Articulate Storyline Application: Development of Foreign Language Learning Media on the Aspects of Listening Skills

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Article History	Abstract
	Background: Arabic learning media using the Articulate Storyline application has not been developed much to improve listening skills. **Objective:** This study aims to develop one of the Arabic learning media that can improve listening proficiency through the use of the Articulate Storyline application in Madrasah Tsanawiyah students. **Method:** This research uses the RnD method. The development model follows Dick and Carry's opinion with the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. Data collection procedures are obtained through, observation, interviews, questionnaires, and tests. The research instrument uses questionnaires. The source of data was obtained from an Arabic teacher, 20 students, and 3 experts. Data analysis techniques use descriptive analysis in percentage form using paired sample t-test formula. Distribution of questionnaires to students and provision of tests in the form of pre-tests and post-tests. Each test has 20 questions. Researchers conducted a normality test using the Kolmogrof-Simirnov test one sample test. For quantitative data response questionnaires, presentations were processed using Likert scales (4) Very good, (3) Good, (2) Sufficient, and (1) less. **Results and Discussion:** The results showed that the Arabic learning media based on the Articulate Storyline application was declared very good, and could increase students' interest in learning. This is based on: (1) an Assessment of material experts with a percentage of 97% of criteria and Very feasible and an Assessment of media experts with a percentage of 75% of feasible criteria. (2) Student assessment through response questionnaires, obtained a percentage of 94% so that it is classified as very feasible criteria. (3) Pretest, obtained an average score of 56.80% in the sufficient category, post-test test 85% in the eligible category. **Conclusion and Implication:** The conclusion of this study shows that articulate storyline learning media can be accepted by students and teachers as Arabic learning media that can be a solution to the problem of learning listening skills at the Madrasah level. The implication of the research is that application-based media articulate storyline is one of the best tools needed in learning foreign languages and improving language proficiency.
Keywords:	

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Abstrak

Latar Belakang: Media pembelajaran bahasa Arab menggunakan aplikasi Articulate Storyline belum banyak dikembangkan untuk meningkatkan kemahiran mendengar.
Tujuan: Penelitian ini bertujuan untuk mengembangkan salah satu media pembelajaran bahasa Arab yang dapat meningkatkan kemahiran mendengar melalui penggunaan aplikasi Articulate Storyline pada siswa Madrasah Tsanawiyah.
Metode: Penelitian ini menggunakan metode RnD. Model pengembangan mengikuti pendapat Dick dan Carry dengan model ADDIE yaitu: Analisis, Desain, Pengembangan, Implementasi dan Evaluasi. Prosedur pengumpulan data diperoleh melalui, observasi, wawancara, angket dan tes. Instrumen penelitian menggunakan angket. Sumber data diperoleh dari seorang Guru bahasa Arab, 20 Peserta didik dan 3 orang ahli. Teknik analisis data menggunakan analisis deskriptif dalam bentuk persentase menggunakan rumus paired sample t-test. Penyebaran kuesioner kepada siswa dan pemberian tes berupa pre-test dan prost-test. Masing-masing tes memiliki 20 butir soal. Peneliti melakukan uji normalitas dengan menggunakan uji kolmogrof-simirnov test one sample test. Untuk kuesioner respon data kuantitatif, presentasi diolah menggunakan skala likert (4) Sangat baik, (3) Baik, (2) Cukup dan (1) kurang.
Hasil dan Pembahasan: Hasil penelitian menunjukkan bahwa media pembelajaran bahasa Arab berbasis aplikasi Articulate Storyline dinyatakan sangat baik, dan dapat meningkatkan minat belajar siswa. Hal tersebut berdasarkan : (1) Penilaian ahli materi dengan persentase 97% kriteria Sangat layak penilaian ahli media dengan persentase 75% kriteria layak. (2) Penilaian siswa melaui angket respon, diperoleh presentase 94% sehingga tergolong dalam kriteria sangat layak. (3) pretes, diperoleh nilai rata-rata 56.80% kategori cukup, dan post test 85% kategori layak.
Kesimpulan dan Impilikasi: Kesimpulan penelitian ini menunjukkan bahwa media pembelajaran articulate storyline dapat diterima oleh peserta didik dan guru sebagai media pembelajaran bahasa Arab yang dapat menjadi solusi terhadap permasalahan pembelajaran keterampilan mendengar di tingkat Madrasah. Implikasi penelitian adalah bahwa media berbasis aplikasi articulate storyline menjadi salah satu sarana terbaik yang dibutuhkan dalam pembelajaran bahasa Asing dan peningkatan kemahiran berbahasa.

