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Developing Interactive Learning Media of Recount Text Using Articulate Storyline in Teaching Reading Comprehension Skills

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Abstract

The purpose of this research was to develop interactive learning media using Articulate Storyline and to analyze the feasibility of the developed media as well as teachers' and students' responses toward the product. This research used a Research and Development (R&D) method with the ADDIE model. To collect the data, the researcher used several instruments, including document analysis, validation sheets, and questionnaires. The research participants consisted of an English teacher and students of class VIII E at SMPN 3 Parongpong. The obtained data were analyzed through document analysis, expert validation results, and questionnaire responses from both the teacher and students. The findings indicated that the developed media achieved feasibility scores of 86.67% from the first expert and 100% from the second expert, which were categorized as Very Feasible. In addition, positive responses were also shown by the teacher and students, with an average score of 100% and 86.62%, categorized as Very Good. In conclusion, the developed interactive learning media was considered feasible and appropriate to be implemented in English learning activities. These findings suggest that the developed media is suitable to support English learning at the junior high school level.

Keywords: Interactive Learning Media; Recount Text; Articulate Storyline; Reading Comprehension

INTRODUCTION

In the current digital era, English learning is expected to be more interactive and student-centered. This is in line with Vygotsky's sociocultural theory, which emphasizes that cognitive development is strongly influenced by social interaction and cultural contexts. According to Vygotsky, students learn more effectively when they interact with teachers, peers, and learning tools that support knowledge construction (Vygotsky, 1978; Wardani et al., 2023; Ardania et al., 2024)

Furthermore, technological advancements have transformed the educational environment by providing wider access to learning resources and supporting engaging learning activities that encourage active student participation (Eldo, 2025). The use of technology also makes the learning process more dynamic, allowing students not only to receive information passively but also to actively construct their understanding through meaningful learning experiences (Wibowo et al., 2023). Therefore, integrating technology into English language learning can promote interaction, collaboration, and active learning, which are essential principles of Vygotsky's theory. In line with these developments, English language learning also needs to integrate 21st-century skills known as the 4C concept: Critical Thinking, Creativity, Collaboration, and Communication (Hayat Ali et al., 2024). These four skills are essential competencies that need to be developed in the learning process to prepare students to face global challenges. Therefore, learning approaches that are still conventional and teacher-centered are considered less effective in supporting the development of these skills optimally. Effective

learning in the digital era requires a transformation in the roles of both educators and learners, with educators serving as mentors and facilitators and learners taking an active role who engage in the learning process through discussion, exploration, and collaboration (Dochia, 2025).

In English language learning, one important skill is reading comprehension. Reading comprehension does not merely involve identifying words and sentences, but also requires students to understand and interpret the meaning contained in a text (Kusumarasdyati, 2023). Kurniati et al. (2024) also state that reading comprehension is a crucial skill in learning English because it allows students to obtain information, understand the main ideas, and interpret the meaning contained in a text. In relation to junior high school education, this ability is very important, especially for understanding various types of texts, one of which is a recount text. Recount text refers to a text that describes past expectations or events sequentially based on the order in which they happened (Herminingsih et al., 2024). To understand this type of text well, students need to identify the text structure, the sequence of events, and the implied meaning within the text. Therefore, the learning process of recount text is not effective if it is only delivered through lectures or one-way explanations. Students need to be actively involved in the reading process, analyzing the content of the text, and discussing the meaning they obtain so that they can build a deeper understanding.

However, the situation in the field shows a different reality. Based on preliminary observations at SMPN 3 Parongpong, the teaching of reading comprehension in recount text material is still dominated by one-way learning methods. The teacher tends to become the main source of information in the learning process, while students act as passive recipients of information. As a result, students are less involved in constructing their own understanding of the text. Some students also experience difficulties in identifying the sequence of events, understanding the main ideas, and interpreting the meaning of the texts they read. This problem is made worse by the constraints of the educational materials utilized during the learning process. When conventional instructional media are used, the learning process becomes less engaging and fails to encourage students to participate actively. Without interactive instructional media, students receive less immediate feedback and have a less varied learning experience. This situation highlights the need to make instructional media more visually engaging so that students can actively participate and learn independently.

