



Developing Listening Skills for Speech Texts Using Articulate Storyline in Grade VIII of Junior High School

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Abstract

This study focuses on the need for effective learning media in teaching listening skills in speech texts at the junior high school level. This article aims to develop and evaluate the effectiveness of learning media based on the Articulate Storyline in improving students' ability to listen to speech texts. The research method used is research and development with a one-group pretest-posttest design. Data were collected through pretests and posttests, followed by normality tests and paired sample t-tests to evaluate the significance of the results. The results showed that the Articulate Storyline media that had been improved based on expert input proved effective, significantly increasing student learning outcomes from pretest to posttest. The normality test confirmed the normal distribution of the data, and the paired sample T-test showed a substantial difference between the pretest and posttest, supporting the hypothesis that this medium positively impacts students' ability to listen to speech texts. This study concludes that the Articulate Storyline media is an effective and valuable learning tool for improving the listening skills of speech texts in junior high school students.

Keywords: *Articulate storyline; media effectiveness; listening to speech texts; learning evaluation; pretest; posttest.*

Introduction

Indonesian language learning in the Merdeka Curriculum at the secondary education level consists of listening, speaking, reading, and writing skills. However, one of the problems that often arises is the low listening skills of students. This skill usually receives less attention and interest from students due to conventional learning methods and the limited use of engaging learning media. According to

Lenny Meliawati (2022), in the 2013 curriculum, developing scientific thinking to produce student competencies with a culture of critical thinking with nuances of technology, environment, and society is crucial in increasing student attraction to learning. This study aims to develop and measure the effectiveness of Articulate Storyline-based learning media in improving students' listening skills and learning interest.

Theories used in this study are constructivist theory, multimedia learning theory by Richard Mayer, and language skills theory by Tarigan. Constructivist theory emphasizes that learning is an active process in which students build new understandings based on their experiences. In his multimedia learning theory, Richard Mayer states that learning is more effective when information is conveyed through a combination of words and pictures. Tarigan emphasizes the importance of listening skills as an integral part of language skills (Poerwadarminta, 2018; Tarigan, 1986). Research conducted by Dwi Setyanti (2023) emphasizes the importance of using creative and engaging learning media to improve educational quality.

Furthermore, research by Muthoharoh (2022) shows that using Articulate Storyline can enhance students' critical thinking skills and self-regulated learning. Research by Satyawati Mallu (2020) demonstrates that Articulate Storyline is an effective strategy to support digital-based learning, which is important in facilitating the learning process and fostering meaningful learning.

The novelty of this study lies in the use of Articulate Storyline as an interactive learning media that can improve students' listening skills. Articulate Storyline has features that make it easy to create exciting and interactive learning materials, thereby increasing students' interest and attention to the material being taught. Delvi Eka Ariyanti (2023) states that Articulate Storyline has several engaging advantages to support the learning process that can be easily created by users, both experienced and inexperienced.

Therefore, this study is expected to contribute to understanding how the Independent Curriculum can be implemented more effectively through the use of technology, provide practical solutions to improve students' listening skills, and offer theoretical contributions to the development of technology-based interactive learning media (Maharani, 2020; Munandi, 2018). Thus, in this era of globalization and rapid technological development, the use of technology-based learning media

such as Articulate Storyline is very relevant and important to enhance the quality of Indonesian language learning, especially in listening skills that often receive less attention (Keraf, 2020; M. Djen Ammar, 2018; Kurniasari, 2019; Surya, 2021; Rahman, 2022; Setiawan, 2023; Yulianti, 2023; Prabowo, 2022).