BACKGROUND

Interactive educational media has great potential to motivate students to respond positively to the educational material provided. [1] Using educational media in the learning process can provide a meaningful experience for students. The presence of media will improve the communication process between student teachers. The main principle that needs to be considered in the use of media in every educational and learning activity is that the media is used and directed to facilitate student learning in an effort to understand the subject.[2] In order to really use educational media to increase student educational motivation, teachers are required to innovate and increase their creative power in making educational media.[3]

Using media can help students receive and understand the subject optimally.[4] The use of learning media with basic technology has a positive impact on the ability and willingness of students to take the learning process.[5][6] In learning there are many effective and applicable media to support or increase the knowledge of students, one of which is site-based media.[7] Site-based learning is now increasingly prioritized by teachers and learners. That's because site-based learning is great. As a solution to facilitate understanding and improve the

memory of students. In addition, learners can also obtain information about these subjects both inside and outside the school. Website-based learning is also fully in line with the prevailing conditions in the current school environment.[8]

In site-based learning, there are many learning media that we can find. One of them is an app called Articulate Storyline.[9] This program is expected to further stimulate student learning and can make students more active in pursuing Arabic. Articulate Storyline. [10] is an application that can be used to create learning media in the form of interactive media in which there is text, audio, and video and there are also images and animations that can attract the attention of students in participating in learning. Especially in learning the ability to hear is very helpful for students in learning Arabic.

Arabic language education is carried out correctly in schools (in Indonesia) with appropriate educational methods as well as specific uses. The use of appropriate and specific teaching methods can help students to engage and understand the subject of education easily and quickly.[11] Azhar Arshad, writing "Means of Education," said that education is an aid machine that teachers use to communicate and interact between teachers and students in education. Learning Arabic today also requires real efforts from technology and classroom teaching applications.[12]

The Arabic learning system used in madrasah still does not lead to the use of Arabic as a means of communication, [13] but rather based on the introduction of forms of Arabic rules. In addition, it is rare for teachers to use learning media, both electronic and non-electronic media, which can increase the learning motivation of students in Arabic language learning.[14]

As we have learned, the main objective of Arabic language education is to explore and develop the ability of students to use the language either effectively (spoken) or negatively (in writing).[15]In general, all language education experts agree that language skills are divided into four parts, including listening skills, speaking skills, reading skills, and writing skills. He would only listen and read by classifying the reception language skills. Speaking and writing are classified as productive.[16]The most serious Arabic learning problem to be addressed is the seriousness of student learning and the seriousness of the teacher in teaching. This seriousness of learning and teaching cannot be initiated by the attitude of being forced to follow a curriculum structure so as to promote creative freedom to acquire knowledge and sharpen skills.[17]

The purpose of learning Arabic when viewed from the educator's side is to make Arabic easy for students to master. Meanwhile, for students, the goal is to be able to master Arabic.[18] On another occasion, they said that in general the motivation and encouragement of learning Arabic in Indonesia is for religious purposes, namely to study and deepen the teachings of Islam and Arabic-language sources. In the world of language learning the ability to use language is called "language skills" (maharah al-lughah).[19] Developing the ability to communicate in Arabic both spoken and written includes four language skills, namely, listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).[20]

Listening is an ability that allows language users to understand spoken language orally.[21] Listening well is a basic skill in learning a foreign language or mother so a person who does not have this ability cannot, then he cannot learn the language well and reduce his ability. Listening in Arabic is called listening in learning to listen we can use our friends to read Arabic texts and then listen and understand what our garden says. In addition, we can also take advantage of audio-visual media to learn to listen.[22]

This app has almost similar functionality to Microsoft Power Point. But there are some differences and features such as timeline, movie, picture, character and others. The advantages of features make this application more interesting and make it easier for students

to interact directly and demonstrate the material learned. From the explanation above, we can conclude that listening proficiency is one of the four important skills in learning Arabic. If you have mastered the ability to listen, it can be said that we already have good Arabic skills because we cannot learn listening skills before we learn reading, writing, and speaking skills first.

