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Perspectives on the Use of Interactive Learning Media Using Articulate Storyline 3 in English Subject

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Abstract

Technology is influencing numerous industries in the 4.0 era, including education. To achieve educational goals, providing suitable learning materials and learning media are all necessary to help students to learn optimally both in self-learning and in the classroom. The use of interactive learning media is a viable option to provide students with learning materials that are in line with the current development of technology. Interactive Learning Media is a multimedia-based tool that may be used to describe messages or information from teachers to students in which active two-way communication takes place between multimedia and users (students) to facilitate the learning process. This study is aimed at knowing students' perspectives on the use of interactive learning media using Articulate Storyline 3 (AS3) in English subjects at Vocational High School (VHS). A descriptive method, with a purposive random sampling of students of the Multimedia program from the state Vocational High School 12 Malang, was used. The results showed students' positive responses toward learning English using AS3-based interactive learning media. It encouraged them to learn English and facilitated student-centered learning as the app's materials and the design of the app were attractive and made to suit their needs and interests. Problems related to technical issues and features provided in the app were also discussed in the study.

Keywords: Articulate Storyline 3, Interactive learning media, English subjects, Perspectives.

In terms of achieving educational goals, the issue of education is a matter that we must continuously concern. The role of the teacher, the availability of learning materials, media (practicing tools), and interaction between teachers and students are all necessary for achieving educational goals (Phillips, 2005). Meanwhile, Teachers and students must be technologically literate in order to teach in the 4.0 era (Busthomy MZ & Syafi'i, 2021). Conventional methods in teaching that are not relevant to the advances of technological development must be updated. This would include improving teachers' mastery of information technology for the purpose of facilitating the learning process.

Daulay, Mursid, and Baharuddin (2020) state that in enhancing the learning process,

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teachers must make more innovative learning media that help students to learn optimally both in self-learning and in the classroom. Learning media not only assist teachers in transmitting knowledge in an impressive manner, making learning more successful by assisting learners in the increased acquisition of knowledge, but they also aid in drawing students' attention and improving classroom discipline.

Learning media refers to the use of real objects and visual representations for learning and conveying information to students; through these media, teachers may offer a stimulus to help students learn more effectively (Jalinus & Ambiyar, 2016). Therefore, in accordance with the development of current technology, interactive multimedia is a viable choice for creating learning media since it is interactive and draws students' attention (Nabillah, Sesrita, & Suherman, 2020).

Interactive multimedia is a type of application-based media where users can operate all tools according to their needs (Kurniawati & Nita, 2018). Thus, in the teaching and learning process, there must be a computer or smartphone. They help to coordinate what the users see and hear and interact with users. Accordingly, interactive multimedia has the potential to create high-quality learning environments which highly support autonomous learning. This is somehow in line with Cairncross & Mannion (2001), who state that interactive multimedia has the potential to create high-quality learning environments which actively engage the learner, thereby promoting deep learning.

As an International language, English is now a required subject for students. This is so because using English, at least passively, in various areas of life, including the workplace, is a requirement. Not everyone, however, finds it simple to teach and learn English. Teaching students is a difficult task for teachers. They must contend with the old myth that students frequently find English to be challenging. It can be difficult for teachers at times to get the attention of the class. They generally struggle with a monotonous teaching method and a lack of learning media that is able to attract students to participate in the learning process (Elmunsyah, Hidayat, & Asfani, 2019; Putri & Solfema, 2019).

Interactive multimedia has been widely used and created by means of various application, which is either software-based, e-learning-based, web-based, or android based. One of them is Articulate Storyline 3 (AS3). AS3 is an interactive learning media based on an Android application that has been proven to be effective as a learning media to support the learning process. Nurjanah (2015) asserts that interactive learning media using AS3 could promote a fun classroom atmosphere, attract students 'attention, encourage students' motivation, and give a better impact on students' learning outcomes. Some underlying reasons for this are as follows:

1. This application is quite easy to make because the display is almost similar to PowerPoint (Yahya, 2020).
2. AS3 has the advantage of simple smart Brainware with interactive tutorial procedures through templates that can be published offline and online, making it easier for users to format it in the form of personal web, CD, word processing, and Learning Management System (LMS) (Nurjanah, 2015).
3. Content can be a combination of text, images, graphics, sound, animation, and video (Yumini & Rakhmawati, 2015).

