



iSpring on English Language Teaching and Learning: A Literature Review

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ABSTRACT

iSpring is one of various software which is beneficial in English language teaching and learning. There are numerous researches that bring up the use of iSpring to support the material and quiz development. This research aims at providing comprehensive literature review about iSpring in English language teaching and learning. This research's objectives are investigating; 1) the roles of iSpring in English language teaching and learning and 2) the effectiveness of iSpring in English language teaching and learning. Qualitative research method with library research approach was used in this research. The data consists of 3 theses, 4 conference proceedings, 5 journal articles taken mostly from Google Scholar. The data then analysed using content analysis to match the objective of this research. The findings showed that iSpring has several important roles for English language teaching and learning such as; making English teaching and learning activities becomes easier; helping students to learn English language; creating interest, motivation, confident, concentration, and independence for students in English learning; supporting all types of learning styles and various level of students in English learning; providing effective English teaching and learning activities; and also accommodating various English teaching methods. Besides that, this research also showed that iSpring was effective for foreign language distance learning, improving students' independence on self-evaluation, improving receptive skill, and productive skills as well. Therefore, iSpring is suitable to be used in education, especially to support the English language teaching and learning.

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INTRODUCTION

In today's modern era, Information and Communication Technology (ICT) becomes inseparably entwined with language learning. It makes traditional language learning has been mostly replaced by e-learning. It is an undeniable fact that technology plays a vital role in English Language Teaching (ELT). In recent days, English teachers have to keep up with technology since the students in this era are interested more on using technology to do their learning activities (Haleem, Javaid, Qadri, & Suman, 2022). Integrating technology into education creates a new learning experience for students and also allow them to build interest in the subject matter. Moreover, students learning becomes more dynamic and attractive (Haleem et al., 2022), as well as increasing motivation (Chang & Lehman, 2002) and independence (Stepp-greany, 2002).

Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) are widely used nowadays to support students' learning. Computer is beneficial for both teachers and students to teach and learn English in receptive and productive skills including listening, speaking, reading and writing skill (Abbasi, 2022). Additionally, MALL has good impact on students' English language development, which leads to positive outcomes (Nur, Butarbutar, Ardiningtyas, & Alimuddin, 2022). CALL and MALL benefit both web-based and app-based to run the program. These web and app based are used to provide materials and quiz that can be accessed by students in any time and place. This helps students to have more flexibility which leads them to be independent learners. There are numerous tools that can be utilized by students to support them in learning foreign languages, one of them is iSpring.

According to the official site of iSpring applications, it is a brand-new platform for creating interactive courses integrated in Microsoft PowerPoint presentation. iSpring is one of the highest-ranking software used in education (Juraev, 2019). This software is developed to support the e-learning process that can record and synchronize the presenter video, add flash and YouTube video, import and record the audio, add information about the presentation, add quizzes, and make the slides look exciting. This software can convert the result of media into the file ppt, pptx, pps, ppsx in a flash (swf) format and HTML 5. Moreover, iSpring can be accessed using a computer or smartphone with the resulting file in Flash with exe format. Besides that, the resulting media file size is not too large so that it is easy to publish and distribute on a smartphone without reducing the performance of the media itself.

In recent years, the researcher has observed that iSpring is one of the most used tools in English Language Teaching (ELT). Teachers develop materials and quizzes using iSpring which make students easier in learning. iSpring has complete features to develop ELT materials, since various types of media can be inserted, such as pictures, audios, videos and many more. It is also completed with various types of questions for the quiz, such as true/false, multiple choice, multiple response, type in, matching, sequence, numeric, fill in the blanks, multiple choice text, etc., which can accommodate almost all types of questions. These comprehensive features make students get interested in iSpring (Amali, Kadir, & Latief, 2019).

Many previous studies on iSpring for English language teaching and learning (Buda, Whai, & Neo, 2015; Dumiyati, Wardhono, & Nurfalalah, 2020; Fitriati & Megawati, 2021; Indriyani, 2021; Katermina, 2019; Nigora & Mukhtarova, 2016; Rosanti, Alamhamdani, & Maskur, 2020; Wardhono, Hasyim, & Susatyo, 2022; etc) have been published, however, no studies bring up a comprehensive literature review about that topic. Therefore, this research aims at providing inclusive literature review on iSpring for English language teaching and learning, especially that covers two main points; 1) the role of iSpring in English language teaching and learning and 2) the effectiveness of iSpring in English language teaching and learning. The knowledge that obtained from this research is going to lighten up the role

of iSpring in English language teaching and learning. Within these aims, the following research questions are going to be investigated:

1. What is the role of iSpring in English language teaching and learning?
2. How effective is iSpring for English language teaching and learning?