Based on data obtained by researchers from Arabic teachers in MTs Negeri 1, Gorontalo Regency. There are problems with students learning Arabic, especially listening, including the educational background of MTs Negeri 1 students of Gorontalo Regency, and most of the students graduated from elementary school, so the ability to hear students is still very small because they have never learned Arabic before. Learning Arabic at MTs Negeri 1 Gorontalo Regency went well. Researchers see how teachers teaching Arabic can be said to be very good. The school teaches Arabic using the 2013 curriculum of the Ministry of Religious Affairs of the Republic of Indonesia. One of them uses educational media, especially in listening skills, which is less effective, so there are still many students who have difficulty listening to what the Arabic teacher says. Because the media used is only in the form of whiteboards and books. This prevents the process of learning Arabic.

One of the reasons students are less interested in learning to listen is because the way teachers teach listening skills is only by using one method and the learning media used by teachers is only books. So that students get tired of learning to listen. This has an impact on students' grades as they decline. To attract students to learn to hear teachers can apply diverse learning methods so that students do not get bored with learning.[23] For example, the way you listen using audio-visual media. In this way, students will be more enthusiastic about learning listening skills because using media in learning can increase students' enjoyment of learning. So you can attract students to be more enthusiastic about learning to listen. [24]

Given the above problems, teachers must apply several learning methods, to learn effectively. The method is the way or path that the teacher takes to give the subject matter to the students. Therefore, after the teacher has thought about the subject matter, he must think about how to convey the material into the minds of students. The application of learning methods will not work effectively and efficiently as a means of starting learning materials if their application is not based on sufficient knowledge of the method. Thus the method can be an obstacle to the learning process, not an element that favors the achievement of goals if not the correct application. Therefore, it is very important to understand well and correctly the characteristics of this method.

The purpose of this study is to develop one of the Arabic language learning media that can improve listening proficiency through the use of the Articulate Storyline version 3 application for Madrasah Tsanawiyah students. Besides, the importance of this research is to get solutions for teachers and students about the effectiveness of the Articulate Storyline application as an interactive media in improving foreign language learning and Arabic listening skills.

LITERATURE REVIEW

1. Articulate Storyline

Articulate Storyline is software that is used as a means of communication, especially percentages, and can be used as a support for learning activities. The software has some interesting features compared to other interactive media. The Articulate Storyline application is a software launched in 2014, this software can be able to combine slides, flash (swf), video, and animated characters into one, Articulate Storyline offers several templates that are quite attractive to shorten the creation time. Its simple appearance will make it easier for educators to operate it.[25]–[27]

Articulate Storyline is one of the media authoring tools used as interactive learning media with content that contains a combination of text, images, sounds, graphics, animations, and videos. Articulate Storyline is quite easy for beginners to learn, especially for educators who already have the basics of creating power-point-based learning media. As users who are already proficient, they can create more interactive and powerful learning media.[28] So that it can attract participants who follow the percentage. Articulate Storyline has the advantage of being able to create interesting percentages and interactions that are more thorough, varied, and creative. Some tools that can be used in this software such as movies, timelines, pictures, and characters so that students are more interactive with the media.[6] For the appearance of Articulate Storyline 3 can be seen in the image below:

Figure 1. Articulate Storyline Software Initial Look
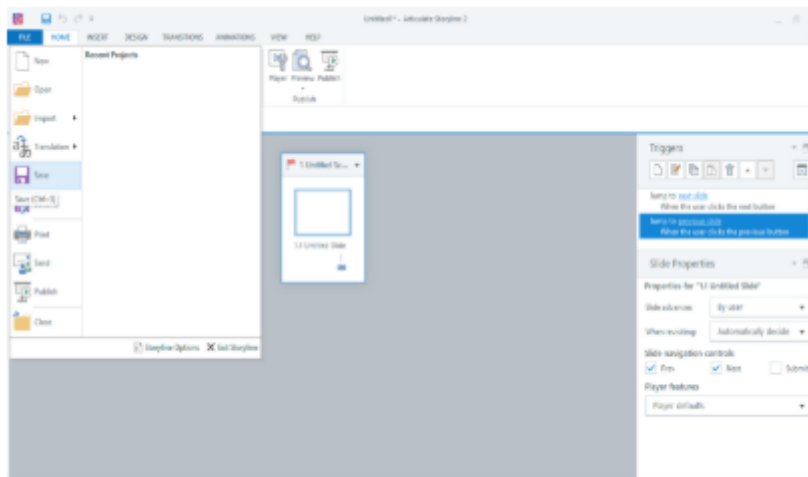
Figure 2. Scene Display When First Running Articulate Storyline (1 scene)

The advantage of Articulate Storyline is that the authoring tools software has some similarities with Microsoft Powerpoint, but this software has several advantages in producing learning media that is very interesting because it has an easy menu feature to be able to add quizzes, so that when students operate the media they can interact directly and stimulate a learning material and articulate storyline product is published to various forms of output**.** [29]–[31]

