



Students' Interests on Internet Second Language Collective Video Quizzes in Listening Narrative Text at Grade IX SMP Negeri 23 Medan

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ARTICLE INFO	ABSTRACT
Article history: Received Revised Accepted	<p>This study aims to analyze and investigate students' interest to ISL Collective Video Quizzes as interactive media in listening skill of Narrative Text at grade IX SMP Negeri 23 Medan. This research was conducted with Mixed-Method Research. The data were obtained through questionnaire and interview. 28 students were as the source of data to answer 20 questions of the questionnaires related to the students' interest by Slameto(2003) then to support the data from questionnaire 28 students answer 10 questions from interview and the question also related to the students' interest. The result of the study showed that the students agreed about they easy to understand the material, enjoy, happy, focus, anthusiast, excited and interest to the subject when the teacher used ISL Collective Video Quizzes on listening narrative text. The types of interest on ISL Collective Video Quizzes from the students' are Individual Interest, Situational Interest, and Topic Interest.The students in the class IX at SMP N 23 Medan have interest on ISL Collective Video Quizzes. There were several indicators of students' interest according to Slameto (2003) namely are Attention, The Willingness, Needs, Feelings happy or joyful feelings, Teaching Materials and Teachers' Good Attitudes and Participation. From these indicators it's relate with the reality. Students' have interest on ISL Collective Video Quizzes because is interesting media for students' in listening narrative text and can be useful for the students. They can answer the question of the quizz properly and correctly.They also agreed that using ISL Collective Video Quizzes help them in remembering the subject. Moreover, they stated that by using ISL Collective Video Quizzes, they felt more interesting in learning the subject and they did not get bored during the lesson. The researcher concluded that students' interest on the used of ISL Collective Video Quizzesin in listening to narrative text is positive and usefull for students also can improve their listening skill.</p>
Keywords: <i>Students' Interest</i> <i>ISL Collective Video Quizzes</i> <i>Listening Skill</i> <i>Narrative Text</i>	

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INTRODUCTION

English is one of the most widely spoken languages in the world. English is a language that is used in all aspects of communication, science, and technology. The majority of people use English on a daily basis. Reddy (2016) said that English is spoken by the majority of people in several countries. Reddy (2016), estimated that approximately 375 million people speak English as their first language and 750 million study it as a foreign language. English is essential for our daily lives in this age of globalization. Indonesians must learn and practice English in order to master it. In Indonesia, those skills are difficult for students to learn because English is a foreign language, which causes most people and students to be unfamiliar with and rarely use this language. There are four aspect skills that language learners must learn and master when learning a language. They are speaking, listening, reading, and writing. According to Kurita (2012; as cited in Ahmadi, 2018). learners may find it difficult to learn the skill of listening. People's perceptions of how to process sounds that they accept differ. It takes a lot of attention to be focused and practiced.

Listening is one of the ways to get information. As Brown (1990, p.148) says listening is an activity to put the information the people have heard. It means that listening is an important skill for students especially in teaching and learning process. Listening is an activity that involves students' hearing as the main aspect. It is also a way to get information from the speaker, that will say or transfer the information. It is supposed by Lukong (1998, p. 30) states that listening is an active process where the listener plays very active part in constructing the overall message that eventually exchanged between listener and speaker. Because listening is one of the important skills in English, the teacher must prepare interesting media to make students interested in listening. The interest in listening English is very important to increase in listening. Some student's who are lazy in educational activities, it can be caused by one of factors that is low interest. They look bored while studying, like to make a noise, disturb their friends, go to toilet many times, and leave the subject learning.

