THE INFLUENCE OF DIGITAL SHORT STORY VIDEOS ON ENGLISH LEARNING INTERESTS OF GRADE 10 STUDENTS AT SMAN 4 BLITAR

by Widya Puji Handini

THE INFLUENCE OF DIGITAL SHORT STORY VIDEOS ON ENGLISH LEARNING INTERESTS OF GRADE 10 STUDENTS AT SMAN 4 BLITAR

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ABSTRACT

This study aims to explore the effect of digital short story videos on the interest in learning English of 10th grade students at SMAN 4 Blitar. Using a descriptive qualitative approach, data were collected through observation, questionnaires, and interviews with students and teachers. The results showed that internal factors such as health, motivation, and intelligence, as well as external factors such as family support and teaching quality, play an important role in increasing students' interest in learning. The use of digital short story videos was proven to be significant in increasing students' interest, with 91% of students stating that the videos were interesting. These findings suggest that digital media can be an effective tool in increasing engagement and learning outcomes.

Keywords: Learning interest, Listening Comprehension, Digital Short Story Videos.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengaruh video cerita pendek digital terhadap minat belajar bahasa Inggris siswa kelas 10 di SMAN 4 Blitar. Dengan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi, kuesioner, dan wawancara dengan siswa dan guru. Hasil penelitian menunjukkan bahwa faktor internal seperti kesehatan, motivasi, dan kecerdasan, serta faktor eksternal seperti dukungan keluarga dan kualitas pengajaran, berperan penting dalam meningkatkan minat belajar siswa. Penggunaan video cerita pendek digital terbukti signifikan dalam meningkatkan minat siswa, dengan 91% siswa menyatakan bahwa video tersebut menarik. Temuan ini menunjukkan bahwa media digital dapat menjadi alat efektif dalam meningkatkan keterlibatan dan hasil belajar.

Kata Kunci: Minat Belajar, Pemahaman Mendengarkan, Video Cerita Pendek Digital

INTRODUCTION

English has become one of the most popular languages worldwide and is essential for daily communication, including in Indonesia. As an international language, it is crucial for young generations to master English to succeed in the globalized world (Crystal, 2003). English plays a vital role in shaping the future, especially for students aiming to work abroad or engage in international business. Thus, it has become a compulsory subject in high schools, providing better job opportunities.

Since the 1990s, English education has been introduced in Indonesian elementary schools, driven by the growing importance of learning English early to remain competitive in a modern and globalized era. According to a government policy (Depdikbud RI, No. 0487/1992), schools can include English in their curriculum. English learners need to master four skills—listening, speaking, reading, and writing. One effective method for enhancing

these skills is through literature, particularly short stories. Literature, as Siswanto (2008) notes, fosters spiritual, ethical, and logical development in students, while short stories help improve language skills by engaging students with compelling narratives.

Using short stories as learning material offers various advantages. Smith (2002) highlights that short stories are practical, easy to use, and adaptable for different interests and levels. These stories not only build language skills but also introduce students to cultural and literary elements, helping them develop critical thinking and higher-order thinking skills. The integration of digital technology into English learning also enhances engagement, particularly for digital-native students. According to Roby (2010), incorporating technology in the classroom increases student involvement in authentic storytelling, making lessons more interactive.

Motivation and interest play significant roles in language learning. Mangal (2007) emphasizes that students' interest drives the learning process, while (Earl & Katz, 2002; Wigfield & Eccles, 1992) argue that intrinsic interest helps sustain effort and focus. Effective teaching involves creating engaging lessons, as outlined by Rohani & Ahmadi (1991), with interesting learning tools, environments, and clear objectives. Research by (Kharaghani, 2013; Rahmawati, 2020) shows that using short stories and digital media significantly improves students' English skills and motivation.

This research aims to investigate the influence of digital short story videos on the interest of 10th-grade students in learning English. It seeks to identify the factors that increase their engagement and how digital media can enhance their language skills. As past studies have suggested, digital stories have the potential to improve not only literacy but also students' attitudes and motivation toward learning English.

THEORETICAL REVIEW

Listening Comprehension

Listening is one of the four essential skills for mastering English, alongside writing, speaking, and reading. Rost (2013) describes listening as a real-time process where language is decoded through pacing, encoding, and pauses unique to spoken language. It involves receiving, constructing, and responding to verbal and nonverbal messages using auditory and visual cues to comprehend what is being communicated. Chastain emphasizes that listening comprehension is the ability to understand native speakers' speech at normal speed, while Birinci & Saricoban (2021) defines it as identifying and understanding spoken language. Effective listening comprehension requires understanding sounds, words, phrases, and sentences, gradually building meaning from lower to higher levels of discourse.

