

THE ANALYSIS OF USING ARTICULATE STORYLINE IN THE NARRATIVE TEXT OF EIGHTH GRADE AT MTS ALHIDAYAH ISLAMIYAH SOSIAL, HATONDUHAN IN 2024/2025 ACADEMIC YEAR

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Abstract

This research aims to analyze students' reading comprehension ability and the difficulties they encounter in learning English. According to Sugiyono (2011: 55), a qualitative research method is a research method based on the philosophy of post-positivism, used to research natural object conditions (as opposed to experiments) where the researcher is the key instrument, data source sampling is carried out purposively and snowball, data collection techniques with triangulation (combination), data analysis is inductive or qualitative, and qualitative research results emphasize meaning more than generalization. The study employed a qualitative descriptive method involving 30 eighth-grade students as respondents. Data were collected through observation and interviews to obtain a detailed understanding of students' reading performance. The results indicate that students' reading comprehension ability is divided into three levels: low, middle, and high. Among the participants, 15 students (50%) are categorized as low, 8 students (26.7%) as middle, and 7 students (23.3%) as high. These findings suggest that the majority of students still face difficulties in understanding the content and meaning of English narrative texts. The study highlights the importance of using effective learning media and teaching strategies to enhance students' English reading comprehension.

Keywords: English learning, reading comprehension, learning difficulties, Storyline, narrative text

INTRODUCTION

In the current era of the globalization, the ability to speak English has become a very important life skill for young people. English is not only a communication tool, but also the key to the opening various opportunities in the future. Mastering English allows young people to dive into various genres of life, be it art, technology, business or education. One of the problems faced by a teacher is to overcome the disorderliness of students during the teaching and learning process and overcome the reading difficulties of students in learning English. This problem will result in a decline in the quality of reading of students and a longer learning time. English not only helps in the communication, but also opens up access to educational opportunities, careers and international experiences, but also becomes a life skill for young people in today's era.

For some students, reading in English can be a challenge. They may struggle with vocabulary, sentence structure, or pronunciation. However, with consistent practice and the use of appropriate strategies, students can overcome these obstacles and improve their English reading skills. According to Chaer (2013: 177), English is the main international language which is the lingua franca of all nations in the world, so if we want to enter the international world arena, we must master English well. Language skills are an individual's ability to understand and use language to communicate. This encompasses speaking, listening, reading, and writing skills. Furthermore, these skills also encompass mastery of language rules, such as grammar, vocabulary, and sentence structure, as well as the ability to use language appropriately according to the situation and context of communication. This opinion was also expressed by Nurul Istiqoh, (2019:22) Language skills consist of four aspects, namely listening, speaking, reading and writing. Reading is a language activity that plays an important role in the dynamics of human civilization. By reading, people can communicate, express ideas both from within and outside themselves, and are able to enrich their experiences. Through reading activities, people can also benefit from their own development. Each skill is closely related to each other in various ways. In acquiring language skills, it is basically

through a regular relationship. As children, we learn to listen to language, then speak, after that we learn to read and write. Learning media are any tools or means that can be used to convey messages or information during learning activities. Their purpose is to stimulate students' attention, interest, thinking, emotions, and motivation to learn, ultimately helping them achieve their learning goals effectively. This opinion is the same as according to Zaki Ahmad, (2020: 813) learning media is a tool in the teaching and learning process to stimulate the thoughts, feelings, attention and abilities or skills of learners so that they can encourage the learning process. According to Tafonao, (2018:103) Learning media is anything that can be used to convey messages from the sender to the recipient, so that it can stimulate the thoughts, feelings, attention, and interests of students to learn. The development of increasingly sophisticated technology has become an important means to achieve more effective and efficient educational goals. However, behind that, there is a great demand for lecturers/teachers to develop their ability to master technology and learning media. The role of learning media in the learning and teaching process is very important to be implemented by educators today, because the role of learning media can be used to channel messages from the sender to the recipient and through learning media can also help students to explain something conveyed by the educator.