Interest can be experienced as a person's reason for doing a particular activity and determining in part what they choose to learn, and how well they will learn this information. According to Krapp (1992), when students demonstrate an interest in classroom activity it will activate the psychological processes which include increased attention, greater concentration, pleasant feelings of applied effort, and increased willingness to learn. It means when someone has an interest in something it becomes easy and even enjoyable to learn about that topic. Izard (1977) noted that only interest can engender a desire to learn more about something or someone, get involved, or extend or expand one's self by incorporating new knowledge and having new experiences with them. The student's interest in learning English affects their marks for English. The students with high interest tend to be more attentive in learning English. According to Slameto (2003, p.57), interest is a constant tendency to pay attention and recall certain activities. Furthermore, Slameto stated that a student's interest can be expressed through a statement indicating that they prefer one thing over another, or it can manifest itself through participation in an activity. Students who are interested in a particular

subject tend to pay more attention to it. According to Sardiman (1990:76), someone's interest in an object will be more visible if the object is related to the wants and needs of the person concerned. According to Slameto (2003) indicators of students' interest are:

a. Attention

- 1) Questioning the teacher about the subject.
- 2) Trying to find additional information about the subject or lesson.
- 3) Maintaining focus while learning.
- 4) Pay attention as the teacher explains the subject.

b. The Willingness

- 1) Make an effort to complete the challenging task.
- 2) Learning even though the teacher wasn't present.
- 3) Excited to apply the lesson.
- 4) Read the English book carefully.

c. Needs

A student's needs are a condition that motivates him to participate in particular activities in order to accomplish a task. For example:

- 1) To succeed in a career, learn English.
- 2) The ability to take their own notes as they learn.

d. Feelings happy or joyful feelings

- 1) Take pleasure in completing the assignment or exercise given by the teacher.
- 2) Consistently eager to apply the lessons.
- 3) Make a note of the information.

e. Teaching Materials and Teachers' Good Attitudes.

- 1) Students are motivated to learn English when teachers are paying attention to them.
- 2) Students think that studying English is enjoyable.
- 3) Be extremely enthusiastic about the lesson and the instructor.
- 4) The teachers' explanations help the pupils comprehend the lesson.

f. Participation

- 1) Ask if do not understand the material.
- 2) Always do the task given by the teacher.
- 3) Answer the question from the teacher.

Type of students' interest divided into three, namely:

a. Individual Interest

Individual interest has been defined as a generally long-lasting proclivity to attention to specific things and events and to engage in specific activities (e.g., Krapp et al., 1992; Renninger, 1992, 2000). This activity is related with a favorable affective and persistent psychological state, and it tends to result in greater learning.

b. Situational Interest

Situational interest is a psychological state of interest that may be induced by certain environmental stimuli (Hidi & Baird, 1988). The condition is defined by interest, although the immediate emotional reaction may cover a larger variety of feelings. Hidi (1990) identified two categories of elements that influence situational interest. Situational sources of interest may be especially useful for educators working with pupils who do not have previous individual interests in their school activities.

c. Topic Interest

Topic interest is the curiosity evoked by a word or phrase that introduces the reader to a topic. This type of curiosity is very important for instructors since pupils are frequently assigned subjects on which they will be required to learn or write. Hidi and McLaren's study contained some of the earliest references to topic interest in the literature (1990). In subsequent studies,

Schiefele (1998) and Schiefele and Krapp (1996) defined topic interest as a generally persistent evaluative orientation toward certain themes, a type of individual interest. In their experiments, students were asked to judge how they felt about a certain topic (feeling-related valence) and how valuable the topic was to them personally (value-related valence), with the two valence scores substantially associated.

In learning English especially in listening skill the students should have interest because without interest the students will not be motivated in learning. In language learning about listening skill, basically some teachers still focus on the old learning model, the students just listen to the teacher voice or listen to the audio and answer the teacher's questions correctly. It can make listening become uninteresting material and get minimum attention from the students. This is also happened to the students in SMPN 23 Medan. When the time to listen material and the teachers just used her voice or using an audio, most of the students don't feel excited about it. Listening to the teacher and from an audio can be bored and monotonous. For many students listening is stressful and therefore potentially de-motivating. In planning a listening skills lesson teacher should not only consider that the listening exercise is the next activity in the textbook, for example but also take into account what students may find the listening task difficult, what are the backgrounds of the students, what material should be used and what will be happening at different stages of the listening lesson, because Santrock (2006, p.311) said, "listening skill not only theory that being explained but also it involves practice and understanding". The students must be given a chance to be active to develop their ability to understand the subject because an important teaching goal is to help students become more active and interest in listening skill.