One effort that can be made to overcome these problems is through the development of interactive learning media. Text, animations, audio, and interactive tests are just a few of the components that interactive learning media can incorporate into a single learning platform. Akyuna et al. (2025) state that the use of interactive media can increase students' engagement in the learning process and help them understand the material more effectively. In addition, Desryana et al. (2025) explain that interactive learning media allow students to learn more independently through activities that provide direct feedback on the responses they give. In the context of developing technology-based learning media, Articulate Storyline is one platform that can be used to design interactive learning media. This platform allows developers to integrate various multimedia elements and create interactive and structured learning activities (Donnellan, 2021). Through features such as interactive quizzes, flexible navigation, and automatic feedback, Articulate Storyline can help make learning opportunities more interesting and motivate students to take an active role in their education.

Several previous studies have shown that the use of interactive learning media based on Articulate Storyline has a positive impact on the learning process. Adam and Mulyani (2023) found that this type of media has a high level of feasibility and effectiveness, even at the

elementary school level. However, they also pointed out some limitations, especially in terms of usability, suggesting that the media should be designed in a simpler and more user-friendly way to support students' independent learning. In line with this, Ramadhani and Asrul (2024) reported that using Articulate Storyline can help pupils become more proficient readers. Furthermore, Uzmi et al. (2023) revealed that interactive learning media in English language teaching are extremely successful in supporting the process of academic learning. Their findings showed that the developed media not only helps teachers deliver the material more clearly, but it also gives pupils a more interesting and fulfilling educational experience. Similarly, Jannah et al. (2023) reported very positive results, with a validity score of 4.82 and perfect scores (100%) in terms of usefulness and efficacy in every way, suggesting that the media is very suitable for use in classrooms.

Other studies also support these findings. Sihotang et al. (2025) discovered that using Articulate Storyline to create educational materials is feasible and can boost students' motivation to learn. In addition, Baldah et al. (2024) demonstrated how interactive educational materials may make learning more interesting, relaxing, and significant for students. However, although these studies show positive results, most of them have not specifically integrated the principles of active learning that involve collaboration between teachers and students in the development of learning media. In fact, active and collaborative engagement is an important aspect in improving students' understanding and critical thinking skills. A more closely related study was conducted by Saputra et al. (2025), which investigated the creation of interactive educational materials utilizing Articulate Storyline for junior high school English instruction. However, this study focused on a different text type and did not explicitly integrate active and collaborative learning principles as the main foundation in the media design.

Based on the problems identified in teaching reading comprehension, this study aims to develop interactive learning media for teaching recount text using Articulate Storyline. The media is designed to incorporate active and collaborative learning principles to support students' reading comprehension skills. Furthermore, this study seeks to analyze the feasibility of the developed media and explore teachers' and students' responses to its implementation in the classroom.

METHOD

This study used a Research and Development (R&D) methodology, a scientific method for producing and testing the feasibility of a product (Sugiyono, 2023). The researcher used the five-stage ADDIE model: Analysis, Design, Development, Implementation, and Evaluation, to carry out the development process (Branch, 2009; Hidayat, 2021; Weldami et al., 2023). These phases served as a systematic framework for developing interactive learning media through the use of Articulate Storyline. Furthermore, each stage is explained in more detail. In the analysis stage, there are three main aspects examined: curriculum analysis, needs analysis or media availability, and concept analysis. The data obtained are then collected and analyzed as the basis for designing a product that is suitable for the classroom conditions and students' characteristics. During the design stage, the researcher used Articulate Storyline to create the first interactive learning resource. The development process was conducted through several steps: (1) collecting references, (2) designing flowcharts and storyboards, (3) creating slide design using Canva, (4) programming by integrating all graphical elements, animations, and audio using Articulate Storyline, and (5) exporting the interactive learning media into HTML format.