There are several previous researches that have been done using AS3 as the object. Most of them focused on the development of interactive learning media using Articulate Storyline 3. Purnama and Asto (2014) developed an interactive learning media using AS3 on Basic Electronics Engineering subject for Vocational High School (VHS) students, Nurjanah (2015) on Fiqh subject for Islamic High School students, Nabilah (2020) on theme based subject for Elementary students, Rohmah and Bukhori (2020) on

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Correspondence subjects for VHS students, and Rianto (2020) on Digitalization subject for University students. The other research focused on finding out the effectiveness of application of Articulate Storyline 3 on student cognitive (Sindu et al., 2020). However, there has not been any study that focuses on finding the perspectives of students in using interactive learning media based on AS3 at school. Therefore, the purpose of this study is to find out about the perception of the students in using interactive learning media using AS3 for learning English for students at State Vocational High School 12 Malang. Although there are a variety of perspectives on the relationship between students' perceptions and their academic success, this study concentrated on the positive side. The rationale is that the research's findings have been validated. There is a connection between student achievement and perception. There has been some prior research. The students believe that they could study more effectively if they have a positive opinion of their learning style (Balasubramani & Jaykumar, 2014).

Additionally, in order to make the students feel at ease in the EFL classroom, creativity is required. Offering a helpful and beneficial learning tool is an excellent approach to accomplish this. By giving them this helpful and beneficial learning tool, the students may convey a positive impression. Because of this, their motivation, flexibility, and participation in online learning activities are growing, which indicates a good impact on achievement (Manowong, 2016). Additionally, Gietz and McIntosh (2014) demonstrated a strong correlation between students' evaluations of their school environment and their academic progress. It turns out that the environment is a significant factor in this as well (Gietz and McIntosh, 2014).

It was found out that during both the online and offline learning process in the English subject shows that students feels enthusiastic in learning English through the use of media based on AS3. There was also significant result in the students' learning outcome in English lesson as the result of internalizing the use of Articulate Storyline 3 based media. By looking at these facts, it is important to understand students' perspectives regarding the use of AS3-based media in English language learning. This research is expected to give a contribution to other researchers and teachers to encourage them in using interactive learning media based on AS3 for their classes. Theoretically, this study could provide more information on AS3-Based Learning and the Student's Perception of interactive learning media, educational technology, and media development. Therefore, research on interactive learning media based on AS3 for the learning process could provide many people with information about the students' perception and acceptance of interactive learning media.

Method

In this research, the descriptive percentage method is used. This method is chosen because it could help the researcher to find data and describe research results. The respondents in this study are Multimedia students at State Vocational High School 12 Malang who was taught English by aiding them with an interactive learning media using AS3. The purposive sampling method is used for sampling. The fact that this procedure is based on the surveyor's competence led to its suitability. Additionally, it is giving researchers the ability to choose data sources accurately in accordance with the variables being researched. Purposive sampling was employed in this study because the researcher wanted to determine the perspectives of multimedia students on AS3, its performance, and how it changed students' learning styles.

The instruments of the data collection are questionnaires in the form of closed and open-ended questions. Therefore, quantitative and qualitative data are two types of data collected in this study. The quantitative data took a considerable allocation of the total data.

While qualitative data were collected to provide more information on certain issues related to the perspectives of this study.

As the data collected from the research were both quantitative and qualitative, then one mixed-method data analysis was used (Creswell, 2009). A concurrent triangulation strategy was employed in the process of data analysis. It was adopted from Cresswell (2009), who proposed a step of data collection that is conducted concurrently, as depicted in Figure 1 below.

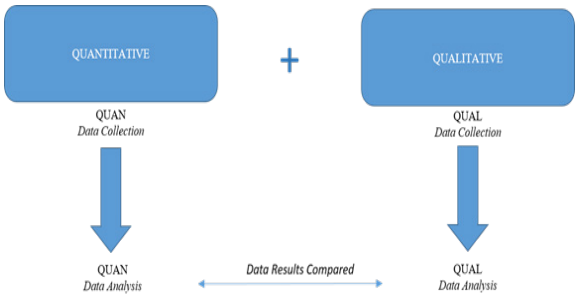

Figure 1 Data Analysis Adopted from Cresswell (2009)

The analysis of the qualitative data obtained from the questionnaire, which consists of open-ended questions, was conducted by coding the key ideas of the answers. Further, the analyzed data were compared and used as support for the quantitative results. Finally, the data presentation presented the quantitative statistical results, followed by quotes supporting the quantitative results. They presented more information based on relevant references on related issues being investigated.