METHODS

Design

This study applied qualitative research design with library research method. It involved reviewing and analyzing existing literature related to iSpring and its role and effectiveness in English language teaching and learning. This method was the most appropriate for this research since it could discover in-depth exploration about the topic being investigated. Library research is a series of scientific activities related to library data collection method, reading and recording as well as processing library collection materials without the need of field research (Zed, 2004). The library resources which can be used to find out the data is not only limited to books, but also including documentations, journal articles, conference proceedings, newspaper, and other academic resources. Library research emphasizes on finding out theories, laws, postulates, principles, opinions, ideas that can be used to solve the research questions (Sarjono, 2008).

Data Collection and Data Analysis

To collect the data, at the beginning, the researcher collected articles which taken from Google Scholar, JSTOR, ProQuest, and many others. However, once the researcher searched the key word “iSpring”, countless results were found. Then, the researcher did the next step, which was selecting articles in order to limit the result that could meet the aims of this research. So, the researcher defined specific criteria as followed; (1) the articles must have been published in the last ten years (2014-2024), (2) the articles must be about iSpring, English language teaching, and English language learning. After that, the researcher skimmed through the titles and removed the irrelevant articles. From this step, 12 articles were chosen. The articles consist of 3 theses, 4 conference proceedings, 5 journal articles. They were mostly taken from Google Scholar. Information on articles is presented in Table 1 below.

Table 1. Articles’ titles and published years

The titles	Published year
The Second Semester Students’ Response Towards the Use of iSpring 8 in Learning Intermediate English Grammar at the English Language Education Study Program	2022
The Use of Hypermedia iSpring Suite 9 in Teaching Reading Comprehension on Recount Text	2022
Students’ Perception Towards iSpring Suite 9 as an Online Assessment of Reading Comprehension at SMA Islam Sultan Agung 1 Semarang	2022
Designing a TELF Mobile Application for EFL Teachers: An Empirical Study	2021
iSpring Suite and English Language Learning	2021
Developing Grammar Learning Media by Using iSpring Suite 9 on the Eighth Grade Students at SMPN 3 Tarakan	2021
iSpring Suite 9: Its Effect on EFL Learners in Comprehending Narrative Text	2021
<i>Penerapan Multimedia Interaktif iSpring Suite 8 Untuk Meningkatkan Keterampilan Berbicara Dan Menulis Bahasa Inggris Pada Pokok Bahasan Offering Help Di Sekolah Menengah Atas</i>	2020

Dissemination of ICT-Based Learning Models to Improve Student Learning Independence in Higher Education	2020
E-Learning in the Foreign Language Teaching Context	2019
Methodology of Teaching iSpring Program and Its Peculiarities	2016
Learning Oral Presentation Skills Using iSpring Presenter	2015

Then, content analysis was used to analyze the data. At the beginning, the chosen articles were examined carefully by in-depth reading and note taking which focusing on identifying key concept of the study. The findings were then synthesized and organized into categories to provide an overview of the numerous roles of iSpring in English language teaching and learning, and its effectiveness on English language teaching and learning.

FINDINGS AND DISCUSSION

The Role of iSpring in English Language Teaching and Learning

The first role of iSpring is making English teaching and learning activities becomes easier. Daulay (2022) stated that English teachers intentionally used iSpring Suite 9 for teaching reading comprehension on recount text because this software was easy to operate even it was considered as a new thing for teachers. Besides that, iSpring also got positive view of its ease from students. Naeem (2021), in her study on “Designing a TEFL Mobile Application for EFL Teachers”, 66.7% of the respondents (EFL Teachers) appreciated the software simplicity and ease of usage. In addition, Wardhono et al. (2022) found out that students of the second semester of English Language Education Study Program felt the easiness of iSpring 8 to learn intermediate English grammar since this software was easy to apply. Furthermore, high school students also experienced that iSpring Suite 9 was practical, the instruction was easy to understand, and the features made students easier to do reading comprehension online assessment (Rusnawati, 2022).

The second role of iSpring is helping students to learn English language. According to a study by Wardhono et al. (2022), iSpring 8 could help second semester students of English Language Education Study Program to understand the material of intermediate English grammar. iSpring helped students to understand intermediate English grammar material because it used proper English which was based on the English rules. In addition, in online reading comprehension assessment, iSpring Suite 9 made high school students easy to understand the vocabulary and to found out the details’ information on the text (Rusnawati, 2022). From those two studies, it could be seen that iSpring contributed to help students learn English.