2. Listening Skills

Listening proficiency is a skill n in receiving messages through language obtained from the ear so that it is easily understood according to the purpose and purpose of sending messages.[32]–[34] Listening according to Honry is the process of listening to spoken

symbols through attention, understanding, and interpretation to obtain information purposes, understand the content of messages, and understand the meaning of speech through speech.[35]

Listening or listening is a process of human activity that aims to: obtain, understand, analyze, help interpret, distinguish, transfer criticism/ideas, and build ideas. Listening is the process of receiving a set of vocabulary sounds or sentences that have meanings related to the previous word in a particular subject.[36] Listening proficiency consists of several levels
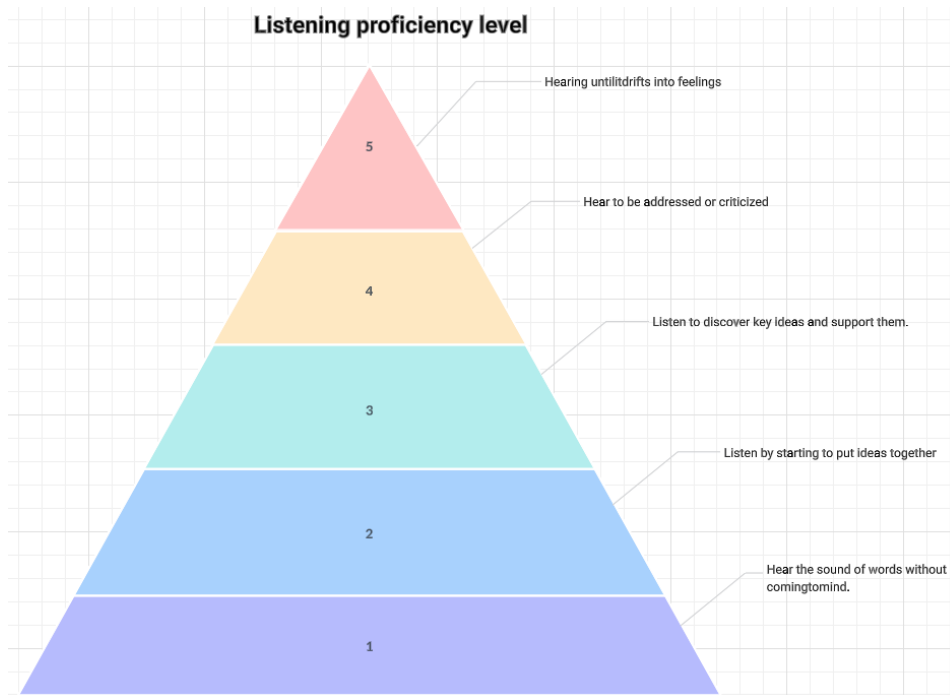

Figure 3. Listening Proficiency Level

Indicators of listening proficiency in language studies are as follows.[37]–[42]
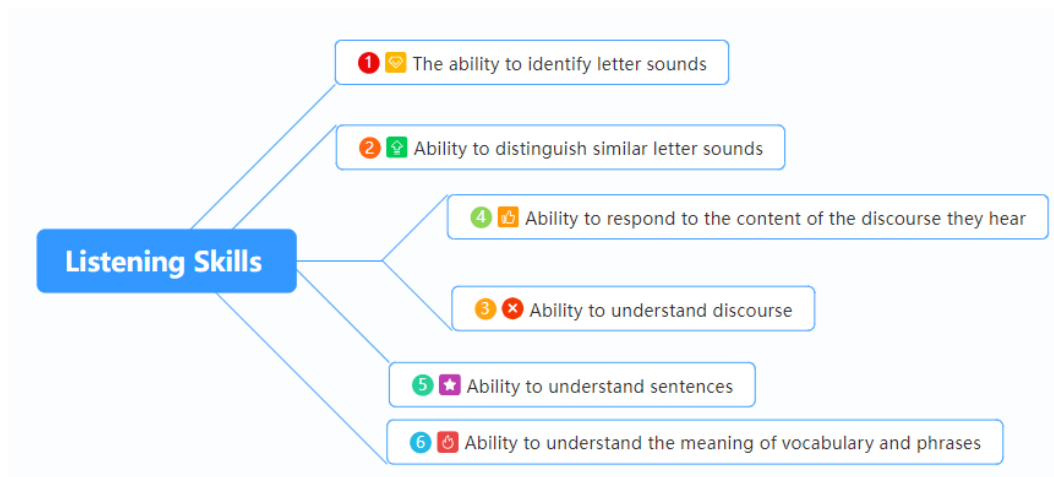
Figure 4. Indicators of listening proficiency

