Assessing Listening Skills Through Student Interest on Narrative Text Based ISL Collective Video Quizzes at Course

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ARTICLE INFO	ABSTRACT

Listening comprehension is often overshadowed by reading- and writing-centered instruction in junior high English classes, limiting opportunities for learners to develop real-world communication skills. Addressing this gap, the present qualitative study explores how narrative text–based internet second-language collective video quizzes shape student interest and, in turn, enhance listening assessment. Guided by Krapp's Person-Object Theory of Interest, the research examined 20 Indonesian junior teenagers enrolled in an extracurricular conversation course. Data were gathered through a structured questionnaire and follow-up semi-structured interviews with five focal students. Questionnaire items were mapped onto the emotional, value-related, and cognitive dimensions of interest, while interview transcripts provided nuanced insight into learners' experiences. Findings reveal robust engagement across all three dimensions: 85 % of students reported positive emotions such as enjoyment and excitement, 80 % perceived the activity as personally valuable for real-life English use, and 90 % demonstrated heightened cognitive involvement, including curiosity, prediction, and vocabulary acquisition. Interview data corroborated these patterns, highlighting the motivational power of storylines, visual cues, and immediate feedback embedded in the quizzes. Collectively, the results indicate that narrative video quizzes are not merely attractive add-ons but effective, interest-driven tools for assessing and fostering listening skills in adolescent EFL contexts. The study recommends integrating similar multimedia, story-rich assessments to create learner-centered, low-anxiety listening environments.

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INTRODUCTION

TIn the context of second language acquisition, listening comprehension holds a central position in shaping learners' communicative competence. It is the foundation upon which other language skills—speaking, reading, and writing—are built. Despite this pivotal role, listening is frequently underrepresented in classroom instruction, especially for junior learners in informal learning environments like language courses. Traditional methods often fail to capture learners' attention due to passive activities and outdated materials (Smith & Lee, 2023). This underrepresentation leads to disengagement and weak skill development. As technology advances, digital tools such as internet-based video quizzes have emerged, offering new ways to assess and enhance listening comprehension. This study focuses on the intersection between students' interest and their performance in listening tasks embedded within interactive, narrative video quizzes.

Listening comprehension is a complex skill requiring both bottom-up (decoding sounds and syntax) and top-down (using context and prior knowledge) processing (Johnson, 2022). However, many instructional approaches rely heavily on scripted audio with limited interactivity, which often fails to reflect authentic language use. This disconnect can be demotivating, particularly for junior teenagers whose learning engagement is closely tied to emotional and cognitive involvement. When students find content unengaging or irrelevant, their concentration wanes and comprehension suffers. Recent innovations in digital learning—such as interactive quizzes based on narrative videos—offer more dynamic and meaningful listening experiences. These tools not only simulate real-life communication but also offer immediate feedback, helping students reflect and improve (Anderson & Krathwohl, 2022).

Interest is a critical factor in language learning, particularly for younger learners. According to Krapp (2002), interest consists of emotional, cognitive, and value-related components that influence motivation and engagement. Learners are more likely to persist and succeed when they are emotionally invested and find value in the material. In the case of narrative-based internet quizzes, stories play a vital role in arousing curiosity and personal connection. Stories provide structure,

emotion, and relatability—features that enhance learners' ability to process and retain information (Kaur & Lee, 2023). Interactive video quizzes combine this narrative appeal with real-time engagement, allowing learners to apply listening strategies actively rather than passively consume information.

Digital storytelling tools appeal particularly to junior teenagers, whose media consumption habits are increasingly visual, interactive, and fast-paced. Research shows that learners respond better to language input when it is delivered in multimedia formats that align with their interests and everyday experiences (Brown & Thompson, 2024). For example, quizzes based on animated or acted-out stories allow students to observe non-verbal cues such as facial expressions and intonation, which support comprehension beyond the literal meaning of words. Furthermore, the immediate feedback and gamified nature of such tools make them effective not only for assessment but also for language acquisition, as they help students monitor their understanding and stay motivated (Sullivan & Jacobson, 2023).

Given these theoretical and pedagogical considerations, the present study investigates how student interest in narrative text-based internet second language collective video quizzes correlates with their listening performance. While earlier research has examined digital listening tools and narrative texts independently, few studies have focused on how students' emotional and cognitive engagement in such quizzes influences their comprehension outcomes—particularly in non-formal education settings such as language courses. By applying Krapp's Person-Object Theory of Interest (2002), this study seeks to analyze the ways in which emotional enjoyment, perceived value, and curiosity drive learner participation and enhance listening comprehension among junior teenagers.