In the development stage, the developed product has been validated by experts, both in terms of material and media aspects. The researcher used the experts' recommendations and

comments to modify and improve the created interactive learning materials. In addition, the media was also tried out on a preliminary field testing consisting of students and a teacher selected using purposive sampling. The students were chosen based on the teacher's recommendation, considering their varied English proficiency, including high, medium, and low achievers, to obtain representative feedback on the usability and clarity of the developed media (Sugiyono, 2023). This trial was carried out at the selected junior high school in order to obtain responses, feedback, and suggestions regarding the interactive learning media. During the implementation stage, the developed media was applied in a real classroom setting, namely in class VIII E at SMPN 3 Parongpong. The results of expert validation and the questionnaire data gathered from teachers and students' responses during the implementation phase were then used by the researcher to evaluate the generated product.

The subjects of this study were an English teacher and students from class VIII E, comprising one teacher and 26 students. This study was conducted at SMPN 3 Parongpong, West Bandung Regency, West Java Province. The data collection techniques included interviews, validation sheets, questionnaires, and document analysis. The researcher used unstructured interviews, which provided flexibility while still following general research guidelines given to the respondents (Sugiyono, 2023). In addition, the validation sheets were used to assess the media's feasibility based on expert judgments. Meanwhile, the questionnaires were used to identify students' and teachers' responses to the developed media. Document analysis was used to collect data during the research process by describing the concrete steps applied in each research activity. After the data were collected, the next step was data analysis. This study analyzed the learning media through interpreted document analysis, as well as the results of the validation sheets and the responses from students and the teacher, which were measured using a Likert scale.

The following is a description of the assessment using a Likert scale with four response options, adapted from Sugiyono (2023).

Table 1. Description of the Likert Scale

Scale	Description
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly disagree

Subsequently, the results of expert validation questionnaires, as well as students' and teacher's responses, were analyzed using the following formula:

$$NP = \frac{R}{SM} \times 100\%$$

SM = Maximum score
R = Score obtained
Ngalim Purwanto (2009) as cited in Syafira et al. (2022)

After calculating the results of the experts' validation using the formula, the researcher then adjusted the obtained data to the predetermined criteria.

Table 2. Feasibility Criteria

Percentage	Category
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Quite Feasible
21% - 40%	Less Feasible
0% - 20%	Not Feasible

Arikunto (2018) as cited in Afiyah and Widodo (2025)Afiyah and Widodo (2025)

Furthermore, based on the data that have been processed and calculated using the same formula, the researcher identified the students' and teacher's responses in the form of percentages. The criteria are presented as follows:

Table 3. Criteria for Students' and Teacher's Responses

Percentage	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Quite Good
21% - 40%	Less Good
0% - 20%	Not Good

Arikunto (2018) as cited in Afiyah and Widodo (2025)

RESULTS AND DISCUSSION

Results

Regarding the results of the study at SMPN 3 Parongpong, West Bandung Regency, the results are elaborated starting from the analysis stage, as shown below.

1. Analysis

The results of the analysis revealed three important aspects. First, based on the curriculum analysis, SMPN 3 Parongpong has implemented the Kurikulum Merdeka. Therefore, the developed learning media was designed to align with the curriculum's learning objectives, principles, and competencies, particularly in English language learning. Second, the needs analysis and the availability of learning media showed that the learning media used by teachers in the classroom were still limited and lacked variety. Teachers mainly relied on textbooks, PowerPoint presentations, and images provided in the textbooks. As a result, students often experienced difficulties in understanding the material and tended to forget the lessons more easily. These findings indicate the need for more interactive and engaging learning media to support students' reading comprehension skills. Third, the concept analysis focused on the learning objectives of recount text material. The objective was for students to be able to comprehend and use English when retelling past events or experiences. Based on this objective, several learning indicators were formulated. Students were expected to identify the main idea and specific details of a recount text, understand the generic structure of a recount text, and use appropriate vocabulary and simple sentences to retell events. These indicators served as the foundation for developing the learning media and learning activities in this study.

