

**TEACHERS' INTEREST USING ENTERTAINMENT MEDIA
IN TEACHING ENGLISH AT ISLAMIC BOARDING SCHOOL
ATH- THAHIRIYAH PINRANG**



Thesis Submitted to Fulfill one the Requirements for Obtaining
a Master's Degree in English Language Education (M.Pd)
at Postgraduate Program of IAIN Parepare

A THESIS

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ACKNOWLEDGEMENT

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ
وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

The feeling of gratitude and heartfelt thanks are extended to my beloved and respected parents, and parents who have constantly prayed for and supported the writer throughout education. To the writer beloved siblings and all her family members who have assisted the writer throughout the process of writing this thesis.

Additionally, the writer would like to express her special thanks to Dr. Abdul Haris Sunubi. M.Pd, as primary supervisor, and, Dr. Arqam, M.Pd as secondary supervisor, for continuous guidance and support to ensure the timely completion of this thesis. The completion of this thesis would not have been possible without the support and assistance provided by various individuals, both morally and materially.

The process of writing this thesis, the writer grateful for the help, guidance, and encouragement from various parties. Therefore, with all humility, the writer would like to express my gratitude to the following:

1. Prof. Dr. Hannani M.Ag, the Rector of IAIN Parepare, Dr.H.Saepuddin,S.Pd., M.Pd., Dr. Firman, M.Pd., and Dr. Muhammad Kamal Zubair, M.Ag., each serving as vice Rectors within the scope of IAIN Parepare, have provided the opportunity to pursue a Master's Program at IAIN Parepare
2. Dr. Hj. Darmawati, S.Ag., M.Pd, the Director of Pascasarjana of IAIN Parepare
3. The writer's deepest appreciation is extended to writer's first examiner Dr. H. Ambo Dalle, M.Pd and the second examiner Dr.Zulfah, M.Pd. for their guidance and encouragement during the research.

4. The Head and staffs of the library at IAIN Parepare for their assistance in obtaining the necessary references for this thesis.
5. All the employees and staffs who work at IAIN Parepare for their assistance and guidance in completing his study.
6. The family who always support him in everything specially for my beloved parents, spritual teacher and siblings namely: Amir Dudding, Suarsi, Syekh Sayyid Abd. Rahim Assegaf Puang Makka and Anggi Fitriani, S.Ked.
7. Special thanks to: His Classmate, Mardatillah, Dwi Wulandari, Fadillah Santri, Yulistirawati, Irma Maming and Hervina who always support him in the process.
8. Thank you to all the students of IAIN Parepare who have provided valuable input and their own thought processes.

The writer would like to express his gratitude to everyone who has provided assistance, both morally and materially, in completing this writing. May Allah swt. accept all the goodness as a perpetual charity and bestow His blessings and rewards upon them.

Finally, the writer humbly request the readers to kindly provide constructive suggestions for the improvement of this thesis.

Parepare, 02nd February 2024

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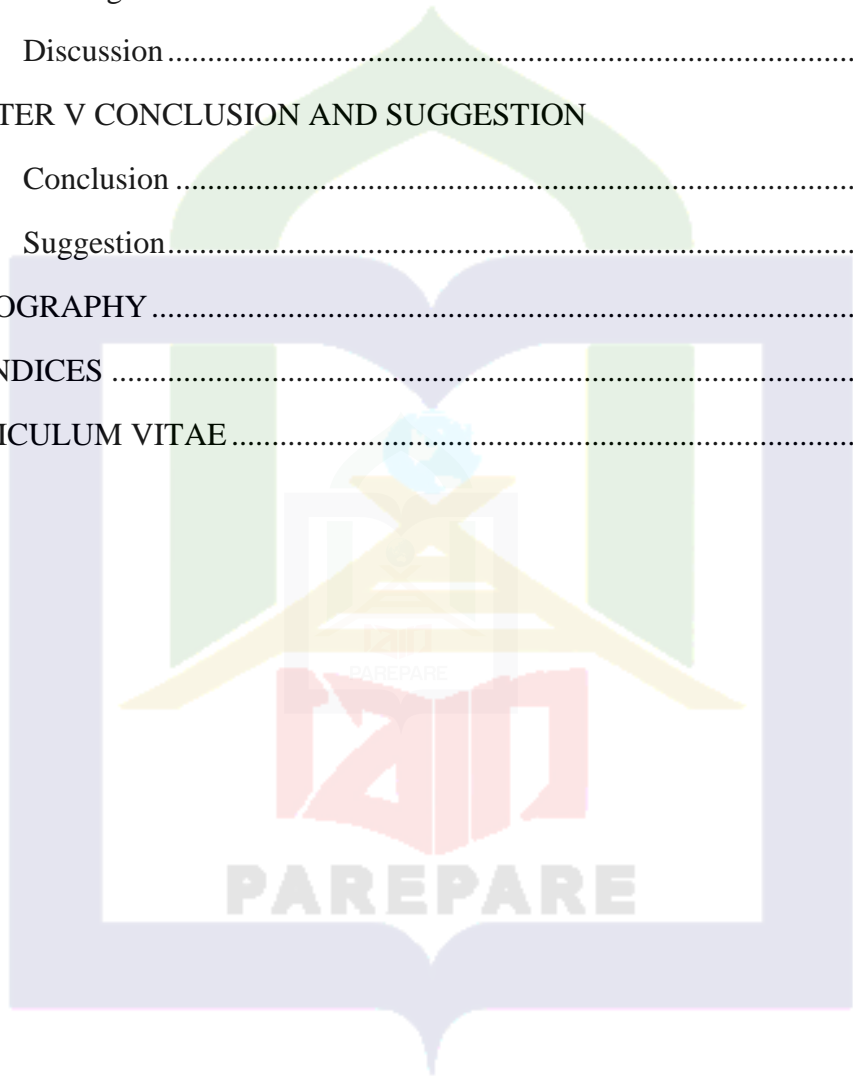
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	j	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	’	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (’).

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِي	<i>fath}ah dan ya>'</i>	ai	a dan i
اُو	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
اِي	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو	<i>d}ammah dan wau</i>	u>	u dan garis di atas

رَمَى : *rama>*

قَيْلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : raud}ah al-at}fa>l

الْمَدِينَةُ الْفَاضِلَةُ : al-madi>nah al-fa>d}ilah

الْحِكْمَةُ : al-h}ikmah

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta>di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : rabbana>

نَجَّيْنَا : najjaina>

الْحَقُّ : al-h}aqq

نُعِمُّ : nu"ima

عَدُوُّ : 'aduwwun

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalzalāh* (*az-zalzalāh*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *di>>nulla>h* بِاللَّهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas }r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

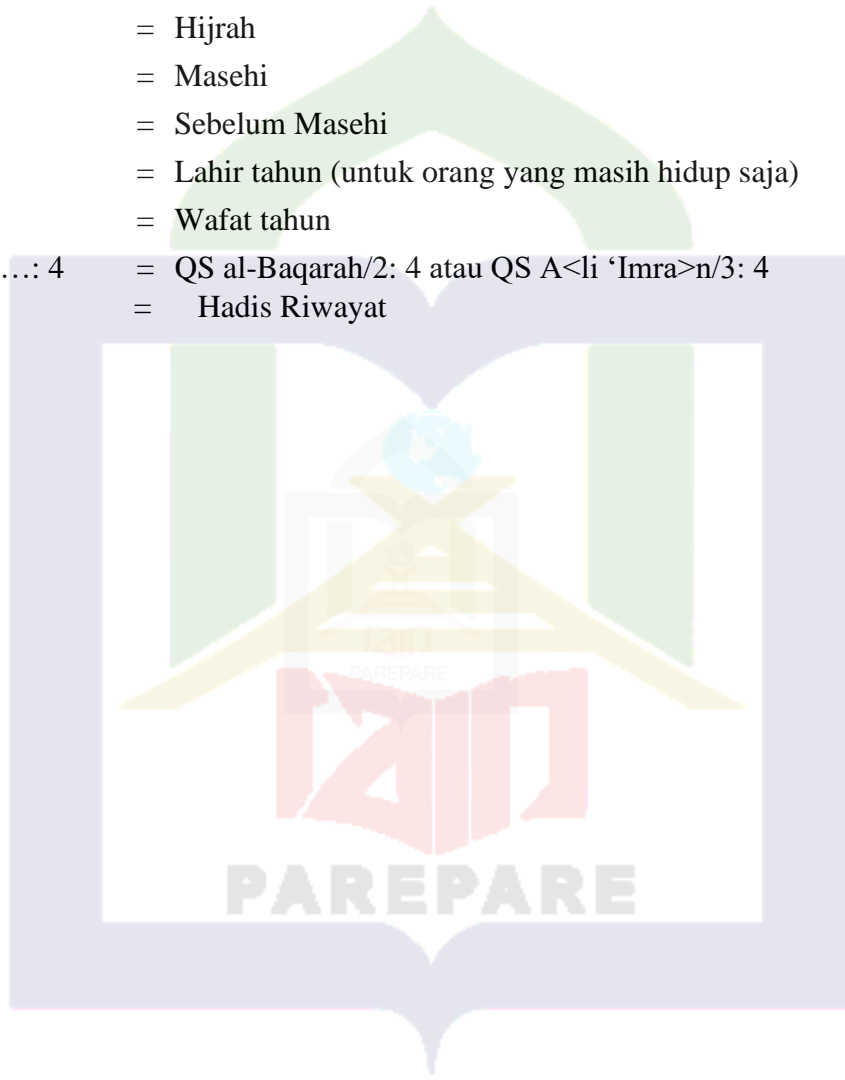
Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas }r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas }r H{a>mid (bukan: Zai>d, Nas }r H{ami>d Abu>)

11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a>nahu> wa ta'a>la></i>
saw.	= <i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala>m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	= Hadis Riwayat



ABSTRAK

Nama : Imran Akbar
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Judul Tesis : Minat guru menggunakan media hiburan pada pembelajaran Bahasa Inggris di Pondok Pesantren Darul 'Ulum Ath-Thahiriyah Paladang Kab. Pinrang.