There are many techniques with different media for teaching listening, such as audio that contains either dialogue or monologue and video that provide students with audio and interesting visual effect. The research here is focused on the use of interactive media is called ISL Collective Video Quizzes for teaching listening. ISL Collective Video Quizzes is one of the interactive media that offers animation video with the pop-up quiz that is created in collaboration with the users. Ampa (2015) said that interactive multimedia learning tools can encourage students to learn since they allow them to examine text, animation, and graphics while concurrently listening to audio and watching videos. ISL Collective is a representative of interactive media. The pop-up quiz created by the video quiz creator includes an animation video. interactively created with the users. Direct feedback for the users can come from the workouts. Internet Second Language Collective, also known as ISL Collective, is a global network of language instructors who share their own self-created worksheets on a platform or website that is free to use. This platform or website offers a wide range of resources and activities for teaching and learning languages. Teachers and students of language can download free educational materials. We must sign into our ISL Collective accounts first in order to access the website. The problems of the study were formulated as the following: (1) What are the types of students' interests on ISL collective video quizzes in listening narrative text at grade IX of SMP NEGERI 23 Medan? (2) How are the students' interests on ISL Collective Video Quizzes realized in listening Narrative Text as the way they are?

The reason the researcher uses an animated video is that cartoons and animation are appropriate for viewers of all ages. Additionally, there are times when a moral lesson can be drawn from an animation or cartoon especially in narrative text. There are many definitions of the narrative text provided by experts; one of them is provided by Pharr (2004, p.174), who claims that "the narrative is the oldest structured form of human communication." the capacity to process a's basic components the human system appears to have a genetic hardwire for narrative. Then, Anderson stated (1998, p.3) "A narrative is a text that tells a story and amuses the reader". In addition to entertaining readers, narrative texts are meant to provoke thought, impart knowledge, or arouse emotional response in the audience.

Teaching listening narrative text by using video is hoped that it can help students in saving important information because video can provide not only audio but also visual information as Schwartz (1998) as cited by Sholikhin (2016, p.6) stated that, "presents the viewer with information conveyed via aural and visual channels," According to Taffani, "Watching movies is very important because it develops their visual and critical awareness," (2009, p.88).Based on the explanation above, it can be seen that theoretically, using video in teaching listening is an effective way. Students' interest of the use of animation video in teaching listening of narrative text may be different for every student. It can be caused by their different background aspects. Some students may think that using narrative animation video is a good way, useful, interesting and attractive in teaching listening of narrative text.

METHOD

The design of this research was mixed method to find out the answer to the research questions. A mixed-methods approach is a research methodology in its own right. As stated by Creswell and Plano Clark (2011), a mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. In this study, classroom conditions or circumstances were thoroughly described using the mixed method. Additionally, By situating MMR in an analysis of some of the common research paradigms, the article presents it as a natural choice in order to complement and cater to the increasingly complex needs of contemporary researchers. It proffers MMR as a flexible and adaptive conceptual framework for designing and conducting mixed methods research in a simplified manner.

Mixed method was chosen because this study aims at providing insight into the case of Students' Interest to Isl Collective Video Quizzes as interactive media in listening english of Narrative Text at grade X SMP Negeri 23 Medan. According to (Fraenkel & Wallen, 2009), a case study is a mixed study approach that examines a single individual, group, or significant example in order to develop an interpretation for the particular case or to provide helpful generalization. Therefore, the case study approach allowed the writer to study particular teachers in an attempt to understand the case of Students' Interest to Isl Collective Video Quizzes as interactive media in listening english of Narrative Text. In this study students' Interest in ISL Collective Video Quizzes was explore quantitatively through close ended questionnaire to triangulate the data. The students view about ISL Collective Video Quizzes were investigate qualitatively through on interview session, With this mixed-method data collection the researcher expected to gained result from both qualitative and quantitative perspective.