METHOD

This research uses *the Research and Development* method adopting the ADDIE model. (Analysis-Design-Develop-Implement-Evaluate). The stages of this model are, as follows: 1) *Analysis;* In the first stage, researchers conducted a needs analysis by interviewing Arabic teachers related to the problem of Arabic learning media, the need for application-based interactive media for listening proficiency, and solutions to develop learning media needed by students. Based on input and field notes, the study compiled a questionnaire. 2) **Design**; Based on the analysis of problems found in the field, researchers design or design products that can be used to solve these problems, in the form of product designs in the form of interactive exercises for listening skills. **3) Development**; At this stage, researchers develop interactive media products based on the initial design with the following stages *first*, Making interactive media products using the Articulate Storyline application. *Second*, Present the product to media experts and Arabic material experts to be assessed on the product developed, and ask for opinions and suggestions from them. *Third*, Improve interactive media products with the advice and opinions of a team of media experts, and Arabic material experts so that there is a comparison of the initial media and media after revision. **4) Implementation:** At this stage, namely implementing learning media products that have been developed in the learning process at school. By conducting trials involving teachers and learners to determine the response and feasibility of interactive exercises and **5) Evaluation** The evaluation phase is the last stage in the ADDIE development model. At this stage, it is a process to see whether the learning system being built is successful, following initial expectations or not.[43] The evaluation stage can also be carried out at any of the four stages above called formative evaluation because the purpose is for revision needs. If there is no revision anymore, then the product is suitable for use. However, in this study, researchers only limited it to the implementation stage process.

Data collection techniques are carried out by field observation, interviews with Arabic teachers, distribution of questionnaires to students, and provision of tests in the form of pre-tests and post-tests. Each test has 20 items. Data analysis techniques using descriptive statistical techniques with *the paired sample t-test formula.* To determine the right variable, researchers conducted a normality test using the Kolmogrof-Smirnov test one sample test, with the formula: (HO: Normally distributed data, Ha: data not normally distributed). If the significant Kolmogorov-Smirnov test is more than (Sig > 0.05) then Ho is accepted so that the data can be declared normally distributed. To test T, researchers use the SPSS application with the formula: $t = (\bar{X}_1 - \bar{X}_2)/(\sqrt{((S_1^2)/n_1) + (S_2^2)/n_2 - 2r(S_1/n_1)(S_2/n_1)})$. With the following information:

$\bar{X}_1$	= Sample Average 1	r	= Correlation between two samples.
$\bar{X}_2$	= Average Sample 2	S_1	= Sample standard interchange 1.
S_1^2	= Sample variance 1	S_2	= sample standard intersection 2
S_2^2	= Sample variance 2		

To analyze questionnaire data. The data is calculated by the formula $\bar{x} = (\sum x)/n \times 100\%$, with the following conditions:

$\bar{x}$	: Average value of responses
$\sum x$	: Number of learners selecting each item
n	: Number of learners as participants

For quantitative data response questionnaires, percentage presentation can be processed using the Likert scale as a measurement scale. This scale is organized in the form of a statement and followed by four responses. For quantitative analysis purposes, researchers use the Likert scale with scales of (4) Very good, (3) Good, (2) Sufficient, and (1) less. The level of measurement of such scales uses intervals. Interval data can be analyzed by

calculating the average of answers based on the scoring of each answer from respondents, with the formula x̄ = (∑ x)/n ×100%, with the following conditions:

x̄ : Average value of responses

∑x : The number of assessments of each indicator

n : Number of indicator numbers

RESULTS AND DISCUSSION

1. **Analysis.** The first stage in this research and development is the observation and interview of educators. This preliminary research includes observations on the teaching and learning process, interviews with educators, and the distribution of student questionnaires in Madrasah Tsanawiyah Negeri 1, Gorontalo Regency. The results of this analysis will be a reference in the development of interactive learning media *Articulate Storyline*. The results of observations made by researchers in a class by looking at the learning process are still lacking in the use of learning media, learning media that are often used in the form of PowerPoints and printed books, which still do not attract students' curiosity about learning materials.