Tujuan penelitian ini adalah untuk 1) mengetahui perasaan guru, 2) mengetahui tingkat perhatian guru, 3) mengetahui tingkat ketertarikan guru, serta 4) mengetahui tingkat keterlibatan guru sebagai indikator dalam menggunakan media hiburan pada pembelajaran Bahasa Inggris di Pondok Pesantren Darul 'Ulum Ath-Thahiriyah Paladang Kab. Pinrang.

Metode penelitian yang digunakan adalah metode kualitatif dengan desain penelitian deskriptif. Subjek dalam penelitian ini berjumlah tiga guru Bahasa Inggris. Data diperoleh dalam bentuk wawancara, observasi dan dokumentasi. Selanjutnya Prosedur pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru bahasa inggris di pondok pesantren Darul 'Ulum Ath-Thahiriyah Paladang Kab. Pinrang memiliki bentuk minat yang variatif terkait penggunaan media hiburan pada pembelajaran yang dilihat dari 4 indikator minat.

Perasaan senang, guru merasa senang menggunakan media hiburan karena mendukung pembelajaran dan meningkatkan kepercayaan diri peserta didik. Serta, guru merasa nyaman karena media hiburan mampu membuat pembelajaran dan suasana kelas menjadi interaktif.

Perhatian, guru memiliki bentuk perhatian yang variatif. Diantaranya, guru berusaha menyesuaikan diri dengan penggunaan media hiburan pada sifat/ karakter dan usia peserta didik. Guru memastikan peserta didik terlibat dan memahami materi. Serta mengevaluasi kekurangan media hiburan yang digunakan. Guru juga memastikan bahwa penggunaan media hiburan bisa menyeluruh kepada peserta didik agar dapat mengetahui kemampuan pemahaman peserta didik. Sehingga menjadi bahan evaluasi untuk materi pembelajaran selanjutnya.

Ketertarikan, dalam konteks ini juga memiliki beberapa variasi. Diantaranya, guru tertarik karena media hiburan dapat mengembangkan kreativitas pendidik dan juga dapat mengembangkan kreativitas siswa itu sendiri. Serta, pembelajaran akan terasa melelahkan dan membosankan jika tidak menggunakan media hiburan.

Keterlibatan, pada konteks ini, juga memiliki beberapa variasi. Seperti, guru selalu menyiapkan modul pengajaran, mempersiapkan media hiburan yang akan digunakan. Serta mengaktualisasikan diri dengan mencari sumber-sumber yang berkaitan dengan media hiburan pada pembelajaran.

Kata kunci: Minat, media hiburan, kelas EFL

ABSTRACT

Name : Imran Akbar
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 Title : Teacher's Interest Using Entertainment Media in Teaching English at Islamic Boarding School of Darul 'Ulum Ath-Thahiriyah Paladang, Kab. Pinrang.

The objectives of this study were to 1) determine the teacher's feelings, 2) determine the level of teacher attention, 3) determine the level of teacher interest, and 4) determine the level of teacher engagement as an indicator in using entertainment media in English language learning at islamic boarding school Darul 'Ulum Ath-Thahiriyah Paladang, Pinrang Regency.

The research method used was qualitative method with descriptive research design. The subjects in this study amounted to three English teachers. Data were obtained in the form of interviews, observations and documentation. Furthermore, the data collection procedures used were observation, interview and documentation. Data analysis techniques include data reduction, data presentation and conclusion drawing.

The results showed that English teachers at the Darul 'Ulum Ath-Thahiriyah boarding school in Paladang, Pinrang Regency have varied forms of interest related to the use of entertainment media in learning as seen from 4 indicators of interest.

Feeling of pleasure, teachers feel happy to use entertainment media because it supports learning and increases students' confidence. Also, teachers feel comfortable because entertainment media can make learning and the classroom atmosphere interactive.

Attention, teachers have various forms of attention. Among them, teachers try to adapt to the use of entertainment media to the nature/character and age of the learners. Teachers ensure learners are engaged and understand the material. As well as evaluating the shortcomings of the entertainment media used. Teachers also ensure that the use of entertainment media can be comprehensive to students in order to determine the ability of students' understanding. So that it becomes an evaluation material for the next learning material.

Attraction, in this context, also has several variations. Among them, teachers are interested because entertainment media can develop the creativity of educators and can also develop the creativity of students themselves. Also, learning will feel tiring and boring if you don't use entertainment media.

Engagement, in this context, also has some variations. For example, teachers always prepare teaching modules, prepare entertainment media that will be used. As well as actualizing themselves by looking for sources related to entertainment media in learning.

Keywords: Interest, entertainment media, EFL class

تجريد البحث

الإسم : عمران أكبر
رقم التسجيل : ٢٠٢٠٢٠٣٨٧٩١٠٢٠٠٩
موضوع الرسالة : اهتمام المعلمين باستخدام وسائل الترفيه في تعلم اللغة الإنجليزية في مدرسة دار العلوم الظاهرية الإسلامية الداخلية بفلاذنج منطقة بينرانج.

أجريت هذه الدراسة لتوضيح اهتمام المعلمين باستخدام وسائل الترفيه في تعلم اللغة الإنجليزية في مدرسة دار العلوم الظاهرية الإسلامية الداخلية ، بفلاذنج منطقة بينرانج. طريقة البحث المستخدمة هي طريقة نوعية مع تصميم بحث وصفي. كان الأشخاص في هذه الدراسة ثلاثة مدرسين للغة الإنجليزية في مدرسة دار العلوم الظاهرية الإسلامية الداخلية بالادانغ بينرانج ريجنسي، جنوب سولاويزي. جمع الباحثون البيانات باستخدام إرشادات المقابلة والوثائق. أظهرت النتائج أن كل معلم يستخدم وسائل الترفيه من أجل تلبية احتياجاته كمعلمين. وتشمل هذه الاحتياجات: (١) الحاجة إلى الإنجاز، (٢) الحاجة إلى السلطة، و (٣) الحاجة إلى الانتماء. هذه الحاجة تسبب ظهور الدوافع التي تشجع أنشطتهم باستخدام وسائل الترفيه في التعلم. حتى تكون العلاقة مع الاهتمام ، لن يفعل شخص ما شيئاً بدون دافع فيه، ويستند اهتمام المعلم بشكل أساسي باستخدام الوسائط الترفيهية في تعلم اللغة الإنجليزية إلى دوافع معينة. وسائل الترفيه كوسيلة لهم لتلبية دوافع المعلمين، من حيث المطالب التعليمية، وتحقيق الذات وتلبية متطلبات أساليب التعلم لدى المتعلمين.

الكلمات الرئيسية: الاهتمامات، وسائل الإعلام الترفيهية.

CHAPTER I

INTRODUCTION

A. Background of Research

The weak learning process in Indonesia especially in south sulawesi, there are still many teachers who still apply traditional teaching methods. thus, the implications of learning English in schools are still far from what we expect. learning activities in the classroom are not enough to apply only the lecture method or the talk and chalk learning method. Because, this will cause boredom with the subject and lack of enthusiasm for students to take part in learning activities. Therefore, teachers are expected to be able to utilize learning media that can stimulate students' enthusiasm in learning in accordance with the current educational paradigm, educators must be more creative in creating learning strategies that can create an active and fun learning atmosphere.¹

In this context, a person's interest plays an important role in various aspects of life, including in learning and self-development. Interest is a strong drive within a person towards something, which involves a sense of pleasure and attention to an activity that is carried out. In the context of teaching, when educators have an interest in a particular subject or topic, they will put more effort into making the learning process more effective and enjoyable for learners.

In accordance with the paradigm of education in this century, the use of entertainment-based media has an urgency in the learning process because it can clarify the presentation of messages so that they are not too verbal, overcome the limitations of time and space and sensory power, and attract students' interest in learning.² Entertainment-based media such as video, social media, virtual reality,

¹ Suyanti, R. D. (2010). Strategi Pembelajaran Kimia. *Yogyakarta: Graha Ilmu*, 46.

² Maisarah, M., Lestari, T. A., & Sakulpimolrat, S. (2022). Urgensi Pengembangan Media berbasis Digital Pada Pembelajaran Bahasa Indonesia. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 2(1), 65-75.

and audio can increase student engagement and facilitate understanding of certain concepts.³ Therefore, the utilization of entertainment-based media in learning can increase the effectiveness and efficiency of the learning process and create a more interesting and enjoyable learning environment.

The entertainment media has a powerful influence on each and every one of us. According to the A.C. Nielsen Company, the average person in the U.S. watches about four hours of television per day, which amounts to about two months of non-stop television viewing each year. Clearly, then, the entertainment media teach us about ourselves as we make new meaning of our own experience based on what we see; they also "teach" us a lot about "others" in often unconscious ways. In recent years, there has been some discussion among critical education scholars about the role of entertainment media in student learning. The growing interest in the media's impact on education is evidenced by the fact that the Fall 2003 issue of the Harvard Educational Review was devoted to the role of entertainment media in education.⁴ That is, there was increasing attention to the impact of media on education at that time.