According to Susanti and Zulfiana (2018:1-16), learning media can be classified into three types: visual media, audio media, and audio-visual media. The explanation of each type is as follows:

a. Visual Media

Visual media are learning tools that can only be perceived through the sense of sight and do not involve sound elements. Narrative text is a flexible type of text to contain moral messages, attitudes and behavior according by Sarwani, (2015:243–254). This type of text aims to entertain or please the reader or listener. In addition, narrative text has a general structure, namely orientation, complication, resolution and re-orientation. Therefore, the introduction of narrative text can be maximized by providing students with reading comprehension exercises for narrative texts. For the example from the text is "The Legend of Lake Toba"

b. Audio Media

Audio media are media that deliver information or learning content through sound, and can only be received by the sense of hearing.

c. Audio-Visual Media

Audio-visual media combine both visual and audio elements, allowing the material to be seen and heard simultaneously.

Learning media functions as a tool in the learning process is a fact that cannot be denied, because with the existence of learning media, it can facilitate teachers in the learning process, namely conveying messages or learning materials to their students and helping to improve students' learning abilities. Learning materials that have a high level of difficulty will certainly be difficult for students to understand, especially for students who do not like the learning materials presented. Puji Rahayuningsih, et al. (2022:3). A storyline is the main plot or series of events that form the structure of a story. It explains what happens in the story, who is involved, when and how the events occur, and how they are related. Storylines are commonly used in various forms of narrative works such as films, novels, dramas, comics, games, and educational media, to provide a clear direction and framework for the story so that it is easily understood by the audience. In short, a storyline is an outline of a story that shows the sequence of events from beginning, middle, to end. According to Setyaningsih Sri, et al. (2020:145) Articulate storyline is a program that can support modern digital-based learning designers from beginners to professionals.

According by Eriyanto, (2011:9) text is all forms of language, not only words printed on a sheet of paper but also all kinds of communication expressions, speech, music, pictures, effects, sounds, images and so on. According to Haryadi (2010:77), reading is an interaction between the reader and the writer. The interaction is not direct, but is communicative. Communication between the reader and the writer will be better if the reader has better abilities. Readers can only communicate with written works used by the author as a medium to convey their ideas, feelings, and experiences. Thus, the reader must be able to construct the meanings contained in the sentences presented by the author according to the concepts contained in the reader. Based on data at MTs Alhidayah Islamiyah Sosial Hatonduhan, researchers found problems in learning English in the Narrative Text material, in the aspect of language features of Narrative Text. Students have not been able to identify the language features of Narrative Texts. The problem is caused because students still do not understand how to use of language features in a story according to everyday life. Based on the results obtained from 31 students in grade VIII, there were 15 students who got low scores. This problem is caused by students tending not to pay attention or rather ignoring the English subject. This is seen when the researcher teaches in class. Based on the results of interviews with several students in class VIII, it was found that the learning process that took place so far, students still considered English

lessons as boring lessons because they thought that English subjects were not part of their language. This is due to the lack of media used so that students are not interested. It can be concluded that the media used by researchers are still simple such as blackboards, printed books, the internet, and so on.

METHOD

The research adopts a qualitative descriptive approach, focusing on the use of Articulate Storyline in improving eighth-grade students' reading comprehension of narrative texts. The study's design involves collecting data from 30 students at MTs Alhidayah Islamiyah Sosial, Hatonduhan, using observation and interviews. The aim is to gain a comprehensive understanding of the effectiveness of Articulate Storyline as a learning tool. Data analysis is performed inductively to interpret the findings and identify patterns in student performance, categorized into high, middle, and low levels of comprehension. The results highlight students' difficulties in understanding narrative texts and suggest that effective teaching media, like Articulate Storyline, can improve engagement and learning outcomes.

RESULTS AND DISCUSSION

Based on the data collected through observation, interviews, and reading tests of grade VIII students at MTs Alhidayah Islamiyah Sosial, Hatonduhan, several findings were obtained regarding students' reading comprehension ability, particularly on the indicators of tone, fluency, and stress. The findings of this research, which were obtained through interviews with students of different reading ability levels, show that each group of students—categorized as high ability, middle ability, and low ability—encountered various difficulties in reading English texts. These difficulties were influenced by both linguistic and non-linguistic factors, which together created barriers in their reading performance. For the high-ability students, the main difficulties were found in grammar and pronunciation. Even though these students were considered capable and had better language mastery, they still experienced hesitation when pronouncing words with similar sounds (homophones) or words unfamiliar to them. They also struggled with phrasal verbs, irregular verbs, and complex sentence structures. Moreover, psychological factors such as the fear of making mistakes and the anxiety of being laughed at by peers contributed to their lack of confidence when reading aloud.