2. **Design.** The design stage is the follow-up stage of the analysis stage. The process of designing learning media requires a design sketch to help make learning media. Articulate Storyline learning media has several views consisting of views.

   a. Start view/menu. The initial display/menu on the interactive learning media articulate storyline contains a button or icon to go to the next view and makes it easier for students to use it.

Figure 5. Start view/menu

   b. Display Instructions for Use. The next display is a display of instructions for the use of interactive media *Articulate Storyline*. This display was created to help and facilitate learners in using media.

Figure 6. Display Instructions for Use

c. Material View. The display of this material is important in the Interactive Articulate Storyline media because this display contains material that will be taught to students. This display is packaged as beautifully as possible so that students are more enthusiastic in the learning process. In the display of this material, there is audio in the form of sound or sound on each slide, visuals in the form of interesting animated images according to the material presented, and audio-visual in the form of videos that match the material. To make students motivated and enthusiastic about learning.
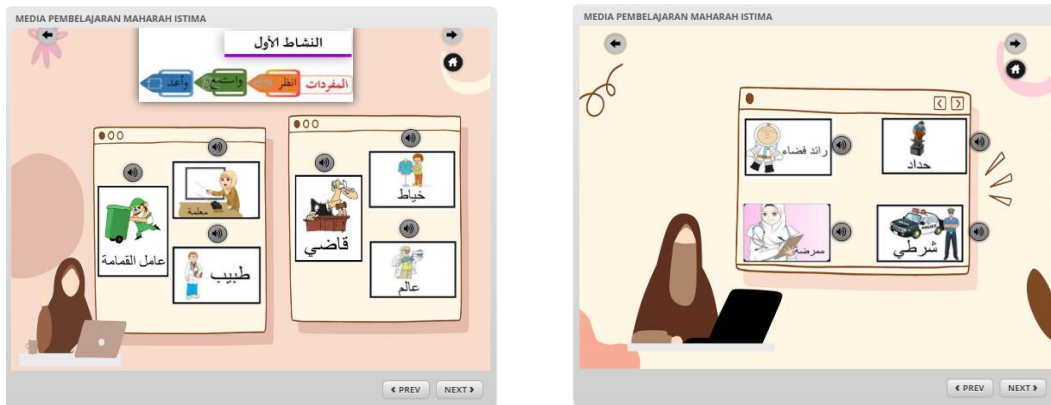
Figure 7. Material View

d. Practice Question Display. This display contains practice questions or evaluations on the Interactive *Articulate Storyline media.* This display contains some practice questions from the material in the media. Students can do it after carrying out the learning process using the media.

Figure 8. Practice Question Display

3. Development

Before developing the design, researchers conducted validation on several experts, namely media experts, material experts, and linguists. The experts' suggestions and input were used to develop the product. The results of the experts' validation are as follows.

1) Media Expert Validation

Table 1. Data from the assessment of media experts without revision

Assessment Aspects	Indicator	X1
Media Design	The media presented aids students' understanding	3
	The appearance of the design and the colors presented are harmonious	3
	Ease of use navigation menu	3
	Images are presented, attractively, and easily understood	3
	The level of balance of the layout of the learning media	3
	Color combinations of each slide	3
	Attractive design/look	3
	Clarity of writing	3
Format Media	Background color	3
	The attractiveness of images in media	3
	Image size suitability in learning media	3
	Audio clarity	3
	Accuracy of font size (can be read clearly)	3
	Total Number	**39**
	Maximum Score	**52**
	Percentage	**75%**
	Criterion	**Proper**

The results of the media expert assessment by validators obtained results, namely in the media design aspect of the media format aspect, the media format got 75% results included in the "feasible" creteria.

Table 2. Data from the assessment of media experts without revision

		1	2	3	4	5	6	7	8	9	10	11	12	13
								Statistics						
Valid														
Missing														
Mean		.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
Sum														

It is well known that the mean value of the table above is 3.00, when viewed from the criteria it is "feasible" or if calculated according to the percentage scale, it becomes 75%.

2) Material Expert Validation Results

Table 3. Data from the assessment of material experts

No	Assessment Aspects	X1
1.	Accuracy of Image and audio use on media	4
2.	Clarity of text	4
3.	Clarity of sound (audio)	4

4.	Fluency of the voice being heard	4
5.	Clarity of material description	4
6.	The attractiveness of the images	4
7.	Suitability of the material to the learner	4
8.	Use of appropriate language in explaining the material	3
9.	Selection and combination of colors in the media	4
10.	Ease of use of media	4
	Total Number	**39**
	Maximum Score	**40**
	Percentage	**97%**

Criterion: Very Decent

The results of the material expert assessment by validators obtained results, namely in the aspect of the feasibility of the material content getting a result of 97%, included in the criteria "very feasible".