In that discussion, it might be discussed how entertainment media, such as television, movies, music and video games, affect learning and teaching. This suggests that by 2003, the issue was already a significant topic in educational discourse. As such, educational academics and practitioners are beginning to recognize the importance of understanding how entertainment media can influence students' mindsets, values and behaviors. Research and publications such as these can help to form educational policies, guide practitioners in integrating

³ Salsabila, U. H., Seviarica, H. P., & Hikmah, M. N. (2020). Urgensi Penggunaan Media Audiovisual dalam Meningkatkan Motivasi Pembelajaran Daring di Sekolah Dasar. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 25(2), 284-304.

⁴ Tisdell, E. J., & Thompson, P. M. (2005). The Role of Pop Culture and Entertainment Media in Adult Education Practice.

entertainment media into learning experiences, and promote a better understanding of how media can be used effectively in educational contexts. However, it is important to note that since 2003, with technological developments and changing media trends, the impact of media on education has continued to change and become increasingly complex. Therefore, the understanding of the role of media in education continues to develop over time.

In fact, in this era, the availability of entertainment media continues to increase, so educators have easy access to the integration of entertainment media in learning. Gradually, learning using entertainment media, such as music, videos, games, and tools is gaining popularity along with the increasing availability of low-cost wireless devices. This learning device is starting to be looked at by educational stakeholders because it can operate games, videos, music, and others.⁵ Although there are several media applications that support the integration of technology in learning, it is still not fully utilized by teachers in the learning process, especially English teachers.

Today, many interactive and innovative learning innovations have emerged to make memorable, interesting and fun learning. Fun learning can be interpreted as learning that can attract students' attention with various methods applied, such as the use of Video, Movie, Song, Tools and Game media in learning process. So that teachers are required to continue to innovate in utilizing learning media, especially entertainment media, in order to be able to create an effective and enjoyable teaching and learning process. The need for teachers to be interested in entertainment-based learning, hopelly an interactive and non-boring learning

⁵ Pratama, L. D., Lestari, W., & Astutik, I. (2020). Efektifitas Penggunaan Media Edutainment Di Tengah Pandemi Covid-19. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 9(2), 413-423.

atmosphere can be realized. so, it will make it easier for a teacher to achieve learning goals.⁶

To be able to achieve this goal, it is highly expected that in general all citizens and specifically students have the ability to think critically, skillfully, and the habit of using free time to study both at school as well as at home and in the community. Teachers must strive to create an interactive and fun atmosphere that can make students interested in learning, so that with students interested in the teacher's teaching method, it will increase students' interest in paying attention to what the teacher teaches, so that student learning outcomes also increase.⁷ Teachers have an important role in influencing the motivation, achievement and behavior of their students. In this context, the utilization of entertainment media in learning is an important factor in creating optimal learning. Which is able to increase students' interest in learning.

Based on the observations above, the researcher concluded that many educators still do not understand their role as educators, especially in terms of increasing their demand for learning. there are still many teachers who do not optimize their teaching by utilizing entertainment media in learning So, this leads the researcher to an assumption that problems related to teacher interest in using entertainment media in teaching cannot be underestimated. The development of increasingly sophisticated technology is an important means to achieve more effective and efficient educational goals.

⁶ Mageswaran, K., & Othman, N. (2022). Minat Guru Perniagaan dan Ciri Keusahawanan Murid Jurusan Perniagaan. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(5), e001606-e001606. p-4

⁷ Febriyanti, C., & Seruni, S. (2015). Peran Minat dan Interaksi Siswa dengan Guru dalam Meningkatkan Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(3).

Therefore, researchers are interested in conducting research with the title “Teachers’ Interest Using Entertainment Media in Teaching English at Islamic Boarding School Ath- Thahiriyah Pinrang”.

B. Research Question

1. The research questions are essential element of the research because it would lead and frame the process of the research. In accordance with the background, this research elaborates with research question: How is The Teachers’ interest of Islamic Boarding School Pinrang using Entertainment Media in Teaching English?

C. Purpose of the Research

Relevant to the research question above, this research has one purpose that is to describe the teacher’s interest using entertainment media in teaching English at Islamic Boarding School Ath- Thahiriyah Pinrang.

D. Significance of Research

The result of this research is expected to give contributions that can be seen from three perspectives, namely:

1. The Theoretically Significance
 - This research is expected to contribute and benefit the interests of science, especially in IAIN Parepare. This contribution is related to the teacher interest using entertainment media.
2. Practical Benefits
 - a) For Students The results of this study are expected to be used as materials for efforts to improve student learning effectiveness to obtain maximum results.
 - b) For teacher as self-evaluation materials to become professional educators to improve the quality, process, and student learning outcomes.

3. For Researcher

The results of this study are expected to increase the knowledge of researchers to develop insights and as an initial step to obtaining a Master's degree.

E. *Research Focus*

Based on the previous background, this research focuses on the using of entertainment media in teaching and learning experience, especially in the English subject, to determine the extent of interest by English educators. Before understanding this, English teachers must comprehend how the entertainment media works. Therefore, teachers can identify what to be prepared for the using of the entertainment media. Researchers focused his research on interest with 4 indicators of interest, namely feelings of happiness, attractiveness, attention and engagement.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

This relevant previous research is used to explore previous research related to research problems, so that it can find out which problems have not been studied in depth by previous research. In addition, it is also a comparison between the phenomem to be studied with the results of similar previous studies. Previous research that is relevant to this research has been discussed by various researchers. Here the author will explain the results of previous studies that have similarities with this study and explain the contents, differences and similarities between the results of previous studies and the results of this study.

Table 2.1 Research Findings

No.	Researcher	Research Title	Research Methodology and Purpose
1.	Halimatus Sakdiah (2021) ⁸	“Analysis of Junior High School Science Teachers' Interest in Writing Classroom Action Research	The purpose of this study was to observe how much interest teachers, especially Science teachers, have in writing Classroom Action Research (PTK). Science (IPA) teachers in writing Classroom Action Research (PTK). Type of this research is a quantitative descriptive research using a

⁸ Sakdiah, H. (2021). Analisis Minat Guru IPA Tingkat SMP dalam Menulis Penelitian Tindakan Kelas (PTK). *JURNAL EDUSCIENCE*, 8(1), 70-78.

		(PTK)”	questionnaire instrument which has gone through the validity test.
2.	Rina Dwi Muliani, et al (2022) ⁹	“Factors that influence students' interest in learning”	This research was conducted with the aim of knowing the factors that influence students' interest in learning. This research was conducted using a qualitative descriptive research method.
3.	Atikah Mumpuni, et al (2019) ¹⁰	“Analysis of Factors Affecting Reading Interest of PGSD Students”	This research was aimed to analyze and describe internal and external factors that influenced reading interest of Elementary School Teacher Education (PGSD) students, from students assessment themselves and also lecturer and librarian perception. This

⁹ Muliani, R. D. M. R. D., & Arusman, A. (2022). Faktor-faktor yang mempengaruhi minat belajar peserta didik. *Jurnal Riset dan Pengabdian Masyarakat*, 2(2), 133-139.

¹⁰ Mumpuni, A., & Nurbaeti, R. U. (2019). Analisa faktor yang mempengaruhi minat baca mahasiswa PGSD. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 3(2), 123-132.

			research used a qualitative approach.
4.	Bela Beki Amallia Putri, et al (2019) ¹¹	“Analysis Factors of The Lack of Interest in Learning Mathematics Fifth Grade in Elementary School 4 Gumiwang.”	This study aims to find out what are the factors of low student interest in mathematics and how teachers' efforts in fostering student interest in mathematics. This type of research used in this study is qualitative research.
5.	Citra Pratama Sari, et al (2018) ¹²	"Factors Causing Low Reading Interest of Fourth Grade Students".	The research aims at describing the internal and external factors cause low interest in reading of fourth grade students. Data were analyzed using descriptive qualitative.

¹¹ Putri, B. B. A., Muslim, A., & Bintaro, T. Y. (2019). Analisis faktor rendahnya minat belajar matematika siswa kelas V di SD Negeri 4 Gumiwang. *Jurnal Educatio Fkip UNMA*, 5(2), 68-74.

¹² Sari, C. P. (2018). Faktor-faktor penyebab rendahnya minat membaca siswa kelas IV. *Basic Education*, 7(32), 3-128.

6.	Wafiq Andriani Putri, (2023) ¹³	“Factors of Low Interest in Learning of The Fifth Grade of Elementary School Students in Math Subject.”	Descriptive descriptive research method is the method used in this study. The purpose of the research was conducted to find out and find the factors of students' low interest in learning mathematics.
7.	Komsu Koranti, (2013) ¹⁴	“Analyze the Influence of External and Internal Factors on Entrepreneurial Interest.”	The purpose of this study is to analyze the influence of external factors and internal factors on entrepreneurial interest of Gunadarma University students in Depok. Research method in this study is an explanatory survey.
8.	Komang Suardi Wiradarma,	“Analyzing the Relationship between Learning Interest and Science Online	This study aims to analyze the relationship between learning interest on science online learning outcomes. This type of research is ex post facto research.

¹³ Putri, W. A. (2023). Faktor rendahnya minat belajar siswa kelas v sekolah dasar pada mata pelajaran matematika. *Jurnal Inovasi Pembelajaran Matematika: PowerMathEdu*, 2(2), 123-128.

¹⁴ Koranti, K. (2013). Analisis Pengaruh Faktoreksternal Dan Internal Terhadap Minat Berwirausaha. *Prosiding Pesat*, 5.

	et al (2021) ¹⁵	Learning Outcomes of Third Grade Elementary School Students.”	
9.	Iman Saro Ndraha, et al (2022) ¹⁶	“Analysis of the Relationship between Learning Interest and Mathematics Learning Outcomes.”	The purpose of this study was to determine the relationship between interest in learning and learning outcomes of and describe the main factors that influence students' interest in learning. Type of this research is quantitative research.
10.	Leo Charli, et al (2019) ¹⁷	“The Relationship between The Interest in Learning towards Physics Study.”	The purpose of this study was to find out the relationship between learning interest in learning achievement in physics. The research method used is correlation research.