The middle-ability students faced difficulties mainly in pronunciation and vocabulary limitation. Many of them mispronounced long or unfamiliar words, which caused embarrassment and reluctance to read aloud. Social and affective factors such as fear of making mistakes, low self-confidence, and nervousness when asked to read in front of the class were also significant barriers. Nevertheless, this group of students showed a positive attitude since they felt motivated and happy when given the opportunity to read. This positive attitude helped them to enrich their vocabulary and improve their pronunciation, despite still making frequent mistakes. The low-ability students experienced more complex problems compared to the other groups. Their difficulties included limited vocabulary, weak pronunciation, and poor grammar mastery. Most of them reported being unable to read because they did not understand the text given. Additionally, non-linguistic factors such as shyness, low motivation, lack of self-confidence, and limited support from teachers or peers worsened their condition. Some students even displayed indifference toward English learning, often refusing to read or relying heavily on friends. This shows that the low-ability group struggled not only with linguistic aspects but also required greater motivational support.

Overall, the findings indicate that students' difficulties in reading English were influenced by two main factors:

- a. linguistic factors including grammar, pronunciation, and vocabulary,
- b. non-linguistic factors such as affective and social conditions, including shyness, fear of mistakes, low self-confidence, low motivation, and lack of supportive learning environment.

These findings suggest that linguistic and non-linguistic challenges were interrelated across all ability groups. The results of the study show that students' reading comprehension ability is divided into three levels: low, middle, and high. Based on the data, most students are in the low level, with 15 students (50%). Meanwhile, 8 students (26.7%) are in the middle level, and only 7 students (23.3%) are in the high level. This means that the majority of students still have difficulties in understanding and expressing the content of narrative texts. The main difficulties faced by students in the low group are caused by limited vocabulary, a lack of understanding of sentence structure, and weak ability to grasp the meaning of the text. These weaknesses make it hard for them to read clearly and fluently, which also affects their comprehension. Another important finding is that intonation, fluency, and word stress (prosody) are effective indicators for assessing students' reading comprehension. Students who are able to use proper intonation, read fluently, and place stress on the right words tend to understand the text

better. This finding is in line with Rasinski (2004) and Hudson, Lane, & Pullen (2005), who state that prosody is a strong indicator of reading comprehension. From this perspective, the Cognitive Prosody Theory can be developed, which explains that proper use of prosody reflects not only technical reading skills but also cognitive engagement in understanding the meaning of the text. Overall, the study emphasizes that half of the students are still at the low level, which requires special attention in teaching. Efforts to improve prosody and fluency are very important to help students enhance their reading comprehension skills, especially in narrative texts.

DISCUSSION

This section discusses the interpretation of findings obtained from observations and interviews regarding reading responses and difficulties, as well as the factors causing reading difficulties faced by eighth-grade students at MTs Alhidayah Islamiyah Sosial, Hatonduhan.

Difficulties Experienced by Students During Reading

The researcher has found 5 difficulties that prominent that were the student's lack motivation, lack confident, pronunciation, vocabulary and grammar.

a. Confident

Students were lack confidence in reading English and are hesitant to read. They added that many students believe their English is poor and feel unable to express themselves. According to Baldwin (2011: 13), reading in front of a crowd is one of the most common phobias experienced by students, and the feeling of embarrassment can leave them feeling overwhelmed or forgetful about what to say. Students were lacked self-confidence, always felt overwhelmed by the idea of expressing their ideas, and were also afraid to read English in front of the class even when there was a text available. This was because they were afraid to demonstrate their abilities, make mistakes, and be judged by their peers. Students felt their abilities were very low compared to their peers. Students rarely practiced their reading skills because their desire to learn English was low, so they thought English was not their everyday language.

