory subject in Basic Education is to strengthen English learning from an early age, as a strategic step to improve students' language skills at higher levels of education. The implementation of the Independent Curriculum, which is expected to be fully implemented in the 2027/2028 school year, provides schools with the flexibility to adjust teaching materials and methods according to students' needs. This policy also emphasizes the importance of developing character, creativity, and skills that are relevant to the demands of the 21st century. Permendikbudristek Number 12 of 2024 provides a deadline until the 2027/2028 school year for schools to prepare for the implementation of English as a compulsory subject. This preparation includes adequate educational infrastructure and human resource development, which requires significant investment in technology, teacher training, and the development of relevant teaching materials so that this policy can be implemented successfully.(Cahyati & Rahmijati, 2024)

In Indonesia, English is usually taught as a foreign language. A foreign language is a language that is not used as a medium of communication in a particular country where it is taught. Foreign languages are usually taught as one of the subjects in school. For example, English in one of our neighboring countries, Singapore, is a second language. Mass media, communication, and conversations in that country often use English (Miranti & Senny Hapsari, 2015). A person's ability to use English is very much needed as a country develops in navigating the rapid changes of the times due to technological advances. (Zakaria et al., 2021). (Nur Aedi & Nurrohmatul Amaliyah, 2016) said "In the current era of globalization and instant, students from elementary school age to kindergarten are required to compete in English subjects." In other words, if elementary school children are left behind in English subjects, this will create problems for the child, which means the child becomes less confident, ostracized from his environment, etc. English needs to be included again in the curriculum as a local subject and if possible, English can be included in the curriculum as a compulsory subject that is on par with other subjects in elementary school. English is included as a curriculum or English is equated with other subjects in elementary school, this will not interfere with mastery of the mother tongue, as stated (Panggabean, 2015) that mastery of a foreign language including English does not hinder but rather strengthens mastery of the mother tongue, Indonesian. This is very logical on the basis that Indonesian grammar and vocabulary are greatly influenced by English. The wider a person's linguistic mastery of English, the more their Indonesian language skills will increase.

Interactive Learning Media
Based on the results of observations and interviews with class V teachers of Madrasah Ibtidaiyah 02 Mulyasari, the learning process activities at the school still

use media such as student books, power points, electronic school books (BSE), and explanations from teachers. In the learning media, the English learning content is still too monotonous and less innovative, so that for students English learning is less interesting and boring. This data is also supported by the learning plan which does not mention media, especially technology, in learning English.

Through the description, innovation is needed in English learning at MI 02 Mulyasari. Learning should be designed to be more interesting through media such as interactive learning media, teaching materials that combine text, images, sound and animation into a digital scope and require user control in utilizing teaching materials or media (Jazuli et al., 2017).

Interactive media is a digital-based tool that has the function of explaining the core material from educators to students and the process of using it involves 2-way communication, namely between digital-based interactive media and users, the aim of which is to facilitate the learning process (Latifah & Utami, 2019; Prastowo, 2014). Through this digital-based interactive learning, it is hoped that students can be more active in the learning process, not just passively listening to the teacher delivering the material. The involvement and activeness of students in learning English can make learning English more enjoyable and meaningful.

Interactive learning media is considered necessary to be used in learning because the media can interact more widely(Wahyuni et al., 2022). Wahyuni et al., (2022) revealed that the use of interactive learning media can improve students' mastery of concepts and improve students' critical thinking skills. Interactive learning media has another advantage, namely that it can be opened via a computer or smartphone so that students are more facilitated in its use. Wahyuni et al., (2022)

Learning media in its use can be useful to improve the quality of education, so that learning activities can be created with an active and interesting atmosphere. Learning media is a place for distributing messages and information that is well designed and planned so that it can help students in achieving learning goals and can create a conducive learning environment so that the learning process can run efficiently and effectively (Wahyuni et al., 2022). Learning media is included in the physical means of delivering material. Through learning media, educators can be helped in delivering material so that active learning is created (Legina & Sari, 2022). Interactive media is an update from previous learning media, the content of interactive media is a combination of text, sound, images, and videos that are included in the digital scope.