Method

This study uses the type of research and development (Research & Development) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). (Sugiyono 2016) states that this method is used to produce products and test their effectiveness. The research steps include potential problems, data collection, product design, design validation, design revision, and product trials. This study stops at the sixth stage, namely product trials. Data were collected through questionnaires, semi-structured interviews, and Focus Group Discussions (FGD) with educators and students from three schools. The data collected consisted of the tendency of learning media needs, selected media, product quality assessment scores, and product effectiveness scores. The research instruments included a needs questionnaire, semi-structured interviews, FGDs, validation questionnaires, and listening skills tests. Data were analyzed using qualitative and quantitative descriptive techniques. Needs analysis was carried out by calculating the percentage of questionnaires and interviews. Experts carried out validation with an average value from the validation questionnaire. The effectiveness test was conducted using the Paired Sample t-test after ensuring that the data was normally distributed through the Kolmogorov-Smirnov test. The hypothesis states that the Articulate Storyline learning media has a positive impact on the skills of listening to speech texts (H_a) compared to not having a positive impact (H_o).

Discussion

Results of Analysis of Student and Educator Needs for Articulate Storyline Media

Analysis of the needs of learning media using Articulate Storyline was conducted to ensure the suitability of the media to the needs of students and educators in learning to listen to speech texts. The results of the analysis showed differences in needs and preferences between the two groups that influenced the development of this media, as can be seen in Table 1.1 below.

Table 1. 1 Results of Student and Educator Needs Analysis

Aspects	Learner Needs	Educator Needs
Content/Material	<ul style="list-style-type: none"> ● The material is clear and well structured. ● Examples of varied speech texts. ● Conclusion at the end of the material. 	<ul style="list-style-type: none"> ● The material is in accordance with the curriculum. ● The depth of the material covers various types of speeches. ● Use of trusted sources.
Language	<ul style="list-style-type: none"> ● Formal and easy to understand language. ● Use of language appropriate to the student's level of understanding. 	<ul style="list-style-type: none"> ● The language conforms to standard Indonesian language rules. ● Delivering instructions clearly and precisely.
Creative Thinking	<ul style="list-style-type: none"> ● Provides examples and guidance to spark creative ideas. ● Activities that support the development of creative thinking skills. 	<ul style="list-style-type: none"> ● Creative thinking steps are integrated with learning materials. ● Presentation of ideas and guidance that is easily accessible to students.
Design and Graphics	<ul style="list-style-type: none"> ● The design is attractive and not boring. ● Illustrations and colors that support understanding of the material. 	<ul style="list-style-type: none"> ● Media design that meets pedagogical standards. ● Graphics that support effective delivery of material.
Interactivity	<ul style="list-style-type: none"> ● Fun interactive activity. ● Challenging and educational quizzes and games. 	<ul style="list-style-type: none"> ● Interactivity that supports learning objectives. ● Quizzes that are relevant and effective in measuring student understanding.

The results of the needs analysis show that students prioritize clear, structured, and varied content and easy-to-understand and formal language. They also want examples and guidance to stimulate creative ideas and interesting media

designs. On the other hand, educators emphasize the importance of the suitability of the material to the curriculum, the appropriate depth of the material, and the use of standard and clear language. They also need creative thinking steps that are integrated with effective materials and media designs to support learning.

The findings of this need's analysis underscore the importance of aligning learning media design with end-user needs for better learning effectiveness. Research by (Clark and Mayer 2023) on multimedia principles shows that clear and structured design is essential for understanding material and increasing information retention. Therefore, well-structured content and clear language use, as desired by students, are in line with these findings. Research by Hattie and Timperley (2007) underlines the importance of feedback and guidance in improving students' creative thinking skills. By providing concrete guidance and examples, this learning media can help students develop better creative thinking skills, in line with the identified needs.

