

ABSTRACT

Students' low interest in learning English remains a persistent challenge in elementary education, as conventional teaching methods often fail to actively engage young learners. This study investigates the effect of Articulate Storyline 3 media on fifth-grade elementary school students' interest in learning English at SDN Rancatungku 01. A pre-experimental design with a one group pre-test post-test approach was employed for its practicality within a single intact classroom, although the absence of a control group means external influences such as repeated testing cannot be fully ruled out. The subjects were 32 fifth-grade students selected through total sampling and given two treatment sessions using Articulate Storyline 3. A 10-item four-point Likert-scale questionnaire measuring four indicators, attention, participation, enthusiasm, and curiosity. Data were analyzed using the Shapiro-Wilk test and Paired Samples T-Test via jamovi. Results confirmed normal data distribution and a statistically significant difference ($p < .001$), with the mean score increasing from 29.3 to 32.6, and 93.75% of students (30 of 32) showing improvement. The effect size Cohen's $d = 1.28$ indicates the improvement is substantial enough to be practically meaningful for classroom practice. Thus, Articulate Storyline 3 media is effective in enhancing fifth-grade elementary school students' interest in learning English.

Keywords: *Articulate Storyline 3, Elementary School, Interactive Media, Learning Interest, English Learning*