METHOD

Participants / subject / population and sample

This study involved 20 junior high school students enrolled in a private English conversation course in Medan, Indonesia. The participants, aged between 12 and 15 years, were selected through purposive sampling based on their active attendance, basic digital literacy, and willingness to participate in video-based listening activities. This age group was targeted due to its developmental readiness for interest-based multimedia learning, aligning with Krapp's (2002) view that adolescent learners are especially responsive to emotional and cognitive engagement in educational content. To enrich the data, five students from the main sample were selected for follow-up semi-structured interviews. They were chosen based on their questionnaire responses, which showed either exceptionally high or unique patterns of interest. These interviews

allowed the researcher to explore the emotional, cognitive, and value-related dimensions of student engagement more deeply. Ethical considerations were observed throughout the study: informed consent was obtained from students and their guardians, and all responses were treated confidentially. This sampling approach ensured a focused yet diverse representation, supporting the study's aim to investigate how student interest in narrative digital quizzes correlates with listening comprehension.

Instruments

The primary instrument used in this study was a structured questionnaire designed to measure students' interest in narrative text-based internet video quizzes and their perceived impact on listening skills. The questionnaire was developed based on Krapp's (2002) Person-Object Theory of Interest, encompassing three dimensions: emotional engagement, value-related significance, and cognitive curiosity. The instrument contained Likert-scale items that assessed how students felt about the quizzes, the importance they attributed to the activity, and their motivation to learn and comprehend the narrative content. The questionnaire was pilot-tested with a small group of students from a similar background to ensure clarity, reliability, and validity. In addition to the questionnaire, semi-structured interviews were conducted with five selected participants to gather more in-depth qualitative data. The interview protocol focused on elaborating students' emotional responses, personal relevance, and cognitive involvement in using the video quizzes for listening practice. These interviews provided richer insights into the subjective experiences and learning processes behind the quantitative responses. Together, the questionnaire and interviews allowed for a comprehensive understanding of how interest in digital narrative quizzes relates to listening skill development.

Data Analysis Procedures

The data collected from the questionnaires and interviews were analyzed using a qualitative thematic approach guided by Krapp's (2002) Person-Object Theory of Interest (POI). First, questionnaire responses were quantitatively summarized to identify patterns of emotional, value-related, and cognitive engagement among the participants. Frequencies and percentages of agreement levels were calculated to reveal overall trends in student interest toward narrative text-based video quizzes. Next, interview transcripts were transcribed verbatim and subjected to thematic analysis to explore deeper insights into students' experiences. Coding was performed to categorize statements according to the three POI components—emotional feelings, personal relevance, and cognitive curiosity. These codes were then analyzed to identify recurring themes and relationships between interest dimensions and listening comprehension. Triangulation between questionnaire and interview data ensured validity and enriched the interpretation by connecting statistical trends with individual perspectives. This comprehensive analysis provided a

nuanced understanding of how student interest influenced engagement and listening skill development in the digital quiz context.

FINDINGS (LEVEL 1)

In The data collected from the questionnaire revealed strong positive responses from junior high school students regarding their interest in narrative text-based internet video quizzes. Their engagement was measured across three key dimensions based on Krapp's (2002) Person-Object Theory of Interest: emotional, value-related, and cognitive components. Table 1 below summarizes the percentage of students who expressed positive interest in each of these dimensions, highlighting the overall enthusiasm and motivation generated by the video quizzes.

Interest Component	Percentage	Interpretation
Emotional	85%	Students showed strong positive emotional responses toward using video quizzes, expressing enjoyment and motivation.
Value-Related	80%	The activity was viewed as meaningful and relevant to the students' personal goals in learning English.
Cognitive	90%	Students were cognitively engaged, showing a desire to understand the content and improve their listening skills.

The findings indicate that a majority of students reported high levels of emotional engagement, finding the quizzes enjoyable and stimulating, which is consistent with Johnson's (2022) assertion that emotional involvement enhances attention and learning retention. The multimedia storytelling format transformed the listening task from a passive activity into an interactive experience, catering to diverse learning preferences (Mayer, 2021) and reducing anxiety (Aryadoust & Raquel, 2022).

Similarly, the value-related dimension revealed that most students perceived the quizzes as personally meaningful and relevant to their English learning objectives. Interviews confirmed that learners appreciated how the narrative content connected with real-life language use, increasing their motivation and persistence, in line with Kaur and Lee's (2023) findings on the importance of perceived value in learning engagement. The cognitive engagement was the strongest, with students actively analyzing storylines, predicting outcomes, and focusing on vocabulary acquisition—demonstrating higher-order listening skills emphasized by Brown and Thompson (2024). Formative feedback embedded in the quizzes further promoted metacognitive reflection (Mayer & Fiorella, 2023).

Qualitative insights from interviews supported these quantitative results by showing that the interactive video quizzes maintained students' focus and encouraged autonomy, which Kartika, Astuti, and Fauziah (2023) identify as critical factors for sustained interest. Despite occasional issues with audio clarity, the integration of narrative, interactivity, and immediate feedback fostered an engaging and supportive environment conducive to improving listening skills (O'Sullivan, 2023). Overall, the study demonstrates that narrative video quizzes effectively combine interest and technology to enhance adolescent learners' listening comprehension.