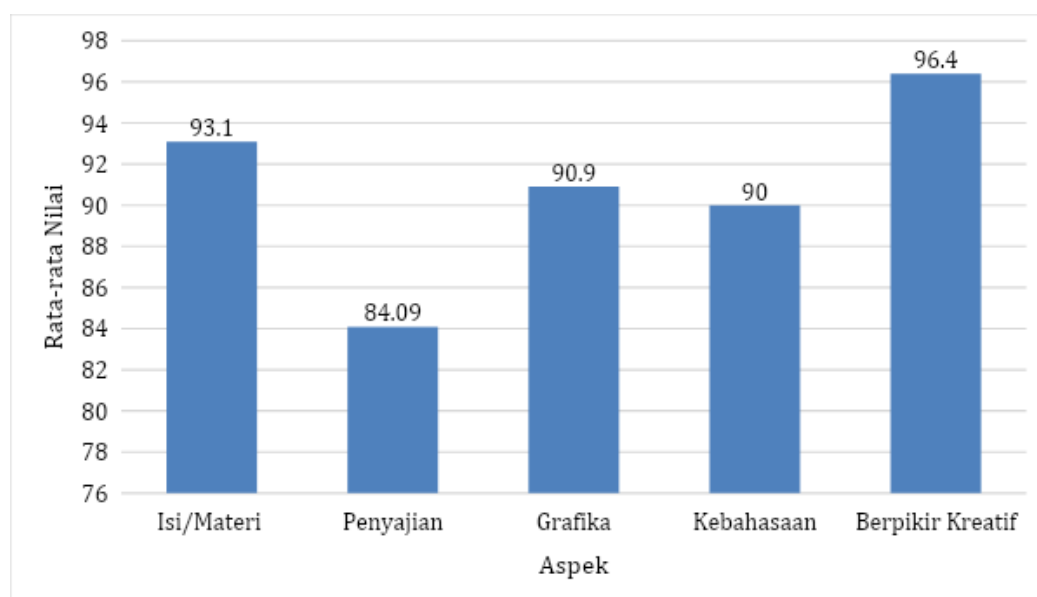
Meanwhile, research by Clark and Mayer (2023) emphasizes the importance of graphic design and interactivity in multimedia-based learning. Attractive design and effective interactivity can increase student engagement and understanding of the material. Therefore, fulfilling the needs of design and graphics as well as interactivity in this media will contribute to better achievement of learning objectives. Overall, the implications of these findings indicate that the developed Articulate Storyline learning media must effectively integrate the needs of content, language, creative thinking, design, and interactivity.

This not only meets the needs of students and educators, but also increases the effectiveness of learning, as supported by various relevant studies. This analysis shows that the Articulate Storyline learning media is able to meet these various needs by integrating content that is in accordance with the curriculum, formal but easy-to-understand language, and attractive and interactive designs. By considering the needs of students and educators, the development of this media aims to increase the effectiveness of learning and student engagement in listening to speech texts.

Expert Assessment Results and Improvement of Articulate Storyline Media in Speech Material

The assessment of the Articulate Storyline learning media developed for listening to speech texts was carried out by two experts with different backgrounds to gain a comprehensive perspective. The first expert is M. Alif Yudistira, S.Kom., an application media expert, and the second expert is Dra. Mulyati, M.Pd., an expert in Indonesian language learning media. This assessment aims to evaluate various aspects of the learning media and identify areas that need improvement to ensure the effectiveness and quality of the media in supporting the learning process, as can be seen in Figure 2.1 below:

Image 1.1 Expert Assessment Chart



The results of the expert assessment show that the Articulate Storyline learning media for listening to speech texts has been successfully developed with high quality. The assessment of the content or material aspect, which obtained an average value of 93.1, shows that the content presented is very much in accordance with the expected competencies, complete, in-depth, and relevant. This reflects the suitability of the material with the established competencies and the up-to-datedness of the data, and ensures that the material is free from negative elements such as SARA and gender bias. The assessment of the presentation aspect shows an

average value of 84.09. Although most indicators are in the very good category, there are several areas that need improvement, especially in the presentation of the foreword and glossary.