Data and Source of Data

The data of this study was the result of observation, interview the English teacher and the students, giving the questionnaire, and the transcription of the interview with the students of SMPN 23 Medan. The sources of data of this study is students at grade IX of SMP Negeri 23 Medan. There are consist 28 students in the class.

Research Instrument

There are two main instruments used in this study. The first one is questionnaire sheet are expected to represent their interest of ISL collective video quizzes in more accurately. The students are asked to read each of available statements and put checklist (✓) related to their feeling of the used of ISL collective video quizzes for teaching listening of narrative text. To avoid confusion from respondents, the questionnaire use Bahasa Indonesia

The next instrument is interview transcript. Interview is used to support the questionnaire because there are a lot of indicator that can affect the students' interest of the ISL collective video quizzes used in listening of narrative text. There are 10 questions for the interview and it's according to the focus of the research about students' perception of using the ISL collective video quizzes used in listening of narrative text, are the advantages and disadvantages of using the ISL collective video quizzes used in listening of narrative text. To avoid confusion from respondents, the interview used Bahasa Indonesia.

Technique of Data Collection

In mixed method, participant observation, depth interviews, and documentation are the primary methods for gathering data. Participation in the setting, direct observation, in-depth interviews, and documentation review, according to Sugiyono (2008, p.225), are the fundamental techniques used by qualitative researchers to gather information. The researcher used a questionnaire, and an interview in this study. Give questionnaire for students In arranging the questionnaire it consists of some aspects, they are; aspects of identity, aspects of direction and aspects of questions that the researcher used to know and analyze students' interest to Isl Collective Video Quizzes as interactive media in listening english of Narrative Text at grade X SMP Negeri 23 Medan. Interview students about their perspective to ISL Collective Video Quizzes.

Technique of Data Analysis

The qualitative study's reciprocal analysis model, which Miles and Huberman used, allows for data analysis both while the researcher is on the field and once they have returned from another area of study. In this study, data collection and analysis are done simultaneously. An interactive analysis model governs the flow of analysis, as stated by Miles, Huberman, and Saldana (2014). Four steps were taken in the analysis process during this investigation: Data Collection Data obtained from interviews; the interview question consist of ten question related to the students' interest to Isl Collective Video Quizzes as interactive media in listening english of Narrative Text.

Data Reduction Additionally, data reduction serves the purpose of identifying pertinent data and concentrating on data that generates solutions to problems, new ideas, meanings, and responses to research questions. Data Display Data can be presented visually, verbally, and in the form of diagrams, tables, and graphs.

FINDINGS

This chapter presented and discussed about the findings of the research based on the research problem. First, the researcher wanted to describe the types of students' interests on ISL collective video quizzes in listening narrative text Second, the researcher analyze and investigate some indicators students' interest to Isl Collective Video Quizzes as interactive media in listening skill of Narrative Text.

Data

The data of this study was the result of questionnaire sheet, interview the students, giving the questionnaire and the transcription of the interview with the students of SMPN 23 Medan. The sources of data of this study is students at grade IX of SMP Negeri 23 Medan. There are consist 28 students in the class.

The researcher analyzes the data to find the research objectives. In analyzing the data, this research follows the steps of data analysis. The researcher gave questionnaires to students and asked students to fill out questionnaires related to their experiences and feelings. The