Morley highlights that listening comprehension goes beyond sound discrimination, involving memory, processing, and interpreting meaning. (Chan et al., 2017) identifies several listening purposes, such as listening for gist, main ideas, supporting details, and a speaker's attitude. However, foreign language learners face difficulties in this process. Amber Bloomfeld et al. outline factors contributing to these challenges, including listener characteristics (memory capacity, metacognitive strategies, experience), passage characteristics (length, complexity, organization), and testing conditions (limited time, multiple hearings).

Concept of Learning Media

Media in teaching refers to tools used by teachers to deliver instructional materials and facilitate learning, making it easier to achieve learning objectives. According to Sumantri & Permana (2001), media act as mediators between the teacher and students, conveying messages that enhance understanding. Similarly, Sardiman (2019) defines media as a communication tool that delivers information from a sender to a receiver. In the context of education, media helps teachers engage students by making lessons more appealing and effective. Media can be categorized into visual (e.g., pictures, charts), audio (e.g., radio, tapes), and audiovisual (e.g., videos, movies) (Arsyad, 2019).

Media offer numerous advantages in language learning by motivating students, enhancing engagement, and making abstract concepts more concrete. Celce-Murcia & McIntosh (1991) highlights the increasing use of media in education, especially video, which brings cultural input and real-life communicative situations into the classroom. Videos, being both auditory and visual, are particularly effective in teaching as they stimulate motivation and communication. Sand (1956) emphasize that audiovisual media are comprehensive, helping students grasp lessons through both sound and visual aids, making the learning process more dynamic and enjoyable.

Video Media Learning

According to Sherman (2003) there are several types of video used in teaching. These include video dramas, which tell fictional stories, and true stories, like history and biographical films, which depict real-life events or people. Short videos, such as cartoons or animated shorts, are particularly useful in engaging students by stimulating their imagination and motivation. Brown and Lewis note that short videos create an illusion of movement that captures viewers' attention, making them ideal for improving vocabulary and reinforcing learning. Long videos, on the other hand, are feature-length films that provide extended narratives with a clear structure, typically lasting an hour or more.

Video has numerous advantages in the classroom, such as enhancing students' interest, supporting instruction, and helping learners process various forms of information (oral, written, visual) simultaneously (Cakir, 2006). Video also encourages strategic thinking and collaboration. However, there are drawbacks, including the need for teachers to improve their technological skills and the risk of students becoming passive while watching. To balance these advantages and disadvantages, teachers should use video carefully to engage students while minimizing any negative effects.

Interest

Interest refers to an individual's tendency to focus on specific objects, topics, or activities in their environment that provide them with a sense of satisfaction or positive feelings. According to the American Psychological Association, interest is an attitude involving the need or desire to pay attention to something significant. John Dewey in (de Moura Buzin & Favoreto, 2022) defines interest as being fully engaged in an activity due to its recognized value. Crow, as cited in (Djaali, 2015) highlight that interest motivates individuals to engage in activities, while Schiefele (1991) emphasizes that interest is a driving force for participation. Interest is essentially an emotion characterized by paying attention to something while experiencing pleasure from it.

Factors influencing interest in learning are divided into internal and external categories. Internal factors include physical health, attention, readiness, and intelligence, all of which significantly impact a student's interest and performance. External factors include family support, school environment, and teacher-student relationships. For example, parents' involvement in their child's education and a supportive classroom atmosphere foster greater learning interest. Indicators of interest include students' attention during lessons and their enjoyment of learning tasks. Interest functions as a motivating force, making it easier to concentrate, avoid distractions, and retain information (Slameto, 1988).

RESEARCH METHOD

The research methodology covering the research design, data sources, instruments, data collection methods, data analysis techniques, and triangulation. The study employs a descriptive qualitative approach to explore the factors influencing 10th graders' interest in learning English at SMAN 4 Blitar through digital short stories. Moleong (2017) describes qualitative research as a method that aims to understand phenomena experienced by research subjects holistically. Data is gathered from questionnaires answered by students and interviews with both students and teachers. The researcher is the primary instrument in the study, responsible for determining the focus, collecting data, and analyzing findings.

Data collection is conducted through observation, questionnaires, and interviews with students and teachers. The analysis follows Miles & Huberman (1994) involving stages of data collection, reduction, display, and conclusion drawing. Data reduction focuses on refining and categorizing relevant information, while triangulation ensures credibility by verifying data from different sources, including the English teacher at SMAN 4 Blitar. Triangulation validates findings to ensure consistency between the researcher's interpretation and the actual conditions observed (Sugiyono, 2019).