Recommendations for improvement include adding book targets and learning media objectives to clarify the context and benefits for users. The graphic aspect, with an average value of 90.90, indicates that the graphic and visual design supports the overall effectiveness of the learning media. The book cover design, use of fonts, and color consistency on each page are considered very good, which helps to improve the readability and visual appeal of the media. The assessment of the language aspect showed an average score of 90, indicating that the use of language in the media is in accordance with PUEBI standards and is easy to understand. However, there are notes regarding several language and spelling errors that need to be corrected to ensure optimal language quality. The assessment of the creative thinking aspect obtained the highest score, namely 96.4.

This shows that this media is very effective in stimulating and developing students' creative thinking skills. The steps presented in the media are very appropriate to support the development of creative thinking skills, from observation, idea incubation, to evaluation and elaboration. Implications of Findings: These findings are consistent with previous studies that emphasize the importance of quality content and design in learning media. Clark and Mayer (2023) showed that effective graphic design and well-structured presentation of materials can increase student engagement and understanding. This study supports the results that good media design and relevant content are essential to achieving effective learning outcomes.

These findings are in line with research by Hattie and Timperley (2007), which highlights the importance of clear feedback and guidance in supporting the learning process. The highly rated creative thinking aspect indicates that this media not only delivers material, but also stimulates students' critical and creative thinking skills, which is one of the main goals in modern education. By considering the assessment results and recommendations for improvement, the implementation of Articulate Storyline media can be further optimized to achieve better learning goals. Improvements in the presentation aspect, especially in adding elements such as prefaces and glossaries, will further increase the effectiveness and use of this learning media in the educational context.

The Effectiveness of Articulate Storyline Media in Listening to Speech Texts

The revised Articulate Storyline learning media based on feedback from experts was tested for its effectiveness on grade VIII junior high school students in three schools, namely SMP N 2 Brangsong, SMP Ibu Kartini, and SMP N 2 Bringin. This effectiveness test used the One Group Pretest Posttest Design to evaluate the impact of learning media on students' ability to listen to speech texts. The evaluation was carried out by comparing the results of the pretest and posttest before and after the application of the media, and a normality test and Paired Sample T-test were carried out to determine the significance of the differences in results. Learning using the Articulate Storyline media was carried out in one meeting with a genre pedagogical approach and a scientific approach. This process was designed to involve students actively and deeply in the learning material. In the introductory stage, the teacher began with an orientation, including greetings, checking attendance, and preparing students for learning.

This orientation aims to create a conducive environment and motivate students. Apperception was carried out to stimulate students' interest in speech texts, by providing an overview of the importance of understanding and listening to speech texts. Motivation was given to increase students' enthusiasm to be active in participating in learning. This preliminary activity is very important to build the learning context and ensure that students are ready to move on to the next activity (Wiggins and McTighe 2005). The core activity begins with observing examples of speech texts provided in the Articulate Storyline media. Students are given the opportunity to read and analyze various examples of speech texts. Discussions on the structure and techniques of writing speech texts are carried out to help students understand the important elements in creating speech texts. This process involves in-depth analysis and group discussions aimed at deepening students' understanding of the material (Brusilovsky and Millán 2007).

Next, students examine the speech text model through various stages, such as preparation, topic determination, idea incubation, data collection, and making an outline. This activity aims to provide students with a comprehensive understanding of how to systematically compose a speech text. This discussion and analysis are important to ensure that students not only understand the theory but are also able to apply it in practice (Wilson et al. 2000). At the end of the learning, students are instructed to write their own speech texts. This activity involves

determining the topic, developing creative ideas, making a text outline, and editing. The final result of the speech text is presented in front of the class, giving students the opportunity to practice the skills they have learned and receive constructive feedback. This process not only tests students' understanding but also their public speaking skills (Merrill 2002).