questionnaire contained matters related to students' interest on ISL Collective Video Quizzes of listening narrative text. Students have used ISL media in 4 meetings, therefore students were asked to fill out questionnaires based on their feelings and experiences with the media they have used. The researcher also made interview transcripts and interviewed students related to students' interest on ISL Collective Video Quizzes of listening narrative text to support the questionnaires data. After that the researcher described, gave reasons and drew conclusions regarding the data that has been obtained. These steps to described the problem of this research including How are the students' interests in ISL Collective Video Quizzes realized in listening to Narrative Text as the way they are at grade IX of SMP NEGERI 23 Medan. The Types of Students Interest on ISL Collective Video Quizzes are Individual Interest, Situational Interest and Topic Interest and The students in the class IX at SMP N 23 Medan have interest on ISL Collective Video Quizzes. There were several indicators of students' interest according to Slameto (2003) namely are Attention, The Willingness, Needs, Feelings happy or joyful feelings, Teaching Materials and Teachers' Good Attitudes and Participation. From these indicators it's relate with the reality. Students' have interest on ISL Collective Video Quizzes because is interesting media for students' in listening narrative text and can be useful for the students.

Data of Questionnaire:

No	Pernyataan	Jawaban			
		SA	A	DA	SDA
1	I concentrate when listening to stories through the ISL Collective Video Quizzes.	21 75 %	7 25%	0 0%	0 0%
2	I try to answer the questions properly and correctly.	16 57.14%	12 42.86%	0 0%	0 0%
3	I focused on listening narrative text through the ISL Collective Video Quizzes.	17 60.71%	11 39.29%	0 0%	0 0%
4	I enthusiastic to listening narrative text through the ISL Collective Video Quizzes.	15 53.57%	13 46.43%	0 0%	0 0%
5	Listening to Narrative text through the ISL Collective Video Quizzes is very enjoyable.	24 85.71%	4 14.29%	0 0%	0 0%
6	ISL Collective Video Quizzes is fun media to learn in listening narrative text because equipped with interesting videos .	20 71.42%	8 28.58%	0 0%	0 0%
7	I easier to understand the lesson by using ISL Collective Video Quizzes.	19 68.85%	9 32.15%	0 0%	0 0%
8	I really enjoy to answer the questions through the ISL Collective Video Quizzes.	23 82.14%	5 17.86%	0 0%	0 0%
9	I really enjoy listening	20	8	0	0

	narrative text through the ISL Collective Video Quizzes and I able to answer the questions properly and correctly.	71.42%	28.58%	0%	0%
10	ISL Collective Video Quizzes can make me more happy to learn on listening english.	18 64.28%	10 35.71	0 0%	0 0%
11	I really like it when the teacher shows videos through the ISL Collective Video Quizzes and gives quizzes related to listening narrative through the ISL collective video quizzes.	20 71.42	8 28.58%	0 0%	0 0%
12	I am very excited to follow the lesson with ISL Collective Video Quizzes used by the teacher.	21 75 %	7 25%	0 0%	0 0%
13	The first time I listen and watch videos by using ISL Collective Video Quizzes, I believed this lesson would provide new knowledge for me.	20 71.42%	8 28.58%	0 0%	0 0%
14	I get many benefit from the material on listening narrative text by using ISL Collective Video Quizzes.	21 75 %	7 25%	0 0%	0 0%
15	There are stories, pictures, videos that show the benefits of this subject matter for me and the stories in the videos are very interesting.	21 75 %	7 25%	0 0%	0 0%
16	The subject matter is much harder to understand than I imagined.	0 0%	0 0%	8 28.58%	20 71.42%
17	This study is so complicated so that make me difficult to stay focused on this lesson until the end.	0 0%	0 0%	9 32.15%	19 68.85%
18	I sleep while the teacher showing lessons using ISL Collective Video Quizzes because I thought the lessons were boring.	0 0%	0 0%	5 17.86%	23 82.14%
19	After I completed the assignments in this lesson, I felt satisfied with what I had done.	16 57.14%	12 42.86%	0 0%	0 0%

20	ISL Collective Video Quizzes used by the teacher is not interesting and the material is difficult to understand.	0 0%	0 0%	3 10.71%	25 89.29%
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Note :