There was no difference from the students with low English reading skills they had interviewed previously. These students had low English reading skills because they had difficulty mastering vocabulary. They said they had difficulty pronouncing vocabulary. This condition occurred because students did not always practice reading English in their daily activities. They also used Indonesian with friends and teachers to communicate in class and their environment. Therefore, they used Indonesian, and teachers always allowed students to pronounce each vocabulary in every class meeting. However, many students did not want to practice it during class. Thus, students did not care about improving their English reading skills. As a result, they encountered problems and difficulties in English lessons. Furthermore, students were afraid of being judged by their peers when reading English in front of the class. This meant they rarely developed concepts for reading because they did not know or master vocabulary and pronunciation. Teachers encouraged students to improve their English reading skills and then study diligently, especially speaking English, to become more fluent. However, most students did not pay attention to what the teacher told them to do.

b. Vocabulary

According to Afisa (2015), students' difficulties in reading include a limited vocabulary, difficulty pronouncing words, confusion in word order, and a fear of making mistakes. They lack confidence and become nervous when teachers ask them questions. This theory is also supported by the results of this study, which found that students experience pronunciation difficulties. Students hesitate to pronounce English words due to mispronunciations. Furthermore, students often lose their ideas when reading due to a lack of vocabulary. When researchers tried to ask them about their problems, they responded that they didn't know how to pronounce the English words they wanted to say because students rarely hear or practice reading in English except in their textbooks and with their teachers.

Knowing a broad vocabulary in English is crucial, as it allows one to read in English without having to conceptualize it first. Vocabulary mastery is the most fundamental skill someone must master when learning English, which is a foreign language for all students and the Indonesian public. How can someone express their ideas if they don't understand every aspect of the world in English? Especially if the language being studied is a foreign language, vocabulary mastery is absolutely essential for English learners. This is also effective in supporting students' achievement in the four skills.

c. Pronunciation

Students felt afraid when reading in English because they make pronunciation mistakes. They say they have difficulty pronouncing words in writing, reading, and understanding their meaning. They say English is very difficult. The writing is different, the reading is different, and the meaning is different. They assume that when students misunderstand the meaning, they misunderstand it. This is one reason students find it difficult to speak English. This happens because students are embarrassed to read English in front of many people. They did not pronounce English words fluently when they are nervous. This condition occurs because students don't practice English pronunciation properly. Students rarely hear English vocabulary, making it difficult to pronounce words. Most students struggle with pronunciation. They simply need to frequently listen to English vocabulary pronunciations. One way to improve pronunciation is by using songs. In this case, the informant's concern was that mispronouncing words would convey the wrong meaning, making them hesitant to read and even becoming a barrier. To overcome this difficulty, the informant could practice reading or listening to English words more correctly. This could include using friends' help or using other media, such as frequently listening to English songs, which will indirectly help improve pronunciation.

The final informant experienced pronunciation difficulties. The student enjoyed reading English, even ignoring the teasing of his friends when they made mistakes. He said he learned a lot of English vocabulary through frequent listening to music and playing online games. The problem was that the student struggled to produce sentences due to a fear of reading and creating different meanings, and a fear that his friends wouldn't understand. Furthermore, the final informant explained the language he felt anxious about making pronunciation mistakes while reading. He also said he wished he had a friend to help him with pronunciation so he could constantly improve his reading skills.

d. Language Processing Disorder

During the interview, the student stated that he had difficulty distinguishing words in sentences. This difficulty could be interpreted as a grammatical issue. He stated that he often misinterpreted or misdifferentiated words in a sentence. Therefore, he felt afraid to speak and made these errors, which then led to misinterpretations. This made him hesitant and made it difficult to pronounce English. Students experience difficulties with grammar, feeling anxious when reading, and misreading words, resulting in inaccurate meanings. Furthermore, students reported difficulty in correctly distinguishing between words. This refers to distinguishing pronunciation within sentences, which can be categorized as language processing difficulties.

e. Grammar

During the interview, the student stated that he had difficulty punctuating words within sentences. This difficulty could be interpreted as a grammatical issue. He stated that he frequently misinterpreted tenses in sentences. Therefore, he felt afraid of making these errors when reading, which then led to misinterpretations. This made him hesitant and made it difficult to read English. When reading, they worried about mispronouncing words, resulting in inaccurate meanings. On the other hand, students report experiencing difficulties when reading, particularly when it comes to choosing the right words. In this case, this refers to sentence structure, which can be categorized as grammatical difficulties.

This is supported by the results of interviews conducted by the researcher. The informants experienced difficulty pronouncing words, and some words were placed incorrectly in sentences. For example, the words "turned into" or "went out" can be difficult because the meaning often cannot be inferred from the meaning of the individual words. For example, "went out the springs" here means "springs appeared." Most high-ability students struggle with grammar; they overthink the basic structure of their sentences. This leads to students not enjoying reading English and being overshadowed by the fear of making mistakes. This is supported by Wulandari (2014) in her research, which found that one of the difficulties in reading English is limited grammar knowledge.