¹⁵ Wiradarma, K. S., Suarni, N. K., & Renda, N. T. (2021). Analisis Hubungan Minat Belajar terhadap Hasil Belajar Daring IPA Siswa Kelas III Sekolah Dasar. *Mimbar PGSD Undiksha*, 9(3), 408-415.

¹⁶ Ndraha, I. S., & Mendrofa, R. N. (2022). Analisis Hubungan Minat Belajar Dengan Hasil Belajar Matematika. *Educativo: Jurnal Pendidikan*, 1(2), 672-681.

¹⁷ Charli, L., Ariani, T., & Asmara, L. (2019). Hubungan minat belajar terhadap prestasi belajar fisika. *SPEJ (Science and Physic Education Journal)*, 2(2), 52-60.

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The first issue regarding the teachers' interest in in writing Classroom Action Research by Halimatus Sakdiah (2021) The results showed that self, social and emotional factors have a significant effect together on teachers' interest in writing PTK.

The second issue regarding the factors that affect the interest by Rina Dwi Muliani, et al (2022), Atikah Mumpuni, et al (2019) Komsu Koranti (2013). Their research results indicate that the factors that influence students' interest in learning consist of internal and external factors.

The third issue regarding factors that affecting the lack of interest by Wafiq Andriani Putri (2023) indicates that interest in learning math influenced by several factors including learning time that is too long, students do not like math lessons, do not understand math concepts, are bullied by their friends, not understanding math concepts, being bullied by their friends, the teacher only explains and students listen, the questions in the textbook are still abstract and not in accordance with daily life. Meanwhile, Citra Pratama Sari (2018) shows that External factors causing low student interest in reading are a less supportive school environment, the role of the library is not maximized, limited books/reading materials, lack of family support, and the influence of watching television. the role of the library has not been maximized, limited books/reading materials, less supportive families, and the influence of watching

television and the use of mobile phones. and the use of cell phones. Also, Bela Beki Amallia Putri (2019) shows that the teacher's way of teaching is still monotonous and rarely uses learning media in learning. Apart from the way the teacher teaches is also influenced by the behavior and attitudes of parents who are deemed inappropriate when dealing with students.

The next issue regarding analysis of the relationship between learning interest and learning outcomes by Komang Suardi Wiradarma (2021), Iman Saro Ndraha (2022), Leo Charli (2019). Their research results indicate that The results of this study indicate that there is a significant relationship between learning interest and learning achievement. Komang said that the more students' interest in learning, the more students' learning outcomes will increase. Also, influenced by the feeling aspect and the engagement aspect, said Iman Saro Ndraha.

After explaining the research results related to interest, Based on some of the previous research above related to interest. so that researchers conclude that interest has a very important role in various aspects of an individual's life and development. Interest plays an important role in motivating individuals to learn, explore and develop. When an individual has an interest in a topic or activity, they tend to be more motivated to spend time and energy on that thing.

When a person has a strong interest in an activity or field, they tend to have a greater aptitude for it and may be more able to thrive and succeed in it. A deep interest in a field or activity can motivate a person to continue learning and developing their skills. Thus, interests play a very important role in shaping an individual's identity, motivation and development, and can help improve the overall quality of life. Teachers who have an interest in their field tend to teach with greater passion and enthusiasm. They are more likely to present material

in interesting and challenging ways, making learning a more enjoyable experience for students.

Teachers' interests may encourage them to seek out new and innovative teaching methods. They may be more open to the use of technology, different learning strategies or other creative approaches to improve teaching effectiveness. Thus, teachers' interests not only affect the quality of teaching and learning but also play a role in inspiring, guiding and directing students towards better self-development in the context of education.

B. *Some Pertinent Ideas*

1. *The Concept of Interest*

a. Definition of Interest

The Liang Gie provides the most basic understanding of interest, interest means being busy, interested, or involved in an activity because you are aware of the importance of that activity. In addition, interest is an unintentional focus of attention that is born with his will and which depends on his talent and environment.¹⁸ Interest is described through behavior and emotions of individuals in living their daily lives. There are two aspects contained by interest, including cognitive aspects and affective aspects. The cognitive aspect implies that interest is always preceded by knowledge, understanding and concepts that are obtained and developed as well as experience or the results of interactions with the environment. The affective aspect shows the emotional degree which is expressed in the form of an assessing process to determine the preferred activity.

So, if an activity is accompanied by strong individual interest, he will devote his attention well to that activity. The aspect of human interest in participating in

¹⁸ Koa, J. V., & Mutia, K. D. L. (2021). Pengaruh Persepsi, Motivasi, Minat, dan Pengetahuan Tentang Pajak Mahasiswa Program Studi Akuntansi Universitas Nusa Cendana terhadap Pilihan Berkarir Di Bidang Perpajakan. *Jurnal Akuntansi: Transparansi Dan Akuntabilitas*, 9(2), 131-143.

an activity is very strong, it will also be the basis for creating an interactive and fun learning situation, which can fulfill students' desire to learn with great attention.¹⁹ So, interest is the desire and encouragement that arises for a work/profession.²⁰ The existence of interest during the learning process will make the process run smoothly because in interest there is a feeling of pleasure and also concentration.²¹

From the context of educators, teachers who are interested in teaching will always strive to master the necessary skills so that they can carry out the teaching and learning process effectively. Although at the beginning the teacher experienced a little difficulty but due to the influence of interest, they will continue to try to be able to master the teaching skills. Interest is where someone has attention and desire to understand and learn and prove it further. The growth of interest due to the presence of attention to an object where further attention grows the will to know, learn and prove. Interest is also a person's awareness of an object, a situation or a question related to herself. A teacher must always try to adapt to the changes and needs of the educational paradigm.

They also need to know the best teaching methods so that the delivery of knowledge can be carried out effectively to students. Teachers should also be wise in organizing and strategizing the teaching and learning process so that the learning process can be implemented in accordance with the learning objectives. Based on the explanation above, It can be interpreted that in essence, interest grows within a person by itself over time and based on their needs without any factors from the surrounding environment. If it is related to interest in becoming a teacher, surely

¹⁹ Achru, A. (2019). Pengembangan Minat Belajar dalam Pembelajaran. *Jurnal Idaarah*, 3(2), 207.

²⁰ Bahri, M. S. (2018). *Pengaruh Risk Tolerance, Risk Perception dan Kecerdasan Spiritual terhadap Keputusan Investasi* (Doctoral dissertation, STIE PERBANAS SURABAYA).

²¹ Hayati, N., & Harianto, F. (2017). Hubungan Penggunaan Media Pembelajaran Audio Visual dengan Minat Peserta Didik pada Pembelajaran Pendidikan Agama Islam di SMAN 1 Bangkinang Kota. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 14(2), 160–180. [https://doi.org/10.25299/al-hikmah:jaip.2017.vol14\(2\).1027](https://doi.org/10.25299/al-hikmah:jaip.2017.vol14(2).1027).

someone who is interested in becoming a teacher will feel happy and comfortable with the teaching profession without anyone regulating it and will strive to develop his potential as a qualified prospective teacher.²²

Interest has three elements, namely cognition (knowing), emotion (feeling), and condition (willpower). The element of cognition means that interest is preceded by knowledge and information about the object of interest. The element of emotion, because in this participation or experience is accompanied by certain feelings (usually feelings of pleasure). If someone has a good feeling about something then that person will be interested in learning about it, and vice versa if someone does not like something then that person will not be interested in learning about it. Meanwhile, the conation element is a continuation of the two elements, which is realized in the form of willingness and desire to carry out an activity.²³

b. Types of Interest

Interest can be divided into two, namely personal interest and situational interest. Personal interest, namely the personal characteristics of individuals who are relatively stable. Personal interest is directed at a specific activity or topic (e.g interest in sports, science, music, dance, computers, etc.). While situational interest, namely interest that is grown by environmental conditions or factors, for example the role of formal education, information obtained through books, the internet or television.²⁴ Similar to Krapp, Hidi, and Renninger in Pintrich & Schunk that Personal interest is defined as a relatively stable characteristic of a person's

²² Rahmadiyahani, S., Hariani, L. S., & Yudiono, U. (2020). Minat Menjadi Guru: Persepsi Profesi Guru, Pengenalan Lapangan Persekolahan (PLP) dan Efikasi Diri. *Jurnal Riset Pendidikan Ekonomi*, 5(1), 10-23.

²³ Pratiwi, N. K. (2017). Pengaruh tingkat pendidikan, perhatian orang tua, dan minat belajar siswa terhadap prestasi belajar bahasa indonesia siswa smk kesehatan di kota tangerang. *Pujangga: Jurnal Bahasa dan Sastra*, 1(2), 31.