- Sa** : Strongly Agree
Da : Disagree
A : Agree
Sda : Strongly Disagree

DISCUSSION

Based on the data interview many students said they interest on ISL Collective Video Quizzes because there is interesting video related to narrative text and directly has quiz in the video also gave answer directly for the students, if the students give the correct answer the media automacally gave to know for the students and if the students gave the wrong answer the media automacally gave to the correct answer and it is made easier for student to undertand about the material. The students said that ISL Collective Video Quizzes is the interactive media for them to improve their listening skill especially for narrative text. The Types of Students Interest on ISL Collective Video Quizzes are Individual Interest, Situational Interest and Topic Interest. The students in the class IX at SMP N 23 Medan have interest on ISL Collective Video Quizzes. There wereseveral indicators of students' interest according to Slameto (2003) namely are Attention, The Willingness, Needs, Feelings happy or joyful feelings, Teaching Materials and Teachers' Good Attitudes and Participation. From these indicators it's relate with the reality. Students' have interest on ISL Collective Video Quizzes because is interesting media for students' in listening narrative text and can be useful for the students. The students feel enjoy, happy, anthusiast, focus, interest when they watched video and answer the question of the quiz by using ISL Collective Video quizzes and they also tried to answer the question of the quiz properly and correctly. From the discussion above the reasercher concluded that the students show their interest to ISL Collective Video Quizzes.

CONCLUSION AND SUGGESTION

Based on findings of the research result in the previous chapter, it shows the result of the questionnaire and the interview that the students agreed about they easy to understand the material, enjoy, happy, focus, anthusiast, excited and interest to the subject when the teacher used ISL Collective Video Quizzes on listening narrative text. The types of students interest on ISL Collective Video Quizzes are Individual Interest, Situational Interest and Topic Interest. The students in the class IX at SMP N 23 Medan have interest on ISL Collective Video Quizzes. There wereseveral indicators of students' interest according to Slameto (2003) namely are Attention, The Willingness, Needs, Feelings happy or joyful feelings, Teaching Materials and Teachers' Good Attitudes and Participation. From these indicators it's relate with the reality. Students' have interest on ISL Collective Video Quizzes because is interesting media for students' in listening narrative text and can be useful for the students. They can answer the question of the quizz properly and correctly. Students are interested in quizzes that are directly in the video and students can find out directly the answers in the video quizz, if the answer is wrong ISL Collective Video Quizzes give the correct answer automatically. They also agreed that using ISL Collective Video Quizzes help them in remembering the subject. Moreover, they stated that by using ISL Collective Video Quizzes, they felt more interesting in learning the subject and they didn'tget bored during the lesson. it can be concluded that students' interest on

the used of ISL Collective Video Quizzes in listening to narrative text is positive and usefull for students also can improve their listening skill.

Suggestion

After getting the result of the research about the use of ISL Collective Video Quizzes in listening to narrative text which gives a positive result, the reasearcher tries to give some suggestion, especially to English teacher, to the other person who concerns in teaching and learning activities and also the other elements of education. Here are some suggestions which can be given by the writer for the teacher, the first teacher needs to explore in using many kinds of media for teaching and learning process. especially ISL Collective Video Quizzes because many material in ISL Collective Video Quizzes can be usefull for teacher to give material for students, besides using many kinds of media, the teacher also has to know how students' feeling and reaction while the media applied for some subject. It might have some differences between students' interest of the media used, therefore teacher should use any kind of media in teaching and learning process.

Next is the teacher should use proper method for teaching in order to make students interested to learning process, so it can encourage students to understand the subject that delivered by the teacher. ISL Collective Video Quiz Creator can be used as one of media in teaching English, especially in improving listening skill. They should give the students an interesting and interactive teaching. The students will not get bored in learning and teaching activities. For Student they can use ISL Collective Video Quiz Creator as one of learning media for enhancing listening skill because this media is interesting and interactive. The students can easily use this kind of media by visiting ISL Collective website. For further researchers, ISL Collective Video Quiz Creator can be used as one of references to conduct other researches in the same field. They are also expected to be able to cover the limitation in this study that provides more details information about this study and also, they are suggested to explore the use of varieties of media for teaching and learning to enhance their students' listening skill.

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