This happened because they were too concerned with the exact words they pronounce. Furthermore, they rarely practice reading with their peers. Students only needed to practice reading on their own without paying attention to pronunciation. Because, in reading, someone is said to have reading ability when the listening audience understands what they are saying. In reading, grammar doesn't play a significant role. As long as what we say is understood and the audience we respond to, we are considered successful in reading. On average, intelligent students pay close attention to pronunciation. This is what hinders them in reading English.

f. Motivation

Most students are not accustomed to using English in their daily activities. This is due to a lack of motivation or desire to master English. Furthermore, most students only refer to a few learning resources, even though there are many resources available for learning English, especially reading.

The data found by the researchers revealed a lack of student motivation to read in English, one factor stemming from English teachers. During teaching, teachers rarely used English. Furthermore, during the observational research, teachers never provided vocabulary memorization. This resulted in students being unmotivated to memorize vocabulary, which in turn led to a lack of motivation to read in English.

g. Factors of difficulty experienced by students while reading

Based on research findings, the main factors causing reading difficulties faced by eight students at MTs Alhidayah Islamiyah Sosial, Hatonduhan, researchers concluded that these factors were linguistic and social. This is supported by According to Azeem (38: 2011), there are two factors that influence reading difficulties. Linguistic factors are pronunciation, vocabulary, and grammar. Meanwhile, social factors are motivation and self-confidence. The description is as follows: The factors that researchers found in the difficulties experienced by students when reading in English are linguistic factors and environmental factors. Most students had a limited vocabulary that causes students to hesitate and be embarrassed in pronouncing vocabulary. Second, students had difficulty in pronouncing vocabulary where students never hone their reading pronunciation, resulting in students having difficulty pronouncing or reading the contents of the attached text. Third, students have difficulty distinguishing pronunciations that sound the same but are written differently and there are also those that are written the same but have different pronunciations. The final factor is that students learn English and read in English only at school, resulting in students having difficulty reading because students rarely hone their vocabulary and pronunciation at home and with their friends. Students should be able to learn independently from home, such as listening to music while singing and watching films that use English. So students can hone it at home or with their friends, even if the student stutters in pronunciation. At least the student understands and comprehends what they are going to say.

CONCLUSION

Based on the results of the research conducted through observation, interviews, and reading tests of grade VIII students at MTs Alhidayah Islamiyah Sosial, Hatonduhan, several important conclusions can be drawn. First, the problems related to the articulation of storylines in English can be identified in three main aspects: (a) lack of structure and coherence, which leads to misunderstandings about the meaning and purpose of a narrative; (b) cultural and linguistic differences that influence how students interpret storylines; and (c) the negative impact of weak articulation on language skills and engagement, which hinders students' comprehension and interest in reading English texts. The findings reveal that students' reading comprehension abilities vary across three levels—high, middle, and low. However, most students (50%) are in the low category, indicating that the majority still face difficulties in understanding and expressing the content of narrative texts. These difficulties are influenced by both linguistic factors (grammar, pronunciation, vocabulary) and non-linguistic factors (shyness, fear of mistakes, low self-confidence, low motivation, and lack of supportive learning environment).

High-ability students mainly struggle with grammar and pronunciation, particularly when dealing with complex sentences or unfamiliar words. Middle-ability students face pronunciation and vocabulary limitations but show positive motivation to improve. Low-ability students experience the greatest challenges due to weak vocabulary, grammar, and pronunciation, compounded by low confidence and lack of motivation. Furthermore, the study finds that intonation, fluency, and word stress (prosody) are effective indicators of students' reading comprehension. Students who demonstrate good prosody tend to have better understanding of texts. This supports Rasinski (2004) and Hudson, Lane, & Pullen (2005), who emphasize that prosody is a strong reflection of comprehension ability. In conclusion, students' reading comprehension difficulties are closely related to both linguistic and non-linguistic factors. Therefore, teachers need to give special attention to improving students' fluency, pronunciation, and prosody through engaging and supportive learning strategies. Enhancing these aspects will help students better articulate storylines, improve comprehension, and increase confidence in reading English narrative texts.

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