²⁴ Lena, I. M., Anggraini, I. A., Utami, W. D., & Rahma, S. B. (2020). Analisis Minat dan Bakat Peserta Didik terhadap Pembelajaran. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 7(1), 26.

personality that is relatively stable, which tends to stay with a person. Personal interests can usually directly lead a person to some specific activities or topics. Personal interest can be seen when a person makes an activity or topic a choice for sure, generally likes the topic or activity, causes personal pleasure and the topic or activity undertaken has an important meaning for that person. Situational interest is an interest that is mostly generated by environmental conditions.²⁵

High level interest is the result of education, it is important for people who are truly educated, characterized by having really big and true interests in things that are assessed briefly by one's outlook on life. A person's norm is determined by the direction of his interest with meaning by what is considered to have something to do with him. Interest differs from temporal pleasure not in that pleasure motivates action, but in determination. Boredom is the opposite of interest. Boredom occurs at school, it is important to recognize the difference between interest and pleasure and realize that pleasure often leads to boredom, because interest and boredom affect a person's personal and social adjustments. Interest plays an important role in a child's life as a source of motivation for learning, a source of aspiration, joy and achievement.²⁶

According to Rosdiyah quoted by Susanto states that "The emergence of interest in a person in principle can be divided into two types, namely: interest that comes from innate and interest that arises because of outside influences." The two types of interest are explained, namely: First, interest that comes from innate, arises by itself from each individual, this is usually influenced by heredity or natural talent. Second, interest that arises because of influences from outside the individual,

²⁵ Hapsari, I. I., & Maulana, H. (2013). Pengukuran Minat Mahasiswa Berdasarkan Teori Holland. *Perspektif Ilmu Pendidikan*, 27(2), 152-159.

²⁶ Suharyat, Y. (2009). Hubungan Antara Sikap, Minat dan Perilaku Manusia. *Jurnal Region*, 1(3), 1-19.

arises along with the development process of the individual concerned. This interest is influenced by the environment, parental encouragement, and habits or customs.²⁷

According to Gagne quoted by Susanto also stated that "There are two types of interest in a person, namely spontaneous interest and patterned interest." It was explained that spontaneous interest is interest that arises spontaneously from within a person without being influenced by outsiders. Meanwhile, patterned interest is an interest that arises as a result of the influence of planned and patterned activities, for example in teaching and learning activities, both in school institutions and outside of school. in terms of characteristics of interest.

Based on the origin, interest can be divided into two types, among others:

- a. Primitive interests are interests that arise because of biological needs or body tissues, such as the need for food, feelings of pleasure and comfort, freedom of activity and sex.
- b. Cultural or social interests are interests that arise due to the learning process, these interests are not directly related to ourselves. For example, individual learning interests have the experience that society or the environment will value educated people and higher education more, so this will generate individual interest in learning and achieving in order to get respect from the environment, this has a very important meaning for his self-esteem.²⁸

Based on how to express interest, it can be divided into four types, consisting of:

- 1) Expressed interest typically refers to a situation where an individual or a party has conveyed their curiosity, desire, or enthusiasm regarding a particular topic, opportunity, product, service, or event. This expression can take various forms, such as verbal communication, written communication

²⁷ Susanto, Ahmad. 2013. *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Kencana Prenada Media Group.

²⁸ Suharyat, Y. (2009). Hubungan antara sikap, minat dan perilaku manusia. *Jurnal region*, 1(3), 1-19.

(like emails or letters), or non-verbal cues. In business, academia, or personal interactions, expressing interest is a common way for individuals to communicate their curiosity, willingness, or intention to get involved in something.

- 2) Manifest interest is a term that implies making one's interest evident, visible, or apparent. When someone manifests interest, they openly demonstrate or display their curiosity, enthusiasm, or engagement in a particular subject, project, opportunity, or relationship. In essence, manifesting interest involves more than just expressing it verbally; it involves taking visible actions that demonstrate one's commitment or enthusiasm for a particular area or endeavor.
- 3) Tested interest, on a personal level, might refer about actions taken to assess someone's genuine interest or commitment. For instance, in a romantic relationship, an individual might test the other person's interest by observing their responsiveness, consistency, and effort in maintaining the relationship.
- 4) Inventoried interest, In an educational context, "inventoried interest" might refer to standardized tools used to assess students' academic interests and learning styles. This information can be valuable for educators to tailor teaching methods or guide students in choosing subjects of study.

Based on the opinions described above, it can be seen that the types of interest based on the causes of interest arise, there are two, namely spontaneous interest from within a person without any outside influence and patterned interest, namely interest that arises as a result of the influence of planned activities. originating from outside the individual.

c. Characteristic of Interest

According to Hurlock quoted by Susanto mentions there are seven characteristics of interest, namely as follows:

- 1) Interest grows together with physical and mental development. It suggests that as individuals undergo both physical and mental maturation, their interests tend to evolve and expand. This idea aligns with the concept that personal growth and development contribute to changes in one's preferences, curiosities, and intellectual pursuits.

In later stages of life, physical and cognitive changes can also impact interests. While some may find renewed interests in hobbies or activities that were previously set aside, others may develop new interests as they reflect on life experiences and priorities. Life events, such as entering a new phase of education, starting a career, or becoming a parent, can also coincide with shifts in interests. As individuals navigate these transitions, their evolving physical and mental capacities may shape the things that capture their attention and passion.

- 2) Interest depends on learning activities. Learning activities that encourage active participation, hands-on experiences, or interactive methods often contribute to heightened interest. When individuals are actively engaged in the learning process, they are more likely to develop a genuine curiosity and enthusiasm for the subject matter. The relevance of learning activities to real-life situations or personal interests can significantly impact engagement. If individuals can see the practical application or connection to their lives, they are more likely to be interested in the learning process.

Different individuals have different learning styles, some may prefer visual aids, others may prefer hands-on activities, and some may thrive in

discussions. Recognizing and incorporating diverse learning activities can cater to various preferences and enhance overall interest. Interest often thrives when learning activities present challenges that are perceived as achievable. Striking the right balance between difficulty and achievability can keep individuals engaged and motivated. In summary, the level of interest in a subject or topic is closely tied to the nature and quality of the learning activities associated with it. Thoughtfully designed and engaging learning experiences have the potential to spark and sustain interest in a wide range of individuals and contexts.

- 3) Interest depends on learning opportunities. underscores the importance of the context and environments in which learning takes place. Learning opportunities, including the availability, quality, and diversity of educational experiences, play a crucial role in shaping individuals' interests. The availability of learning opportunities across a broad spectrum of subjects can expose individuals to different fields of knowledge.

Exposure to diverse subjects provides a chance for individuals to discover areas of interest they may not have encountered otherwise. The quality of learning materials, resources, and teaching methods can significantly impact interest. Well-designed and engaging educational materials enhance the learning experience, making it more likely for individuals to develop and sustain interest in a subject. Tailoring learning opportunities to individuals' interests, preferences, and pace can have a positive impact on engagement. Personalized learning experiences can create a sense of ownership and investment in the learning process. In essence, the nature and accessibility of learning opportunities can significantly influence the development and sustenance of interest in various

subjects and fields. Providing diverse, high-quality, and accessible learning opportunities contributes to a rich and engaging learning experience.

- 4) Interest development may be limited. It indicates that there are some factors or constraints that can impede or restrict the growth and diversification of one's interests. Individuals may have limited exposure to a variety of experiences, subjects, or activities. Without exposure to diverse opportunities, their interests may be confined to what is familiar or readily available. Limited access to educational resources, such as books, technology, or learning materials, can constrain the breadth of learning opportunities. Insufficient resources may restrict the exploration of new interests. Fear of failure or negative judgment from others can hinder interest development.

Individuals may avoid exploring new interests due to concerns about not meeting expectations or facing criticism. So, A lack of intrinsic motivation or external encouragement can limit interest development. Without a sense of curiosity or purpose, individuals may be less inclined to explore new areas. Despite these potential limitations, it's important to note that interest development can still occur under various circumstances. Interventions, increased access to resources, changes in mindset, and supportive environments can contribute to overcoming these limitations and fostering a more expansive and diverse range of interests.

- 5) Interests are influenced by culture. highlights the significant impact that cultural factors can have on shaping individuals' preferences, inclinations, and pursuits. Cultural influences play a crucial role in determining what people find meaningful, valuable, and engaging. The values and beliefs held within a particular culture can shape individuals' interests. Cultural norms

may dictate certain activities, hobbies, or subjects as more or less acceptable or desirable.

The process of socialization within a culture introduces individuals to specific interests and activities deemed appropriate by that culture. Family, peers, and community play a key role in shaping individuals' early preferences. Cultural representations in media, literature, music, and other forms of entertainment can significantly influence interests. Exposure to cultural expressions can shape aesthetic preferences and spark interest in particular genres or styles. Cultural traditions, rituals, and practices can contribute to the development of specific interests. For example, individuals within a culture with a rich history of art may develop an interest in artistic pursuits. In education context, cultural traditions, rituals, and practices can contribute to the development of specific interests. For example, individuals within a culture with a rich history of art may develop an interest in artistic pursuits.

Also, Cultural definitions of success and achievement can shape individuals' aspirations and interests. The pursuit of certain goals or achievements may be more emphasized or discouraged based on cultural expectations. Recognizing the influence of culture on interests is crucial for understanding human behavior, preferences, and the dynamics of diverse societies. While individuals may have unique personal interests, the broader cultural context can provide a framework that shapes and guides the development of these interests.

- 6) Emotional interest, refers to a form of interest that is characterized by a strong emotional or affective connection to a particular subject, activity, person, or experience. In this context, interest goes beyond mere curiosity

or intellectual engagement; it involves a deep emotional investment. Emotional interest can manifest in various ways, and individuals may develop strong feelings, passion, or enthusiasm for something that resonates with them on a personal or emotional level. Individuals with emotional interest often exhibit passion and enthusiasm when discussing or engaging with the subject of their interest. Their emotional connection fuels a strong desire to be involved or immersed in the topic.

The subject of emotional interest typically holds personal significance for the individual. It may be linked to their values, experiences, or a sense of identity, creating a profound emotional attachment. Emotional interest is often associated with intrinsic motivation, where individuals find joy, satisfaction, or fulfillment in the mere act of engaging with the subject, without necessarily seeking external rewards. Individuals experiencing emotional interest may feel positive emotions such as joy, excitement, or happiness when involved in activities related to their interest. Conversely, the absence or hindrance of this interest may lead to negative emotions.