3) Linguist Validation Results

Table 4. Data on the results of the assessment of linguists

No	Assessment Aspects	X1
1.	The language used in teaching materials is by the intellectual level of junior high school students	4
2.	Sentence building according to good and correct Arabic grammar	3
3.	The language used is easy to understand	4
4.	The language used is by *nahwu* rules	4
5.	The language used is communicative	4
6.	Arabic Speech according to the sounds of the letters aran and Arabic dialect	4
	Total Number	**23**
	Maximum Score	**24**
	Percentage	**95%**

Criterion: Very Decent

The results of the assessment of linguists obtained results, that aspects of using language rules, terms, symbols, and icons got results of 95%. Included in the criteria is "very deserved".

4. Implementation

This stage is a continuation of the development stage. At this stage, all media designs that have been developed are applied after revision. Learning media in the form of an Articulate Storyline that has been developed is carried out for grade VIII students of Madrasah Tsanawiyah. Researchers conducted product trials in small groups (field tests) and received assessments from Arabic teachers on the developed media. When conducting product tests, researchers explain the content of the material contained in the Articulate Storyline learning media. This is done so that students are enthusiastic about the learning process and can better understand the material to be delivered. The results of the responses of Arabic teachers and

students to the Arabic learning media based on the Articulate Storyline application are as follows:

a). Product Trials

Table 5. Student Questionnaire Test Results

X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	skor
5	3	2	2	5	3	5	5	3	3	2	5	3	5	5	5	3	3	3	5	75
4	3	3	4	4	3	3	4	3	4	3	4	4	4	4	3	3	4	4	4	72
4	3	4	5	5	4	4	3	2	3	4	4	4	5	3	2	4	4	4	5	76
4	4	3	3	4	5	4	5	4	4	3	4	5	5	2	3	3	5	5	4	79
4	3	4	4	5	2	4	4	3	3	4	3	4	4	4	5	3	4	4	4	75
4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	79
4	2	4	4	4	2	4	5	4	3	3	4	4	4	4	4	4	4	4	4	75
5	3	3	4	4	5	4	4	1	3	3	5	4	5	4	4	5	4	5	5	80
5	2	4	4	4	4	4	3	2	3	3	4	4	4	4	4	4	4	4	3	73
4	3	3	4	3	3	5	5	2	5	3	4	4	4	4	4	4	4	5	5	78
4	3	2	4	4	3	4	3	2	4	2	4	4	4	2	2	4	4	4	4	67
4	3	4	4	5	3	4	4	3	2	2	3	3	4	4	4	4	3	3	4	70
4	3	4	5	5	3	5	4	3	4	4	5	4	4	4	3	5	3	4	5	81
5	3	2	2	5	3	5	5	3	3	2	5	3	5	5	5	3	3	3	5	75
4	3	3	4	4	3	3	4	3	4	3	4	4	4	4	3	3	4	4	4	72
4	3	4	5	5	4	4	3	2	3	4	4	4	5	3	2	4	4	4	5	76
4	4	3	3	4	5	4	5	4	4	3	4	5	5	2	3	3	5	5	4	79
4	3	4	4	5	2	4	4	3	3	4	3	4	4	4	5	3	4	4	4	75
4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	79
4	2	4	4	4	2	4	5	4	3	3	4	4	4	4	4	4	4	4	4	75
5	3	3	4	4	5	4	4	1	3	3	5	4	5	4	4	5	4	5	5	80
5	2	4	4	4	4	4	3	2	3	3	4	4	4	4	4	4	4	4	3	73
5	2	4	4	4	4	4	3	2	3	3	4	4	4	4	4	4	4	4	3	73
4	3	3	4	3	3	5	5	2	5	3	4	4	4	4	4	4	4	5	5	78
4	3	2	4	4	3	4	3	2	4	2	4	4	4	2	2	4	4	4	4	67
Total Number																				**1.882**
Maximum score																				**2.000**

Researchers use the formula to find out the results of the questionnaire as follows:

$$\frac{\text{jumlah total}}{\text{skor maksimal}} \times 100\%$$

$$\frac{1882}{2000} \times 100\% = 94\%$$

b) Pre-test dan Post-test Results

Table 6. Description of pre-test statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Tes	25	40.00	80.00	56.8000	14.35270
Valid N (listwise)	25				

From the results of the table calculation above, the minimum score obtained by students in the pre-test is 25 while the maximum value is 80 and the number of students who take the test is 25 people.