The researchers moved to the next stage, the design stage, after deciding on the learning objectives, the materials used, the outcomes of the needs analysis, and the availability of learning media at SMPN 3 Parongpong. At the design stage, the researcher collected references, developed a flowchart and storyboard, and designed the media display. The results of the design stage are presented below.

2. Design

This stage focused on planning and preparing all components required for developing the interactive learning media. The first step was reference collection. This stage was carried out by searching for and observing various examples as sources of inspiration, especially from social media platforms such as TikTok, YouTube, and Pinterest, as well as several educational game displays available on the Google Play Store. The references collected included interface designs, animations, audio, elements, and interactive features such as attractive and innovative buttons. In addition, the researcher gathered recount text materials that would serve as the main content of the learning media. The second step involved flowchart and storyboard development. At this stage, the presentation flow was arranged systematically on each slide to ensure that the learning process would be organized and easy to follow. The developed material focused on recount text with the aim of improving students' reading comprehension skills. The third step was slide design creation using Canva. The slides were designed using Canva to create a more varied and attractive appearance. The use of Canva also improved time efficiency and facilitated the researcher during the media development process. The fourth step was programming using Articulate Storyline. During this stage, all graphic materials, animations, and audio components were integrated step by step into Articulate Storyline. This process ensured that each element was connected properly and functioned optimally within the learning media. The fifth step was exporting the media into HTML format. The interactive learning media was exported into HTML format with the assistance of a supporting website. This format allows the media to be accessed and used anytime and anywhere. The final aspect of the development process involved the use of both software and hardware tools. The software utilized included Canva, Articulate Storyline, and a supporting website, while the hardware consisted of a laptop and a mobile phone. These tools supported the entire process of designing, developing, and implementing the interactive learning media.

3. Development

Furthermore, the development stage was conducted to refine the developed media and to evaluate its feasibility before it was implemented with students. In order to accomplish this, two validators evaluated the interactive learning media in order to gather comments, recommendations, viewpoints, and assessments about the final output. Based on all evaluation criteria, the validation procedure tried to determine the media's feasibility in terms of both material and media elements. Before the media was used in actual classroom settings, it was also tested in a preliminary group setting with students and a teacher to find any potential flaws and get more input.

Table 4. Results of Expert Validation

Aspect	The percentage scores of feasibility	
	Validator 1	Validator 2
The presentation of the recount text material The presentation of illustrations The quality of the media display The attractiveness	86.67%	100%

The expert validation in this study involved two validators who are lecturers from IKIP Siliwangi, West Java. Both validators assessed all aspects of the developed interactive learning

media. The validation process was conducted on January 19 and 22, 2026. Based on the results, the first validator gave a score of 86.67%, categorized as Very Feasible. Meanwhile, the second validator gave a score of 100%, also categorized as Very Feasible. Thus, it can be said that the developed product met the standards for feasibility and was appropriate for use, with a few changes made in accordance with the recommendations of the experts.

After the expert validation process was completed, the next step was a preliminary field test to obtain direct responses from the users.

Table 5. Results of a Preliminary Field Testing

Aspect	The percentage scores of the response	
	Teachers'	Students
Benefits Interests Challenges	100%	81.73%

The preliminary field testing involved one teacher and ten students. The teacher's response was 100%, and the students' was 81,73%. Overall, the media received positive feedback, with some aspects needing improvement. Based on expert validation and trial results, the researcher analyzed the feedback to revise the media.