Emotional interest tends to foster long-term commitment. Individuals are more likely to persist in their pursuits, even in the face of challenges or setbacks, because of the emotional rewards derived from their interest. Emotional interest can encompass a wide range of subjects, including hobbies, relationships, causes, or creative endeavors. The emotional connection is what distinguishes it from a more casual or detached form of interest. Examples of emotional interest could include a person's passion for a particular art form, deep emotional involvement in a social or environmental cause, or a strong attachment to a specific hobby that brings immense joy and satisfaction. Understanding emotional interest

is essential in various contexts, including education, personal development, and interpersonal relationships. Recognizing and nurturing emotional interests can contribute to individuals' overall well-being and sense of fulfillment.

- 7) Interest has egocentric weight, it indicates that individual interests carry a subjective or self-centered significance. In this context, it implies that when people express their interests, those interests may be influenced by their personal perspectives, needs, or priorities. The term "egocentric" here doesn't necessarily imply selfishness but rather emphasizes the subjective nature of personal interests. Egocentric weight suggests that personal priorities and concerns influence the significance given to specific interests. Individuals may be more inclined to pursue or prioritize activities that align with their own needs and goals.

Egocentric weight in interests may also relate to the motivational aspect. People are often more motivated to engage in activities that directly align with their own aspirations, leading to a more personalized and invested interest. The egocentric weight in interests may be reflected in the emotional connection individuals have with the things they find interesting. The emotional aspect adds a subjective layer that contributes to the personal significance of their interests.

While personal interests are indeed influenced by individual perspectives, it's important to note that this egocentric weight doesn't necessarily imply disregard for others or an absence of shared interests. People can still find common ground and shared pursuits, but their personal interests inevitably carry the weight of their own experiences and viewpoints. Understanding the egocentric nature of interests helps in

appreciating and respecting the diversity of individual preferences and motivations.

Overall, the statement acknowledges the dynamic nature of human development and its influence on the scope and nature of individual interests. It reflects the interconnectedness of physical and mental growth with the multifaceted aspects of personal interests throughout different stages of life.

Interest can arise because of knowledge and information about this matter so that the willingness and desire to carry out an activity arises. According to Slameto which are the characteristics of interest are as follows:

- 1) Has a persistent tendency to pay attention to and remember something that is learned continuously.
- 2) There is a feeling of love and pleasure in something you are interested in.
- 3) Obtaining a sense of pride and satisfaction in something of interest.
- 4) Preferring one thing that interests him more than another.
- 5) Realized by actively participating in activities.²⁹

d. Aspect of Interest

Personal interest is defined as a relatively stable characteristic of a person's personality that is relatively stable, which tends to stay with a person. Personal interests can usually directly lead a person to some specific activities or topics. Personal interest can be seen when a person makes an activity or topic a choice for sure, generally likes the topic or activity, causes personal pleasure and the topic or activity undertaken has an important meaning for that person. Situational interest is an interest that is largely generated by environmental conditions. Hurlock said that interest in

²⁹ Slameto. 2013. Belajar dan Faktor-faktor yang Mempengaruhinya. Jakarta: PT. Rineka Cipta.

learning is the result of experience or learning process. He further suggests that interest in learning has two aspects. The aspects of interest are as follows:

- 1) Cognitive aspect, Aspek kognitif yang dipengaruhi oleh pengalaman pribadi dan pembelajaran di rumah, sekolah, dan masyarakat mencakup beragam dimensi kognitif yang berkembang seiring waktu. Interaksi dengan anggota keluarga, teman sebaya, dan orang lain di lingkungan sekitar membentuk pemahaman tentang hubungan sosial, empati, dan komunikasi. Selain itu, pendidikan di rumah dan sekolah juga membentuk pemahaman tentang nilai-nilai moral, etika, dan norma sosial yang memengaruhi cara individu berpikir dan bertindak. Semua pengalaman ini membentuk aspek kognitif seseorang, seperti pemikiran, pengetahuan, persepsi, ingatan, dan pemecahan masalah. Pengalaman pribadi dan pembelajaran dari berbagai sumber membantu individu mengembangkan kemampuan kognitif mereka serta memahami dunia dan diri mereka sendiri secara lebih baik.
- 2) Affective aspect, the concept that builds on the cognitive aspect, interest is expressed in attitudes towards the subject. cognitive aspects, interest is expressed in attitudes towards activities that generate interest. Develops from personal experience of the attitude of important people. i.e. parents, teachers and peers towards activities related to the interest and from attitudes expressed or implied in various forms of mass media towards the activity. Concepts and understandings gained from cognitive aspects, such as knowledge about a subject or activity, can influence one's attitude and interest towards it. For example, a person who has a good understanding of math and experiences success in solving math problems may develop

an interest and positive attitude towards the subject. Thus, affective aspects are the result of a complex interaction between personal experience, cognitive learning and exposure to various forms of media. A person's attitudes and interests towards various activities can develop and change over time, depending on these factors.

- 3) The psychomotor aspect, runs smoothly without the need for further thought, the sequence is correct. But progress is still possible so that flexibility and excellence and excellence increase although this is all goes slowly. The psychomotor aspect involves physical skills and movements of one's body. Although some psychomotor activities occur without the need for deep thought, progress in this aspect can be achieved through practice, body awareness and sustained effort. Practice in various contexts and environments can help increase flexibility and adaptation in psychomotor skills. Practicing in different environments allows one to overcome challenges and respond to different situations. Progress in psychomotor aspects is often gradual and requires patience and consistency in practice. It is important to stay motivated and continue practicing even if progress seems slow. Practice in a variety of contexts and environments can help increase flexibility and adaptation in psychomotor skills. Practicing in different environments allows one to overcome challenges and respond to different situations. With awareness, purposeful practice and continued dedication, flexibility and excellence in psychomotor aspects can improve over time even if the process is slow.³⁰

Based on the description above, it can be concluded that the aspects of interest consist of two aspects, namely cognitive aspects and affective aspects.

³⁰ Darmadi, H. (2017). *Pengembangan Model dan Metode Pembelajaran Dalam Dinamika Belajar Siswa* Yogyakarta; CV. *Budi Utama*.

Dalyono in Alim, A. F. argues that interest cannot just form in a person, there are factors that influence it, namely:

- 1) Internal factors are factors that are able to foster one's interest because of self-awareness without any coercion from others, including emotional factors, perceptions, motivation, talent and mastery of knowledge.
- 2) External factors are factors that can develop a person's interest due to the role of other people and the environment, including the role of family and the influence of the social environment.³¹

Meanwhile, according to Crow and Crow, several factors affect interest:

1) Internal Factor

Accordance with Crow's theory, the stimulation that comes from the environment that matches a person's desires and needs will stimulate interest, for example, the tendency of teachers to use entertainment media in learning, in this case, the teacher has a need for entertainment media because the entertainment media will make it easier for him to deliver the material in class.

2) Social Motive Factor

A person's interest in a particular object. Influenced by personal desires and social motives. For example, someone who works very diligently because they are interest to get a promotion with the aim of increasing their social status.

3) Emotional Factor

The emotion or feeling factor has an impact on an object. For example, the teacher's success provides an understanding to students by using entertainment media, can stimulate feelings of pleasure and increase

³¹ Alim, A. F. (2016). Faktor-Faktor yang Mempengaruhi Minat Profesi Guru Mahasiswa Program Studi Pendidikan Teknik Bangunan (S1) Jurusan Teknik Sipil FT UNP. *CIVED*, 4(1).

the enthusiasm or excited in using the media. Conversely, failure also has the potential to make a person's interest grows.

According to Haditono, interest is affected by two factors, namely:

1) Internal Factor (Intrinsic)

It is a factor that comes from the inside of ourselves. It means that a person feels happy and joyful when doing what they are interested because they are actually interest and based on their own desires.

2) External Factor (Extrinsic)

That an action is indicated because of external pressure. A person performs an action because of an external pressure. For example: Environment, family, parents, and educators.³²

Meanwhile, Hidayat dalam Pratiwi Noor Komari divides these three elements into several indicators that determine a person's interest in something, including desire, feeling happy, studying hard, doing tasks, obeying rules". The explanation will be explained as follows:

1) Desire

Someone who has a desire for an activity will certainly do it of their own free will. Desire is an indicator of interest that comes from self-drive, if the destination is something real. So that from this encouragement arises the desire and interest to do a job, attention, feeling interested.

2) Good Feelings

When a person feels excited or passionate about something, this can result in a positive experience that reinforces their interest in that thing. For example, someone who feels happy and joyful while playing music

³² Setiawan, Y. A., Abduloh, A., & Nasution, H. N. S. (2021). Minat Siswa dalam Pembelajaran Penjas pada Masa Pandemi Covid-19 di SMPN 1 Telukjambe Barat Karawang. *Jurnal Ilmiah Wahana Pendidikan*, 7(5), 301-309.

will probably have a high interest in learning more about entertainment media. It is important to remember that the relationship between feelings and interest can be mutually influential. A high interest in something can also trigger feelings of pleasure and satisfaction when doing activities related to that interest. Conversely, dissatisfaction or negative feelings towards something can reduce one's interest towards that thing. In the context of learning and personal development, it is important to recognize and understand the relationship between feelings and interests. Capitalizing on one's interests and positive emotions can be an effective strategy in motivating and enriching a learning experience or creative activity.