Table 7. Description of post-test statistics

Descriptive Statistics					
		Minimum	Maximum	Mean	Std. Deviation
Post Tes	5	70.00	100.00	85.6000	8.20569
Valid N (listwise)	5				

From the results of the Table 7 calculation above, the minimum score obtained by students in the pre-test is 70 while the maximum value is 100 and the number of students who take the test is 25 people.

Based on the results of descriptive analysis, the average score of the pre-test of students was 56,8000, and in the post-test 85,6000. This means that there is an increase in students' Arabic scores after developing learning media based on the Articulate Storyline 3 Application. Thus, it can be concluded that the use of learning media based on the Articulate Storyline 3 Application increases the interest in learning significantly in Arabic subjects of class VIII 1 learner

c) Normality Test

The normality test is used to test whether a variable is normal or not. Normal here in the sense of having a normal data distribution. Researchers use the SPSS app by entering data directly in the Microsoft Excel application found on the laptop. To test the normality of the formula used is the formula one sample Kolmogorov-Smirnov test.

Table 8 *Pretest* and *posttest* normality test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.10196615
Most Extreme Differences	Absolute	.173
	Positive	.173
	Negative	-.132
Test Statistic		.173
Asymp. Sig. (2-tailed)		.053[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Table 8 above shows that pre-test and *post-test* results have a significant level of 0.053 or more > 0.05. Then the data can be declared as normally distributed.

d) Test T

Hypothesis testing with the help of SPSS is a *Paired Sample T-test* used by researchers to find out the development of Arabic learning media based on *Articulate Storyline 3.*

Table 9. Paired Sample Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TES	56.8000	25	14.35270	2.87054
	POST TES	85.6000	25	8.20569	1.64114

Table 10. *Paired Sample T-test*

Paired Samples Test									
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TES -POST TES	-28.80000	15.36229	3.07246	-35.14124	-22.45876	-9.374	24	.000

Based on the output table of t-Test results using the *Paired sample T-test* formula, a Sig value = 0.000 is obtained, which means that it is < more than the sig value of 0.05, so the difference is declared significant. This means Ho is rejected and Ha is accepted, a. Ho = There is no difference in pretest and posttest results before and after being treated, declared rejected, b. Ha = There is a difference between pretest and posttest results before and after treatment, declared accepted.

CONCLUSION AND IMPLICATIONS

Development of articulate storyline-based learning media to improve listening skills. Based on the results of data analysis, it was found that storyline-based interactive learning media developed using the ADDIE development model received a valid predicate. In addition, interactive media is in the category of feasible and practical to use. This is by the assessment by experts and students as users of this media. The ADDIE model is carried out in several steps, namely: 1. Analysis, 2. Design, 3. Development, 4. Implementation, 5. Evaluation. Expert Validation is a feasibility test of Articulate Storyline learning media consisting of media expert validators, material expert validators, linguist validators, and educators, Field tests consist of trials with 25 grade VIII students at MTs Negeri 1 Gorontalo Regency.

The use of articulate storyline-based learning media provides articulate storyline-based learning media is media that can increase the interest of students in learning so that student learning outcomes increase. This is evidenced by the results of an interesting questionnaire filled by students which resulted in as many as 25 students who stated that this media is feasible. And the use of media has a better influence on student learning outcomes in Arabic language learning, which is more specifically on listening skills so that articulate storyline-based learning media is an effective media used in Arabic language learning. This conclusion is evidenced by the results of student learning on the posttest test that students obtain complete criteria, besides that effectiveness is proven by hypothesis testing using paired sample T-tests that show the significant value of Sig. (2-tailed) is 0.000, this number is less than the α value of 0.05 which states the difference between pretest and posttest values.

The implication of the research is that application-based media articulate storyline is one of the best tools needed in learning foreign languages and improving language

proficiency. For researchers who will discuss more about learning media learning media can improve student learning outcomes. For teachers can help in the delivery of material by using this learning media. In addition, it can provide innovations in the realm of Islamic education, this media can also be used as a reference in addition to books in schools and libraries. The existence of this media can provide a new atmosphere for teachers to further explore knowledge about media that can help the learning process. For students, this media can make students more engaged in learning. they will get a new refresher by using this media. They can also use this media outside of school, even they can use outside school hours, namely at home. For the school is expected to always provide positive support and facilitate improved learning because development like this is very important. The support of all parties for these innovations will also increase the development of this media in the future

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