Table 6. Feedback and Suggestions

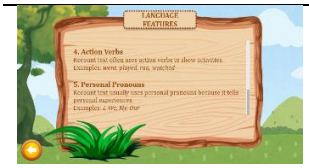
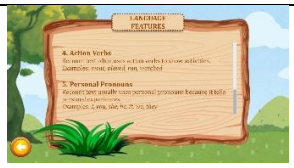
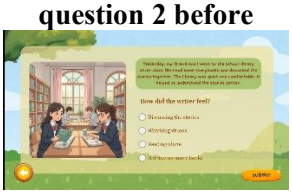
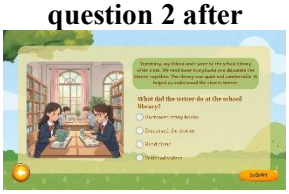
Product Before Revision	Product After Revision	Notes	
		Feedback	Suggestion for Improvement
 **Figure 1. Language features before**	 **Figure 2. Language features after**	"My" and "Our" possessive adjectives, not personal pronouns.	Change possessive adjectives to personal pronouns.
 **Figure 3. Medium question 1 before**	 **Figure 4. Medium question 1 after**	"Where" should be "When".	Replace "Where" to "When".
 **Figure 5. Medium question 2 before**	 **Figure 6. Medium question 2 after**	"Witer" should be "Writer".	Correct the spelling.
 **Figure 7. Medium question 3 before**	 **Figure 8. Medium question 3 after**	The question should be: "What did the writer do at the school library?" with the verb 2 option.	Revise the question and answer.

 **Figure 9. Hard question before**	 **Figure 10. Hard question after**	"Left" should be "Late".	Replace "Left" to "Late".

Based on expert validation and feedback from the teacher and students, several suggestions for improving the media were obtained. These were used as a basis for revisions before implementation. The improvements are presented in a before-and-after comparison, showing changes clearly, aiming to enhance the media's appearance, content, and ease of use.

4. Implementation

The next stage was the implementation. Participants were chosen based on the English teacher's advice, and the media, which had been verified and updated based on feedback from experts, the teacher, and students, was used. This stage aimed to collect data on teacher and student responses to the media. Thus, the researcher could determine the level of acceptance of the media in the learning process. The results of the teacher and student response questionnaires are presented in the following table.

Table 7. Result of Main Field Testing

Aspect	The percentage scores of the response	
	Teachers'	Students
Benefits Interests Challenges	100%	86.62%

Based on the average scores of the teacher and student response questionnaires for the interactive learning media main testing using Articulate Storyline, the teacher's response was 100%, while the students' response was 86.62%, categorized as Very Good. These findings show that the created media was well-received and appropriate for use in educational activities.

5. Evaluation

The final stage in the ADDIE approach is evaluation. To assess the quality and feasibility of the interactive learning materials mentioned above, the researchers reviewed each stage of the development process, including analysis, design, development, and implementation. The evaluation also aimed to identify strengths and weaknesses based on expert validation, preliminary group testing, and teacher and student responses. The findings demonstrated that the media is appropriate for usage with a few minor adjustments, and it is expected to encourage more interactive, enjoyable, and successful learning, particularly in supporting students' reading comprehension of recount texts.

Discussion

The results of the research demonstrated that the media was relevant to the classroom needs identified during the preliminary observation at SMPN 3 Parongpong. In the initial stage, the analysis results indicated that the school had implemented the Merdeka Curriculum, signaling that the institution is ready to support more flexible, student-centered, and collaborative learning innovations. In line with this, the Merdeka Curriculum emphasizes the importance of

strengthening competencies and applying contextual and meaningful learning approaches (Kemendikdasmen, 2022). As a realistic answer to the curriculum's expectations for more dynamic and engaging classroom experiences, the creation of interactive learning materials becomes highly relevant.

However, based on the results of observation and needs analysis, it was found that the learning media used by the teacher were limited and less varied, relying primarily on textbooks and PowerPoint slides. This condition negatively impacted students' learning interest and their ability to retain the material. This finding aligns with Multimedia Learning Theory, proposed by Mayer (2009) and supported by recent findings (Faisal et al., 2024), which argues that learning is more effective when information is presented through an integrated combination of text, images, and audio. When only one or two modalities are engaged, cognitive processing is less efficient, and long-term retention suffers. Therefore, the limitations of the existing learning media constitute one of the primary reasons for the urgency of developing interactive and engaging alternatives.