The third role of iSpring is creating interest, motivation, confident, concentration, and independence for students in English learning. iSpring does not only display the material in the form of writing, but also display images, animations, audios, and videos. The design was colourful as well, so that students got interested in the learning process (Wardhono et al., 2022). In addition, the used of various graphics, animations, and simulations could increase students’ interest on iSpring as software of developed distance courses (Nigora & Mukhtarova, 2016). Buda et al. (2015) in their study on “Learning Oral Presentation Skills Using iSpring Presenter” also found out that iSpring Presenter made learning process more interesting and useful for students than normal class due to the limited time for the subject matter expert to explain the whole material in the normal class. Furthermore, the complete features of iSpring Suite 8 made high school students more active in learning English (Rosanti et al., 2020), in another words, iSpring could improve students’ learning motivation (Rusnawati, 2022). While doing online reading assessment using iSpring, students could concentrate more and had more confident (Rusnawati, 2022). According to Dumiyati et al. (2020), iSpring was helpful for second semester of ESP students’ independence because of the pleasant teaching materials, flexible way of sharing information, and flexible time of doing independence learning outside the lecture hours. Besides that, iSpring also

created students' independence on learning past tense material (Indriyani, 2021) and grammar (Wardhono et al., 2022).

The fourth role of iSpring is supporting all types of learning styles and various level of students in English learning. Daulay (2022), in her study on "The Use of Hypermedia iSpring Suite 9 in Teaching Reading Comprehension on Recount Text", found out that Hypermedia iSpring Suite 9 suitable with all types of students' learning styles. Moreover, Buda et al. (2015), also stated that iSpring fitted perfectly students learning styles since students in the recent days have high digital literacy which made them easier to understand the material. In addition, according to Naeem (2021), iSpring was useful and suitable for a wide range of audience, including TEFL undergraduates, postgraduates, regular teachers, and supervisors. From the data above, it could be seen that iSpring is suitable to be used in any circumstances for any level and any types of students' learning styles.

The fifth role of iSpring is providing effective English teaching and learning activities. Teachers said that using Hypermedia iSpring Suite 9 as media for teaching reading comprehension made the process becomes effective and faster than before (Daulay, 2022). In addition, the used of iSpring eliminated the double work of developing training materials since iSpring could be rendered on traditional multimedia equipment and in a format that could be published in Learning Management System (Nigora & Mukhtarova, 2016). Nigora & Mukhtarova (2016) also found out that iSpring was effective for teaching English because it applied the principle of 'unity' which fitted to use while teaching foreign language. On iSpring, unity was shown in the presentation of each course, a uniform colour of palette, the same font design, and uniform style of design. Another important factor that led to effectiveness of iSpring was the readability of the accompanying texts that guided and informed students who were learning a foreign language (Nigora & Mukhtarova, 2016). Buda et al. (2015) also proposed that iSpring was effective for students due to its flexibility access when students wanted to study. In addition, Rusnawati (2022) on her study "Students' Perception Towards iSpring Suite 9 as an Online Assessment of Reading Comprehension at SMA Islam Sultan Agung 1 Semarang", showed that iSpring was considered effective in cost and time, scoring system, and feedback. Furthermore, iSpring also showed its effectiveness for foreign language learning since it could develop; 1) video courses and tasks for students within the scope of any textbook; 2) interactive test that made teachers easily check; and 3) interactive glossaries and books in which teachers could include any interesting information from the curriculum' point of view (Katermina, 2019).

The sixth role of iSpring is accommodating various English teaching methods. This role was proposed by Qizi & Alimovna (2021) in their study entitled "iSpring Suite and English Language Learning". According to that study, there were several English teaching methods that could be reached through learning courses made on iSpring Suite such as; Audio-lingual method, Grammar-translation method, Structural approach and Task-based language learning methods (Qizi & Alimovna, 2021). iSpring TalkMaster accommodated Audio-lingual method since this software provided access to create dialogue that could be recorded before and then used to interact with students. In addition, iSpring Quizmaker accommodated Grammar-translation method because of its features to create interesting quiz that beneficial for both checking students' knowledge and making the process of doing quiz more exciting and stress-free. Moreover, iSpring Suite could accommodate Structural approach, an approach in which the teacher elaborated every rule following a particular structure. For example, when the teacher wanted to create e-course on grammar, the teacher had to explain "to be" first, then the teacher could continue to explain about English tenses. Furthermore, iSpring Suite also accommodated Task-based language learning. For instance, students watched the screen-captured video then finishing some tasks, or led the dialogue with a fictional character to comprehend the communicative part of English language (Qizi & Alimovna, 2021).