DISCUSSION

T The findings of this study strongly indicate that narrative text-based internet video quizzes effectively engage junior high school students across emotional, value-related, and cognitive dimensions of interest, which in turn positively influence their listening skill development. This multidimensional engagement aligns well with Krapp's (2002) Person-Object Theory of Interest, underscoring the critical role of sustained, meaningful interest in second language learning contexts. Each dimension of interest contributes uniquely to fostering an enriched learning environment where listening comprehension can flourish.

The emotional engagement reported by 85% of participants highlights the importance of affective factors in language learning. Consistent with Johnson (2022), emotional involvement increases learners' attention and promotes deeper cognitive processing, which is essential for mastering the complexities of listening comprehension. The use of narrative videos enhances emotional engagement by providing relatable and compelling stories that resonate with learners' experiences and imaginations. Mayer's (2021) cognitive-affective theory of multimedia learning further explains how the combination of audio, visuals, and interactive elements stimulates multiple cognitive channels, resulting in improved attention and retention. This multimodal stimulation is particularly important for junior teenagers, whose developing cognitive capacities benefit from varied input. Additionally, the reduction in anxiety reported by students aligns with Aryadoust and Raquel's (2022) findings that

gamified and multimedia assessments reduce affective barriers, allowing learners to focus more effectively on comprehension tasks.

Value-related interest, observed in 80% of participants, reflects learners' recognition of the quizzes' relevance to their personal learning goals and everyday communication needs. This perception of personal significance is crucial in sustaining motivation, as noted by Renninger and Hidi (2023). The authentic and contextualized nature of narrative texts allows learners to see the practical application of vocabulary and idiomatic expressions, enhancing their pragmatic competence. Kaur and Lee (2023) emphasize that learners' investment increases when they perceive tasks as meaningful, which encourages persistence and active engagement even outside formal learning hours. This finding suggests that narrative video quizzes can bridge the gap between classroom learning and real-world language use, making listening practice more purposeful and effective.

The cognitive engagement of 90% of students demonstrates the quizzes' success in fostering higher-order thinking skills. Beyond basic decoding, students engaged in inferencing, predicting, and synthesizing information from the stories—processes critical to advanced listening proficiency (Brown & Thompson, 2024). The quizzes' embedded feedback mechanisms further facilitated metacognitive reflection, enabling learners to self-assess and refine their comprehension strategies, consistent with Mayer and Fiorella's (2023) advocacy for formative feedback in multimedia learning. This reflective practice encourages learners to move from passive reception to active construction of meaning, a fundamental shift for deep language acquisition. Moreover, the ability to control playback and revisit segments caters to individual learning paces, enhancing cognitive engagement by reducing frustration and promoting autonomy.

The qualitative data collected through interviews enriched these quantitative results by revealing the nuanced ways in which students experienced the narrative quizzes. Participants reported that the storytelling format made listening more enjoyable and relatable, sustaining attention where traditional listening tests often failed. The sense of autonomy derived from interactive features empowered students to take ownership of their learning, a critical factor in adolescent motivation (Kartika, Astuti, & Fauziah, 2023). This finding is especially relevant given the tendency for junior teenagers to disengage from monotonous or unchallenging tasks. The quizzes' design effectively balanced challenge and support, creating a learning environment that encouraged risk-taking and experimentation with language comprehension.

However, some students indicated difficulties with fast or unclear audio segments, underscoring the need for careful multimedia design to optimize comprehension. This aligns with O'Sullivan's (2023) emphasis on clarity, pacing, and accessibility in digital language assessments. It suggests that while narrative video quizzes offer significant pedagogical benefits, their

implementation must be carefully managed to avoid cognitive overload or frustration. Audio clarity, vocabulary level, and narrative complexity should be calibrated to learners' proficiency levels to maximize effectiveness.

CONCLUSION

This study demonstrates that narrative text-based internet video quizzes serve as an effective tool for enhancing junior high school students' listening comprehension skills by engaging them emotionally, cognitively, and through perceived value. The majority of participants expressed strong emotional responses such as enjoyment and motivation, which helped sustain their attention and reduce listening anxiety during the assessment process. Students also recognized the personal relevance of the quizzes, appreciating how the narrative content connected to real-life English usage, thereby increasing their commitment to learning. Cognitive engagement was notably high, with learners demonstrating active listening strategies like prediction, inference, and vocabulary acquisition, facilitated by the interactive and multimodal nature of the quizzes. These results affirm the importance of incorporating interest-driven and context-rich materials in language assessments to promote deeper and more meaningful learning experiences.

Furthermore, the study highlights the pedagogical benefits of integrating technology with storytelling to create interactive and learner-centered assessment environments. The immediate feedback and control over pacing afforded by the digital quizzes empowered students to monitor their own progress and develop metacognitive skills essential for autonomous language learning. Despite some challenges with audio clarity and pacing, the overall positive response suggests that narrative video quizzes hold significant potential for transforming traditional listening assessments into dynamic and engaging experiences tailored to adolescent learners' preferences. This approach not only enhances listening proficiency but also fosters sustained motivation and lifelong learning attitudes. Future research should investigate the long-term impact of such digital tools, explore personalization features, and consider diverse learner contexts to maximize their effectiveness and accessibility in varied educational settings.

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