In the concept analysis stage, the learning outcomes were focused on students' ability to understand recount texts, encompassing the identification of main ideas and detailed information, comprehension of text structure, and retelling of events using simple language. The establishment of these indicators is essential as a foundation for designing media that are pedagogically aligned with students' needs. This is consistent with the view of Amin et al. (2025), who emphasise that language learning should be oriented toward contextual and communicative language use. When combined, the results of the limited availability of interactive learning materials based on Articulate Storyline that are specifically made to recount text material to support students' reading comprehension abilities.

Following these findings, in the design stage, the researcher collected relevant references and developed a storyboard as the structural basis for media development. The integrations of Canva for visual design and Articulate Storyline for interactivity reflect a deliberate combination of aesthetic quality and functional engagement. Moreover, the decision to export the final product in HTML format enables flexible, cross-device access, thereby supporting learning that transcends the boundaries of time and physical space (Hockly, 2018). The systematic development of the storyboard further ensured that the material flow was logically organized and accessible to the target learners.

In the development stage, the designed media were validated by two expert lecturers from IKIP Siliwangi, covering both content accuracy and visual design quality. According to Sugiyono (2023), expert validation is a critical step in research and development to ensure that a product meets quality standards prior to implementation. The validation results categorized the media as Very feasible, with sscores 86.67% and 100% from the respective validators, though specific revisions were recommended. Following these revisions, a small group trial was conducted involving one teacher and ten students. The positive response obtained from this trial, with scores of 100% and 81.73% respectively, indicates that the media were perceived as both engaging and user-friendly. This finding is consistent with Hasannah et al. (2025), who found that Articulate Storyline-based media can meaningfully improve students' engagement and learning interest by providing structures, visually appealing, and interactive learning experiences.

In the implementation stage, the revised media were deployed in a real classroom setting. Questionnaire from the teacher and students yielded response scores of 100% and 86.62%, respectively, both categorized as Very Good. The increase in student scores from the small group trial (81.73%) to the main implementation (86.62%) suggests that the revisions made between the two phases were effective in addressing earlier concerns. These results indicate that an engaging learning process can be facilitated by interactive learning materials, transforming students from passive recipients into active participants in constructing meaning from recount texts. This is supported by (Pradana & Kristanto, 2022), who explain that interactive media with immediate feedback features promote independent learning and deeper comprehension.

In the final stage, the evaluation, the researcher reviewed the entire development process from analysis through implementation. The overall results confirmed that using the created media in the classroom is feasible, with only minor revisions required. More broadly, this study contributes to addressing the gap in previous research by developing learning media specifically intended to facilitate students' reading comprehension skills through a more dynamic and facinating method of instruction.

Although the study showed positive results, several limitations need to be considered. First, this study was conducted at only one school and used a relatively small sample of 26 students from a single school, making it difficult to generalize the findings to other educational contexts. Furthermore, this study does not directly address the impact of media on students' comprehension of texts because its primary focus is on media use and user behavior, not on learning outcomes. Therefore, future researchers are encouraged to use a quasi-experimental design or a pre-test and post-test approach to demonstrate the effectiveness of media in improving students' reading comprehension.

CONCLUSION

This study successfully developed an interactive learning media for teaching recount text using Articulate Storyline. The findings indicated that the media is appropriate for supporting students' reading comprehension and can be effectively implemented in English language learning. The expert validation results confirmed the quality and feasibility of the media, while teachers' and students' responses demonstrated positive engagement and acceptance. Therefore, the research objectives were achieved, as the study succeeded in developing a valid and practical learning medium. Furthermore, this study contributes to technology-enhanced language learning by providing an interactive digital resource that supports reading instruction and promotes more engaging learning experiences for junior high school students.

For future researchers, it is suggested to extend the study by examining the effectiveness of the media through a quasi-experimental design that measures pre- and post-test reading comprehension scores, and to apply the media to a wider and more diverse sample population.

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The researcher would like to express deepest gratitude to the supervisor for the guidance, support, and valuable suggestions throughout this study. Sincere appreciation is also addressed to the accompanying teacher and the students of SMPN 3 Parongpong, as well as all parties at the school, for their assistance and cooperation during the research process. In addition, the

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