The Effectiveness of iSpring in English Language Teaching and Learning

iSpring showed its effectiveness in English language teaching and learning based on some research (Dumiyati et al., 2020; Fitriati & Megawati, 2021; Nigora & Mukhtarova, 2016; Rosanti et al., 2020; Rusnawati, 2022). According to those researches, iSpring showed its effectiveness for foreign language distance learning, improving students' independence on self-evaluation, improving receptive skill, and productive skills as well. The following paragraphs are the elaboration of those effectiveness;

The first, iSpring is effective for supporting foreign language distance learning. In a study by Nigora & Mukhtarova (2016) on "Methodology of Teaching iSpring Program and Its Peculiarities", found that iSpring as a training platform for distance learning was effective to be used for foreign language learning. That was because this platform followed the criteria such as; students' personal satisfaction on the training course, practical skills acquired by students during the process of developing the course, and also the time needed for students to learn the workshop materials (Nigora & Mukhtarova, 2016). By providing those criteria during the language training, students got the positive effect of using iSpring as medium of distance learning.

The second, iSpring is effective for improving students' independence on self-evaluation. In a study by Dumiyati et al. (2020) entitled "Dissemination of ICT-Based Learning Models to Improve Student Learning Independence in Higher Education", it was proven that students' independence on doing self-evaluation was getting higher when they had assessment using iSpring. Most of the second semester of ESP students (65.28%) stated that quiz using iSpring which given at the end of each chapter helped students independently evaluate their selves. iSpring could automatically assess the quiz, show the result, provide feedback directly from lecturer which affected students' learning and evaluation. By having the chance to do the iSpring quiz independently in any place and time, knowing the result on the real time, and getting feedback directly, students had more independence on doing self-evaluation.

The third, iSpring is effective for improving English reading skill. A study by Fitriati & Megawati (2021) entitled "iSpring Suite 9: Its Effect on EFL Learners in Comprehending Narrative Text Tenth Grade of Vocational School" showed that using iSpring Suite 9 gave significant effect to teach narrative reading skill. It was also improving students' learning outcomes as well. Furthermore, in another study by Rusnawati (2022) under the title "Students' Perception Towards Ispring Suite 9 as an Online Assessment of Reading Comprehension at SMA Islam Sultan Agung 1 Semarang" proved that iSpring Suite 9 helped 11 grader students improve their reading comprehension skill. Students had positive perception of iSpring Suite 9 as an online assessment tool. It made them easy to understand vocabulary and find out the detail information on reading text. That was why iSpring Suite 9 could help the students to increase their reading skill.

The fourth, iSpring is effective for improving English speaking and writing skills. Rosanti et al. (2020) in their study on "*Penerapan Multimedia Interaktif iSpring Suite 8 Untuk Meningkatkan Keterampilan Berbicara Dan Menulis Bahasa Inggris Pada Pokok Bahasan Offering Help Di Sekolah Menengah Atas*" showed that iSpring Suite 8 was effective to improve English receptive skills; speaking and writing. Based on that study which used experimental design, it was found that students' speaking skill increased 66.78% and students' writing skill increased 85.40%. Students were introduced to iSpring which had interesting features such as animation, audio, video that could change students' attitude to be more active in learning. It was also improving students' motivation because learning process was getting more interesting and not bored.

CONCLUSION

In summary, this study presented the literature review of iSpring using library research approach. This study has examined the role of iSpring on English language teaching and learning, and also the effectiveness of iSpring on English language teaching and learning. Based on the data from various sources, it is found that iSpring has several vital roles for English language teaching and learning such

as; making English teaching and learning activities becomes easier; helping students to learn English language; creating interest, motivation, confident, concentration, and independence for students in English learning; supporting all types of learning styles and various level of students in English learning; providing effective English teaching and learning activities; and also accommodating various English teaching methods. Those roles are beneficial for supporting English teaching and learning process and the assessment as well. Besides that, this research also showed that iSpring is effective for foreign language distance learning, improving students' independence on self-evaluation, improving receptive skill, and productive skills as well.

This research provides comprehensive insight for English language teachers and researchers who need to get overview of the role and effectiveness of iSpring in English language teaching and learning. For English language teachers, this research can be consideration when they want to develop or benefit iSpring to create material and assessment for students. For researchers, this research can be reference for doing another research related to iSpring. However, this research is limited only for English language teaching and learning. It is also discussing about all kinds of iSpring, not specified yet. Further researcher may develop the limitation of this study into more comprehensive ones.

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