Results and Discussion

The data of the questionnaire were collected from 33 students of the Multimedia program who were evaluating the application online. They were in XI grade of State Vocational High School 12 Malang. They were selected and confirmed by their subject and English teachers for using the interactive learning media using Articulate Storyline 3. The result shows that the student's perspective of using the interactive learning media using AS3 as media for learning English was positive.

The first result focuses on finding the student's perspectives on the role of AS3 as an interactive learning media in changing their learning styles. The detailed result can be seen in Table 1 below:

Table 1 Student's perspective on the role of AS3 in changing student's learning styles

	The use of AS3 as an interactive learning media	Response
1	The application is suitable for independent learning.	84%
2	The design of the app is attractive to motivate students in learning English.	82%
3	The audio and video are clear, suitable for the learning topic, and help students to improve their listening.	83%
4	The learning materials are suitable for learning topics and they can support the learning process to improve student's English skills.	83%
Total		83%

According to the data presented in Table 1, students' perspectives on the role of AS3 as an interactive learning media in changing students' learning styles are positive (83%). The students agreed that the app using AS3 was suitable for independent learning. The design of the app was also attractive so it motivated them in learning English. Previous research confirmed this by stating that through the design of the interactive learning media using Articulate Storyline 3, students felt more motivated in learning independently and showed a significant increase in students learning autonomy upon using the app (Leis et al., 2018; Maulida, 2020; Sato et al., 2015).

From the data, it was found that the learning materials presented in the app could improve their English skills as they were developed by considering the student's background of study. Therefore, the learning materials were suitable for learning topics. Some feedback to support the findings is stated below (where S stands for student, and 1 for

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the number of data in this section):

S1: "This application makes learning easier."
S2: "This application can accelerate learning."

The second result, represented by the next tables, focuses on the result of students' perspectives on the role and performances of AS3 as an interactive learning media. There are 4 aspects of performances discussed, namely: general aspect, design, content, and control and usability of the app. The results are presented below.

Table 2 Student's perspectives on the general aspect of the app

General aspect		Response
1	The application is easily operated.	86%
2	The log-in process is easy and fast.	89%
3	The instructions for use are clear and easy to understand.	86%
Total		87%

The first one is the result of the questionnaire for the general aspect (87%), which is summarized in Table 2. In operating the app, the response reached 86%. In general, students considered that using interactive learning media using AS3 was easy to operate. This statement is in line with previous research, which stated that Interactive multimedia learning based on articulate storylines was very practical because the media was easy to use (Munawarah et al., 2021; Yolanda et al., 2022). This statement was later confirmed by students' feedback which was gained from the open-ended questions. Student 3 stated, "*Very easy to operate.*" The log-in process was also easy and fast, as it received 89% of the students' responses. Student 4 further stated that this app was good enough as it could be operated online or offline.

The second aspect required the students to give their perceptions of the design of the media. The result is summarized in Table 3. Students' overall response on this aspect is 84%. The visualization of the app is one of the students' favorites as the user interface of the application has an interesting design and appealing color combination. Several students stated that the appearance of the application was the first appeal that made them want to use the app. It is supported by students' answers in the open-ended questionnaire:

S5: "It has an interesting design."
S6: "Such a cool design."
S7: "A very good and interesting design."

Table 3 Student's perspectives on the design of the app

Design		Response
1	Icons used at the application are interesting.	84%
2	The headings are suitable with its contents.	86%
3	Illustration is presented in interesting way.	83%
4	The design and color appearance is harmonious and attractive	80%
5	The navigation menu is easy to use.	87%
Total		84%

The students (84%) perceived positively toward the design of the app. Student 8 commented, "*This is a good and insightful app*." Later, "*This app is good for literacy,*" student 9 commented. The headings were also considered suitable with their content (86%). Student 10 confirmed this by stating, "*Very good app, really fits the material.*" The students' responses indicate that the app can be one of the alternatives for them to increase their motivation in reading. It provides them not only with reading materials to enhance their English skills but also their skills in relation to their major. Most importantly, it supports students' learning activities independently.

