

CHAPTER V

CONCLUSION

This study concludes that Articulate Storyline 3 media successfully increases fifth-grade students' interest in learning English, by transforming passive, textbook-reliant lessons into a dynamic, student-centred experience. Statistical analysis using the Paired Samples T-Test confirmed a statistically significant difference between students' pre-test and post-test learning interest scores, $t(31) = -7.23$, $p < .001$, with the mean score rising from 29.3 to 32.6 and 93.75 percent of students showing improvement. The large effect size, Cohen's $d = -1.28$, indicates that this improvement is not only statistically significant but also substantial enough to be practically meaningful for classroom practice. At the indicator level, the treatment exerted its strongest influence on students' enthusiasm and curiosity, followed by attention, while behavioural participation showed the smallest, though still significant, gain, suggesting that a brief two-meeting intervention more readily shifts students' affective and cognitive engagement than their overt behavioural participation.

Its multimedia visuals, animations, and real-time interactive prompts work together to secure attention, encourage participation, and sustain enthusiasm, confirming interactive digital media as a viable alternative to conventional teaching in primary school contexts, where engagement and motivation are central to effective learning. These findings are theoretically consistent with the Cognitive Theory of Multimedia Learning (Mayer, 2024), which explains the improvement through the dual-channel and active-processing mechanisms engaged by the audio narration, animated scenarios, and interactive quizzes, and with the Four-Phase Model of Interest Development (Renninger & Hidi, 2022), which frames the observed gains as reflecting the triggering and maintaining of situational interest within the short intervention period studied.

Practically, this finding offers elementary English teachers under Kurikulum Merdeka a low-barrier entry point into technology-integrated instruction, since Articulate Storyline 3 requires only a single classroom projector rather than individual student devices, making it feasible even in schools with limited digital

infrastructure such as SDN Rancatungku 01. While this tool offers a valuable pedagogical framework, several limitations should be acknowledged. As a one-group pretest-posttest design lacking a control group, this study cannot fully rule out alternative explanations such as practice effects or naturally occurring changes in classroom conditions between testing sessions. The relatively short, two-meeting intervention period and the single-school, single-classroom sample also constrain the generalizability of these findings to other contexts.

Beyond the immediate classroom level, these findings also carry implications for teacher professional development and curriculum planning. If interactive multimedia tools such as Articulate Storyline 3 are to be adopted more broadly within Indonesian primary schools, teachers will require targeted training not only in the technical operation of such authoring software but also in the instructional design principles, namely the dual-channel, coherence, and interactivity considerations discussed in Chapter II, that determine whether a given module is likely to be pedagogically effective rather than merely visually engaging. School administrators and curriculum developers seeking to scale up similar interventions should therefore consider pairing any technology procurement or adoption initiative with corresponding investment in teacher training, since the medium's benefits documented in this study are unlikely to be replicated automatically by the software alone, absent thoughtful instructional design.

Accordingly, future research is recommended to address the hardware setup limitations identified in this study by prioritizing web-based or mobile-accessible versions of the media, to involve larger and more diverse samples across multiple schools, to incorporate a comparison group within a quasi-experimental framework to strengthen causal inference, and to extend the application of Articulate Storyline 3 to other English materials, language skills, and grade levels in order to verify the broader scalability and generalizability of the present findings.

In closing, this study reaffirms that thoughtfully designed interactive multimedia can serve as a meaningful bridge between the aspirations of Kurikulum Merdeka and the everyday realities of primary school English classrooms. By demonstrating a statistically significant and practically large improvement in

learning interest within just two meetings, the findings offer both empirical encouragement and a concrete instructional model for educators seeking accessible, technology-integrated pathways to more engaging English instruction for young learners.