3) Attention

The existence of attention is the concentration or activity of one's soul towards observation, understanding, and so on to the exclusion of others. The process of attention involves the management of a person's mental resources, where they choose to give attention to something that is relevant or important, while ignoring or reducing attention to other stimuli or information that is less relevant or important at the time. The ability to sustain attention is critical in a variety of activities, including learning, work and social interactions. Effective attention allows one to process information better, make informed decisions, and complete tasks more efficiently. However, attention can also be affected by factors such as fatigue, stress, external distractions and other internal factors. Therefore, developing the ability to manage attention and improve concentration are valuable skills in improving productivity and performance in various aspects of life.

4) Feelings of Attraction

Attraction can be related to the forces that drive us to tend to or feel attracted to people, objects or activities or it can be an effective experience stimulated by the activity itself. People who have a high interest in something will have a strong tendency to be interested in the media used in learning. So that the feeling of interest is an indicator that shows a person's interest. A person's feeling of interest in a subject or activity is often an indicator of the level of interest they have in it. Feelings of interest can be reflected in a person's level of engagement, enthusiasm and motivation towards a particular subject or activity. By understanding the relationship between interest, feelings of interest and the factors that influence them, educators and learners can create a motivating and relevant learning environment. This makes it possible to strengthen students' interest and engagement in the learning process, which in turn can improve their understanding and academic achievement.

5) Study Intention

Activities outside of school are an indicator that can show the existence of interest in educators.³³ Educators who are active in education-related professional organizations demonstrate their interest in professional development, collaboration with peers and sharing best practices. Educators who voluntarily attend training, seminars, conferences or workshops outside of working hours show their interest in improving their skills and knowledge in the field of education. Out-of-school activities not only demonstrate educators' interest but can also

³³ Pratiwi Noor Komari. (2015). Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa SMK Kesehatan Di Kota Tangerang. *Jurnal Pujangga*. 1 (2). 75-105.

provide direct benefits to their professional development and their contribution to students' learning experiences. It demonstrates their commitment to the profession and efforts to improve the quality of education.

According to Safari, there are four indicators of interest in learning, namely: feelings of pleasure, interest, attention and involvement. each of these indicators is as follows:

a) Feeling of Pleasure

Someone who has a feeling of pleasure or likes a medium, then the educator will continue to study the knowledge he likes. There is no feeling of compulsion on the educator to study the field.

b) Attraction

Related to the impulse that drives to tend to feel attracted to people, objects, activities or can be an affective experience stimulated by the activity itself.

c) Attention

Attention is the concentration or activity of the soul towards observation and understanding, to the exclusion of others. Someone who has an interest in a particular object will automatically pay attention to that object.

d) Engagement

A person's involvement in an object that causes the person to be happy and interested in doing or working on the activities of the object.³⁴

Based on the indicators of several sources above, the indicators of student interest in learning in this study are:

³⁴ Wasti, S. (2013). Hubungan Minat Belajar Dengan Hasil Belajar Mata Pelajaran Tata Busana Di Madrasah Aliyah Negeri 2 Padang. *Journal of Home Economics and Tourism*, 2(1).

- 1) There is a feeling of pleasure towards the object.
- 2) There is a concentration of attention, feelings and thoughts from the subject to the object because of interest.
- 3) There is a willingness or tendency in the subject to be actively involved in the object and to get the best results.

Based on the explanation above, it can be concluded that the elements that generate student interest in learning are caused by several things, namely a sense of interest or pleasure, attention and needs. Interest arises because of feelings of pleasure and dynamic tolerance to behave on the basis of one's interest in certain types of activities. A person's feeling of pleasure will cause encouragement in him to immediately do the activity. In this study, it is seen that the teacher's response includes feelings, involvement, attention and acceptance of the assigned task. Teacher attention is the concentration or activity of the soul towards observation and understanding, to the exclusion of others. In this case, it is seen how the teacher's feelings, attention, attraction and engagement when using entertainment media in learning.

2. *The Concept of Entertainment*

a. *Definition of Entertainment*

Most of the studies that have been done before have discussed the impact of media but not much discussion has occurred when consuming media. Like why an individual can spend hours or even days playing games, why would someone use their time more to watch soap operas on television or just listen to music. One theory that can explain this is the Media Entertainment theory. Entertainment is a form of activity that aims to attract someone's attention and desire or give them pleasure and excitement.³⁵ One of the human needs in life is the need for entertainment.

According to Sayre, entertainment can be obtained either directly, such as watching live music concerts or through media such as watching television shows, playing video games, and listening to music on the radio.³⁶ When talking about entertainment in the context of media and society theory, it should not be forgotten that entertainment is one of the duties or functions of the media in society.³⁷ In addition, it is also necessary to recall its history that one of the four main functions of communication perfected by Wright is entertainment. This shows why the function of the media as an entertainment provider is important to study.

One of the theories in Communication Science that discusses entertainment through the media is Media Entertainment Theory. In the Media Entertainment Theory model put forward by Peter Vorderer, there is one thing that motivates a person when consuming entertainment material to gain enjoyment, namely escapism. The motivation for escapism is important to discuss because this motivation applies in both interactive and non-interactive media. In addition,

³⁵ Setiawan, A., Waluyanto, H. D., & Triwahyudi, A. (2015). Perancangan Entertainment Concept Art Berdasarkan Novel *The Scar* Karya China Mieville. *Universitas Kristen Petra Surabaya*.

³⁶ Sayre, S. (2008). *Entertainment Marketing and Communication: Selling Branded Performance People and Places*. New Jersey: Pearson Prentice Hall.

³⁷ McQuail, D. (2010). *McQuail's Mass Communication Theory*. London: Sage Publications.

escapism is also a person's motivation to divert the mind from fatigue to be more positive.³⁸ In addition, technology is developing exponentially, not only sophisticated and fast, also multimedia capabilities are increasing compared to the previous decade. Easier access opens up greater opportunities to abuse technological advances. Jadi, The primary role of entertainment media is to entertain. Movies, television shows, music, and various other forms of entertainment provide opportunities for individuals to relax, enjoy leisure time, and escape from daily pressures and stress. While its primary purpose is to entertain, entertainment media can also be a source of information and education. Many movies, television programs and music have moral messages or stories that can provide insight into social, political or environmental issues. Thus, entertainment media has a very important role in modern life, not only as a means of entertainment but also as a source of information, inspiration and creative expression. Especially in the world of education itself.

Based on the the explanation above, enjoyment is the essence of media entertainment. When someone prefers to watch entertainment programs, play video games that related, then this theory explains that when people consume a media there is a sensation of pleasure/enjoyment in it. Someone's motivation to consume media to get enjoyment is actually divided into three, namely:³⁹

- 1) Escapism, someone who wants to consume media could be because he wants to find an escape from fatigue and daily routine, which is familiar in Indonesian society with words such as "want to find entertainment, i am bored".

³⁸ Vorderer, P., Klimmt, C., & Ritterfeld, U. (2004). Enjoyment: At The Heart of Media Entertainment. *Communication theory*, 14(4), 388-408.

³⁹ Noer, M. K. (2016). Analisis Penyebab Terjadinya Digital Addiction pada Remaja Ditinjau dari Teori Media Entertainment. *Ultimacomm: Jurnal Ilmu Komunikasi*, 8(2), 1-24.

- 2) Mood management, someone consumes media also because they want to set their "mood" or mood. For example, when watching a humorous show, an annoyed mood can change to happy or when we listen to a song when we are sad and continue to dissolve in sadness with the song.
- 3) Someone consumes media because of competition, proving themselves or achieving an achievement. For example, someone who plays a game to reach a certain point and level of difficulty.

Based on the three motivations above, it is the first motivation that has a high intensity in consuming media, both in the form of interactive and non-interactive media. The dominant mood management motivation applies to non-interactive media and the dominant competitive motivation applies to interactive media. Based on the explanation above, the media is classified into 2 parts, namely: 1) Non interactive media (Television, Music, Film, and Books) while interactive media is (Games).

With the advent of technology and various support tools for educators and students, visual and audio presentation of information has become a bigger part of today's school classrooms.⁴⁰ For example, social media, YouTube, Spotify and other applications make it easier for students to obtain information and knowledge in a faster, different and interesting way. The utilization of media in the school environment provides an opportunity for teachers to apply technology and entertainment to teaching practices that can increase students' understanding of the material presented.⁴¹

In this research, media refers to any form of projection such as audio, video, or images. Audio representations of entertainment media such as songs and

⁴⁰ Selwyn, N. (2011). *Schools and Schooling in The Digital Age*. London & New York: Routledge.

⁴¹ Marcus, A. S., Metzger, S. A., Paxton, R. J., & Stoddard, J. D. (2018). *Teaching history with film: Strategies for Secondary Social Studies*. Taylor & Francis.

podcasts, while visual representations include documentaries, videos, pictures and cartoons. Also, in this definition of media use, digital technology is included and utilized to introduce ideas, thoughts, and viewpoints to others. Based on the purpose of this study, digital technology will be applied in the classroom to show the various forms of media itself. Digital devices such as iTunes, YouTube, and PowerPoint will be the digital tools applied in this research. In the learning space, media becomes a useful tool to encourage students' curiosity which will ultimately lead to educational success.⁴² For teachers, media utilization can be very helpful to foster learner interest and participation. Movies, videos, audio, pictures and music can increase learner participation and achievement.⁴³

Educational games or entertainment activities lead to a variety of definitions relating to the concept of educational games. Educational games offer a different structure to support traditional teaching methods in enhancing the learning process, as well as increasing learning innovation, and providing variety in the teaching and learning process. It also creates a more enjoyable learning process for students and encourages students to develop creative thinking skills.⁴⁴

b. Application of Educational Entertainment

- 1) Audio and video: Audio and video can help increase student engagement in the learning process. Materials presented in audio and visual form are often more engaging and inviting to students than traditional teaching methods. Audio and video allow abstract or complex concepts to be explained in a way that is more easily understood by students. Visualization of graphs, diagrams,

⁴² Spencer, K. (1996). *Media and Technology in Education: Raising Academic Standards*. Manutius Press.