Articulate Storyline Media

The media offered as a solution to solve the problems of learning English at MI 02 Mulyasari is Articulate Storyline. Articulate Storyline media is present as software used for communication media, and two-way presentations in class and outside the classroom (Pratama, 2018). Articulate Storyline is software that functions as a communication or presentation media. Learning media using this software is no less

interesting than other interactive media (Purnama & Asto, 2014 in Suhailah et al., 2021). Interactive media in the form of Articulate Storyline software has advantages including a simple display like powerpoint, complete features like flash so that it can also create animations (Rianto, 2020 in Suhailah et al., 2021). This interactive media also provides templates that can be used for interactive media, especially for creating test questions and exercises. In addition, the program also makes it easy for users to publish online or offline so that it can be formatted in the form of CDs, word processing, personal pages, and Learning Management System (LMS) (Ghozali & Rusmianto, 2016 in Suhailah et al., 2021)

> *"Articulate Storyline 3 is easy for teachers to develop and easy for students to use, making it suitable for use. Technologies such as Articulate Storyline 3 provide interactive features (e.g., quizzes, simulations, animations) that can help students understand English more contextually. The current interactive learning media that can be used in teaching and learning activities is Articulate Storyline. Articulate Storyline 3 is an application that is used in the development of e-learning and the creation of interactive learning content."*

Articulate Storyline is a software made by Global Incorporation that can be used to produce interactive learning media. The output that can be produced from Articulate Storyline varies, starting from formats for iOS, Android, and PC users. As expressed by Rivers (2015) in (Prayoga & Sunaryo, 2024): *"Articulate Storyline is a foundational elearning-authoring program for instructional designers, and Storyline 2 provides an improved user interface and interactive learning elements."* System requirements to install Articulate Storyline taken from articulate.com.

Articulate Storyline 3 is suitable for involving students in the learning process because this media provides an interactive menu so that students can use it to explore information about the learning material how tall are you? and can be used as a means to do tests or quizzes. The material "How Tall Are You?" taught in English lessons for grade V has a very crucial role in students' cognitive and linguistic development. This material not only teaches vocabulary about height, but also opens the door for students to introduce students to comparative adjectives such as "tall", "short", "taller", "shorter", and others. This is very important to help students compare the size and height of objects or people. (Widianto, 2021) Articulate Storyline has the same function as Microsoft Power Point. Articulate Storyline has several advantages that it can produce very interesting learning media because it provides practical menus to add quizzes, so that students in using the media can directly interact and demonstrate a material being studied, and the content developed by Lectora Inspire can be published to various outputs. Quoted from Omniplex.co, here are the advantages of Articulate Storyline as software for creating Storyline 2 learning media *gives you more of what's special about Storyline: simple, powerful features that let you create any interactive course you can imagine, easier and faster than ever. The best just got better. With Storyline 2,*

you'll have: (1) more ways to bring your content to life, so you can keep learners engaged; (2) more ways to create exactly what you imagine; (3) more ways to boost productivity, so you can create courses faster.Slogan Start Faster, Work Smarter, Get Inspired dan Connect With Learners, Articulate Storyline promises to produce better, more comprehensive and creative presentations. With the support of multimedia formats such as video, images and timelines, you can create good presentations without having to spend a lot of time and energy (Amiroh, 2020)

Conclusion

Digital-based interactive learning media that are adjusted to the subject matter as well as the conditions and needs of students need to be developed by teachers because the learning media currently used is still one-way or not interactive. Interactive learning media that can be used by English teachers is by utilizing Articulate Storyline 3. English teachers can develop interactive English learning media easily because Articulate Storyline 3 provides an interactive menu so that students can use it to explore information about learning materials. Teachers only need to modify or synchronize learning materials into Articulate Storyline 3. Interactive and fun English learning media can make learning more interesting and enjoyable as well as more effective and meaningful.

The education department should provide creative and innovative learning training using digital media or technology. Schools support creativity and innovation carried out by teachers by providing supporting facilities and infrastructure.

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