Table 4 Student's perspectives on the content of the app

Content		Response
1	Learning objectives are easy to understand and clear.	88%

2	The reading topic is interesting and contextual.	85%
3	The learning materials are suitable with the study field and learning topic.	86%
4	The content of the text does not mention ethnicity, religion, race, and relations between groups.	86%
5	The combination of colors and fonts makes text legible.	81%
6	The subject matter is presented in an interesting, understandable, and clear language.	86%
7	Quizzes are clear, interesting, suitable with the learning topic, and easy to understand.	86%
8	The instructions for questions and quizzes are easy to understand.	85%
9	Feedback is given for the answer chosen and is easy to understand.	84%
Total		85%

The third aspect is the content of the app. The questionnaire result is summarized in Table 4 below. The total response for this aspect is 85%. The learning objectives are perceived as easy to understand as students responded to this indicator 88%. The reading topic is considered interesting, contextual (85%), and suitable to the students' background of study (86%). This result was confirmed by the open-ended questionnaire of the students, which stated that the reading topics and the reading materials were in accordance with their major. Other indicators related to the content of the text, the audio, and the videos received 86%, 83%, and 83% in scores. Some of the students' comments on the content are listed below:

S11: "This app is very helpful for us, students, to learn."
S12: "The material presented is very easy to understand."
S13: "In my opinion, the material in this application is easy to understand."

From the feedback, it can be inferred that students found no difficulties in understanding the material, in fact, they found it useful to improve their skills in reading. From the data, it was found that the learning materials are suitable for the study field of the students. Therefore, Students may grasp what they will learn and accomplish after completing the app's activities if the language used in the content of the app is at the appropriate level, as indicated by the learning objectives and instructions (Maulida, 2020).

Concerning the quizzes in the app, the students consider them clear, interesting, suitable for the learning topic, and easy to understand. As a result, this indicator received 86%. One possible reason for this is because the instructions for questions and quizzes are easy to understand, as it received an 85% in score.

From the feedback available in the quizzes, the students showed positive response, as the average score for this aspect is 84%. This is supported by students' comments in the open-ended questionnaire, which stated that the quizzes and exercises provided had given them more chances to evaluate their understanding of the reading texts. The student's notion concerning the feedback on the quizzes can be seen in the following quote:

S14: "The Quizzes in the app really evaluate the understanding of the material."

The final aspect is concerning the control and usability of the app. There are four indicators rated by the students, and the overall responses for this aspect are calculated in Table 5.

Table 5 Student's perspectives on the control and usability of the app

Control and Usability		Response
1	The functional icons in the app are recognizable.	88%
2	The slides move smoothly in the app.	87%

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3	The app works smoothly even with fast interaction.	86%
4	Presentation of material is interactive and participatory	86%
Total		87%

The total response for this aspect is 87%. There were no substantial comments in the open-ended questionnaire from the students related to the control and usability of the app. It can be said that the apps' technical errors were minor mistakes that could be overlooked.

From the research, the open-ended questionnaires also resulted in some different perspectives, which were considered problems for some students. The first problem dealt with internet access. Some students made the following comments:

S13: "The process of running the application is very long."
S14: "The operating process is quite long due to a weak internet network."

The English teachers uploaded the media through the official learning management system, Moodle. Students could easily access this app and open it anytime anywhere when the access has been opened. According to some students' comments, some problems in running the app were experienced when the internet connection was low. Therefore, running this app depended on the internet connection since it was uploaded through LMS.

Another problem related to the features of the app. Feedback revealed the expectation from one student who stated that a translation tool was hoped to be provided in the app. The student seemed to experience a hassle in relation to understanding some difficult words. Therefore, student 15 stated," *There must be a translation tool in the app.*" Although his statement was minor, it still couldn't be overlooked.

Conclusion

To conclude, the study illustrates that learners show great support for the use of AS3-based interactive learning media. Moreover, they could gain some great benefits through this application, including having a better learning style and more practical learning with the support of interactive learning media using Articulate Storyline 3. From the study, it was found that the media was well-received as it supported independent learning. It was also considered useful in encouraging student's motivation in learning English.

Nevertheless, as it is just recently applied, some problems still exist. Therefore, for further research, a wider range of subjects that benefit from using Articulate Storyline 3 as the medium for learning English can be applied. Finding perspectives from the English teachers who develop the AS3 as the medium of learning English is worth knowing too.

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