Results of Pretest, Posttest, Normality Test, and Hypothesis Test

The evaluation was conducted by comparing the results of the pretest and posttest to assess the improvement of students' ability in listening to speech texts. The distribution table of pretest and posttest scores can be seen in Table 4.1 and Table 4.2 below:

Table 4.1 Pretest Score Distribution

Score Range	Number of Students	Percentage
60-65	10	33,3%
66-71	9	30%
72-77	7	23,3%
78-83	4	13,3%

Table 4.2 Posttest Score Distribution

Score Range	Number of Students	Percentage
60-65	10	33,3%
66-71	9	30%
72-77	7	23,3%
78-83	4	13,3%

From these tables, it can be seen that the pretest results show a lower distribution of scores, with the majority of students below the Minimum Completion Criteria (KKM). After the application of the Articulate Storyline media, the posttest results showed a significant increase with most students getting scores in the very good category. This indicates that the learning media used has been effective in improving students' ability to listen to speech texts. The normality test was conducted to ensure that the pretest and posttest data were normally distributed, which is a prerequisite for conducting the Paired Sample T-test. This

normality test uses the Kolmogorov-Smirnov test. The results of the normality test for the pretest and posttest data can be seen in Table 4.3 and Table 4.4 below:

Table 4.3 Pretest Normality Test Results

Normality Test	Sig (2-Tailed)
Kolmogorov-Smirnov	0,183

Table 4.4 Posttest Normality Test Results

Normality Test	Sig (2-Tailed)
Kolmogorov-Smirnov	0,144

The results of the normality test show that the Sig (2-Tailed) value for the pretest and posttest data is greater than 0.05. This indicates that the data is normally distributed, thus meeting the requirements for further hypothesis testing. Good normality testing ensures the validity of the statistical tests performed, which are in accordance with the methodology proposed in the research literature (Field 2013). Then the hypothesis test was carried out using the Paired Sample T-test to determine whether there was a significant difference between the pretest and posttest results. The results of the hypothesis test can be seen in Table 4.5 below:

Table 4.5 Paired Sample T-test Results

Test Statistics	Nilai Sig (2-Tailed)
Paired Sample T-test	0,000

The results of the paired sample T-test showed a Sig (2-Tailed) value of 0.000, which is smaller than 0.05. This indicates that there is a significant difference between the pretest and posttest results, so that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, it can be concluded that the Articulate Storyline media has a positive impact on improving students' ability to listen to speech texts. This study is consistent with previous research findings showing that interactive learning media can improve student learning outcomes

(Clark & Mayer 2023). These findings indicate that the application of learning media such as Articulate Storyline can significantly improve students' ability to listen to speech texts. This study supports the theory that multimedia and interactive media can increase student engagement and their learning outcomes.

For example, Mayer (2023) explains that the use of multimedia in learning can improve student understanding by presenting information through text and images simultaneously. In addition, Clark and Mayer (2023) emphasize the importance of media design that focuses on interactivity to strengthen student engagement and learning outcomes. The implication of this finding is that learning media such as Articulate Storyline can be used effectively to improve students' listening skills in speech texts. This media helps students understand the material in a more interactive and interesting way, and allows them to practice relevant skills directly. The use of interactive media in education can improve student motivation and learning outcomes, as well as provide a more comprehensive learning experience.

Conclusion

This study confirms that the Articulate Storyline learning media has a positive and effective impact in improving the listening skills of speech texts in grade VIII students. The results of the needs analysis show that both students and educators consider this media very useful and in accordance with their needs, providing interactive and technology-based tools to support the learning process. Expert assessments also show that although the media requires some initial improvements, the revisions made significantly improve its quality, making it more in line with pedagogical standards. The effectiveness of the Articulate Storyline media is clearly seen from the comparison of the pretest and posttest results, where there is a significant increase in students' listening skills. The results of the normality test show that the pretest and posttest data are normally distributed, and the Paired Sample T-test confirms that the difference between the pretest and posttest results is statistically significant. This supports the hypothesis that the Articulate Storyline media positively affects student learning outcomes. Thus, this media not only meets educational needs but also shows a substantial increase in learning outcomes, making it an effective tool in the process of learning to listen to speech texts.

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