RESEARCH RESULT

The research findings were gathered through observation, questionnaires, interviews, and documentation, involving 29 tenth-grade students at SMAN 4 Blitar. Conducted on May 8th, 2024, the study explored factors affecting students' interest in learning English through digital short stories, using SPSS 22 for questionnaire analysis. Both internal and external factors were identified, including health, motivation, intelligence, family support, school environment, and the role of the teacher. The classroom situation during English lessons using video short stories was also analyzed, showing a structured approach of planning, teaching, and evaluation.
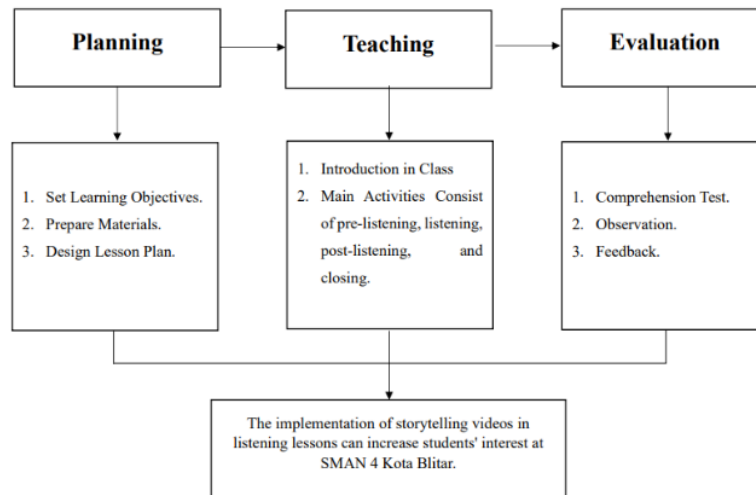
Figure 1. The Class Activity Finding

Internal factors such as health and motivation were found to be crucial. Poor health affected students' focus and participation, while 65.2% of students expressed high motivation for learning English through video short stories. Intelligence levels also played a role, with students who had higher grades finding English easier to understand. External factors included strong family support, school facilities like projectors and English-speaking programs, and the teacher's ability to make lessons enjoyable. Over 80% of students agreed that their teacher made learning English engaging and fun.

Questionnaire	Very Agree	Agree	Disagree
1	82,6 %	17,4%	
2	82,6%	17,4%	
3	78,3%	17,4%	4,3%
4	65,2%	17,4%	17,4%
5	43,5%	30,4%	26,1%
6	87,0%	13,0%	
7	56,5%	3,48%	8,7%
8	30,4%	3,48%	3,48%

The use of digital short story videos significantly increased students' interest in learning English. According to the questionnaire, 91% of students found these videos interesting, with elements such as humor, visual appeal, and engaging voices contributing to their enjoyment. Students also appreciated the ease of understanding new vocabulary and the overall learning process. Interviews confirmed that students enjoyed the content and found the method effective, while teachers highlighted the video's value in helping students improve pronunciation and vocabulary.

In conclusion, both internal and external factors influence students' interest in learning English, and the use of digital short story videos proves to be an effective tool in increasing engagement and improving learning outcomes. The videos' simplicity, entertaining content, and visual appeal make them a valuable resource in modern language education.

DISCUSSION

This research explores the internal and external factors that influence students' interest in learning English through digital short story videos. Internally, factors such as health, attention, talent, and intelligence play a crucial role. Poor health can negatively affect students' concentration, making it harder for them to engage in lessons (Ainia, 2020). While Chang & Tsai (2022) suggests health may not always affect learning, motivation still drives academic success. Furthermore, intelligence impacts how students approach learning, as Gardner (1993) theory of multiple intelligences highlights the need for personalized learning environments that nurture each student's unique abilities.

Externally, factors like family, school, and teachers significantly shape student engagement. Family support is essential, with parents providing the emotional and motivational foundation necessary for academic success (Children's Resources on Wheel, 2014). Schools also play a vital role in creating positive learning environments, where adequate facilities and a secure atmosphere promote student interest (Berkowitz et al., 2017). Additionally, the quality of teachers is a key factor in student achievement. According to (Slameto, 1988), students often rely more on their teachers for academic guidance, and teachers who foster positive relationships with their students can greatly influence their engagement and motivation to learn.

Both internal and external factors are essential in determining students' interest in learning English. Internal drivers like health, motivation, and intelligence shape students' ability to focus and engage, while external influences such as family support, school environments, and teacher involvement create a broader context that enhances or limits students' academic experiences. Together, these factors interact to create a learning environment that fosters both personal growth and academic success, with digital short story videos serving as an effective tool to maintain student interest in modern education.

CONCLUSION

Students' motivation to learn English is influenced by internal factors such as health, motivation, and intelligence, as well as external factors like family, school, and teachers. The family environment plays a crucial role in preparing students mentally and physically for learning, while short story videos can boost motivation by engaging their interests and delivering moral messages. These videos also help students develop vocabulary and literary intelligence, though each student's ability to grasp information varies. The visual appeal, storyline, and characters in the videos further enhance interest in English, making it important for teachers to design activities that align with students' needs and foster both interest and intelligence.

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