⁴³ Brown, T. (2011). Using Film in Teaching and Learning about Changing Societies. *International Journal of Lifelong Education*, 30(2), 233-247.

⁴⁴ Gawi, E. M. K. (2020). Using Language Entertainment Activities to Enhance University Students' English Vocabulary at Albaha University. *International Journal of Applied Linguistics and English Literature*, 9(4), 109-116.

animations and simulations can help students understand difficult concepts better. Every student has a different learning style. The use of audio and visual in learning allows teachers to accommodate diverse learning styles by providing different types of visual and auditory stimulus.

- 2) Film and television: Film and television play significant roles in education, providing diverse and dynamic tools for learning. Films and television serve as powerful visual learning aids. They bring historical events, scientific processes, and abstract concepts to life, helping students visualize information that may be challenging to grasp through traditional teaching methods. Movies and television often present characters that can serve as role models for students. These characters can introduce values, skills and traits that are desirable in society. Movies and television programs often present controversial or complex topics, which can facilitate discussion and analysis in the classroom. Teachers can use movie clips or television episodes as a starting point to open conversations about relevant issues. The use of movies and television introduces students to technologies that are essential in modern society. They can learn how to use multimedia technology and digital media wisely in their learning and daily lives.

Watching the visual interpretation of a text can provide additional perspectives and insights, stimulating discussions and analysis . also, television programs and films in foreign languages aid language learners by exposing them to authentic conversations, cultural nuances, and diverse accents. This immersive experience contributes to language acquisition. The integration of film and television into education reflects a recognition of the power of visual storytelling and multimedia experiences in enhancing learning outcomes. When used thoughtfully, these mediums can engage

students, stimulate discussion, and contribute to a more comprehensive educational experience.⁴⁵

- 3) Educational games: educational games are interactive, engaging, and purposefully designed activities that aim to impart knowledge, teach specific skills, or reinforce learning in an enjoyable and entertaining manner. These games are developed with educational objectives in mind and often leverage game mechanics to create an effective learning experience. Educational games are designed with clear learning objectives. These objectives could include reinforcing specific academic content, developing critical thinking skills, improving problem-solving abilities, enhancing creativity, or promoting teamwork.

Educational games cover a wide range of subject areas, including mathematics, science, language arts, history, geography, and more. They can be tailored to align with curriculum standards or specific learning goals. Interactivity is a key feature of educational games. Learners actively participate in decision-making, problem-solving, and exploration, making the learning experience more dynamic and memorable. It can be concluded that Educational games demonstrate the potential for learning to be both effective and enjoyable. They offer a unique approach to education by combining entertainment with academic content, creating an environment where learners can actively participate, explore, and internalize concepts.

- 4) Toys: toys can be powerful tools for facilitating English language learning in a fun and interactive way. They create a playful environment that encourages language exploration and development. Such as flashcards with words and images, illustrated storybooks, scrabble and ect. Using a variety of toys in

⁴⁵ Paraskeva, F., Mysirlaki, S., & Papagianni, A. (2010). Multiplayer Online Games as Educational Tools: Facing New Challenges in Learning. *Computers & Education*, 54(2), 498-505.

English learning activities ensures a well-rounded and enjoyable language learning experience for children. The use of teaching aids in learning can help improve student memory. Information presented in visual form is often easier to remember than information conveyed only through words. Props allow students to be actively involved in the learning process. Students can touch, move or interact with the props, which can increase their engagement in learning. The key is to make language acquisition a natural and playful part of their everyday activities. Thus, teaching aids have a very important role in enriching students' learning experience, improving their understanding of the language concepts being taught, and encouraging active engagement in learning.

c. Importance of Entertainment

Entertainment activities are powerful and impactful approach that combines entertainment content with educational messages to promote positive social and behavioral change. The importance of entertainment education is recognized across various domains, including public health, social development, and education.. They have several characteristics including:

- 1) The primary characteristic of entertainment in playing is the element of fun. Games and recreational activities are designed to provide enjoyment, pleasure, and a sense of satisfaction to participants. While fun is the main focus, games and recreational activities also often aid in skill building and creativity. This can increase the sense of accomplishment and satisfaction for participants. Ultimately, the experience of playing and participating in recreational activities should be entertaining and fun. This creates a positive environment and ensures that participants feel satisfied and excited to engage again in the future. Overall, the element of fun is at the core of games and

recreational activities, and is an important factor in making the play experience valuable and meaningful for participants.

- 2) Entertainment in play often involves high levels of engagement. Participants become engrossed in their activities, losing track of time as they focus on the game or play experience. When playing, participants tend to focus entirely on the activity at hand. They are mentally and emotionally involved in the game or activity, which makes them fully engaged and forget about other things around them. When participants feel that the game or activity they are doing provides a satisfying and meaningful experience, they tend to engage more intensely. This satisfying experience can be in the form of an interesting challenge, an achievement, or the pleasure derived from the activity. The concept of "flow" refers to a state in which a person is fully engaged in the activity they are doing, so that time seems to go faster and self-awareness of the external environment decreases. In the context of play, the phenomenon of "flow" often occurs when participants are fully engaged and enjoying the play experience. Overall, a high level of engagement is the hallmark of playful entertainment, and is one of the main factors that makes the experience so fulfilling and meaningful for learners.
- 3) Playing is typically a voluntary activity. Individuals choose to engage in games or recreational pursuits because they find them enjoyable and fulfilling. Individuals engage in play because they feel that it brings them personal satisfaction and pleasure. They find intrinsic value in the activity that makes it interesting and fulfilling. Play is also a way for individuals to develop skills, explore new interests and enhance their creativity. Individuals engage in play because they see value in this personal development. Overall, play is generally viewed as a voluntary activity that provides satisfaction,

pleasure and intrinsic value to the individuals involved. This makes play an important part of the human experience and plays a significant role in the personal development and psychological well-being of individuals.

- 4) Games and play activities usually have rules and structure that guide the experience. These rules create a framework for interaction, competition, or cooperation, enhancing the entertainment value. The rules and structure of the game direct the interaction between participants. They provide guidelines on how participants should interact with each other, helping to create an organized and controlled atmosphere. The rules of the game create challenges that participants must overcome. This could be winning points, achieving a certain goal, or defeating an opponent. These challenges add an element of competition and increase the tension that makes the game more interesting. Game rules are often designed to create equality among participants. They help ensure that all participants have an equal chance to succeed in the game, without unfair advantage or discrimination. Game rules can also help facilitate learning. They teach participants about order, responsibility, honesty and other social skills that are important in everyday life. Thus, the rules and structure in the game not only provide the necessary framework, but also add a deep and engaging dimension to the play experience. This ensures that the game becomes more interesting, fair and meaningful for all participants.
- 5) Many play activities encourage creativity and imagination. Participants may invent stories, role-play, or engage in imaginative scenarios, contributing to a sense of novelty and exploration. Play activities often bring participants into a larger imaginative world. They can explore concepts and ideas that are not limited by reality, which allows them to stimulate their imagination and think

out of the box. Play often involves problem solving, and participants often have to use their creativity to find innovative solutions. This process stimulates creative thinking and allows participants to look at problems from multiple points of view. In play activities, participants often have the freedom to experiment with their own self-expression. They can explore different ways to express ideas and emotions, which is an important part of creativity and imagination.

- 6) Entertainment in playing often includes an element of challenge. Participants may strive to master a skill, solve a puzzle, or achieve a goal, adding a sense of accomplishment and satisfaction. Challenges create positive tension in the game. Participants may feel challenged to overcome obstacles or achieve certain goals, and this tension can increase their level of engagement and excitement. When participants successfully overcome challenges, they feel a sense of accomplishment. This could be achieving the highest score, completing a mission, or mastering a particular skill. This sense of accomplishment can provide deep satisfaction. The challenge of play encourages participants to develop and improve their skills. These skills may be related to strategy, creativity, speed or physical agility, depending on the type of game being played. Thus, the element of challenge in play not only adds a strategic and competitive dimension, but also increases fun and satisfaction through a sense of accomplishment and personal development.
- 7) Playing provides a form of escapism, allowing individuals to temporarily escape from the stresses and demands of daily life. It offers a relaxation outlet and a break from routine. Play provides an opportunity for individuals to release the worries and anxieties that they may experience in their daily lives. It provides a much-needed mental break. Through play, individuals can

restore energy and vigor that may have been drained in performing daily tasks. This helps them feel refreshed and ready for the next challenge. Thus, play is not just a fun activity, but also an important way for individuals to escape the stresses and demands of everyday life and find pleasure and happiness in simple moments.

- 8) Play activities are often adaptable and flexible. Participants can modify rules, choose different variations, or create their own versions of games to suit their preferences and the evolving nature of play.
- 9) Laughter and lightheartedness are common features of playing. Many games and playful activities generate moments of joy, humor, and shared laughter among participants. Flexibility in the game allows participants with different skill levels to stay engaged and enjoy the gaming experience. Rules can be customized to ensure that the game remains challenging yet accessible to all participants. Flexibility in play can also encourage the development of new games. Participants engaging in various modifications and experiments with game rules can generate new ideas and creative concepts for future games. As such, the flexibility and adaptability of play activities play an important role in maintaining the fun, engagement and relevance of play in different contexts and groups of participants. This ensures that play remains a fun and meaningful experience for all involved.

These characteristics collectively contribute to the appeal and success of playing as a form of entertainment. Whether it's the thrill of competition, the joy of creativity, or the social connections formed during play, entertainment in playing enhances overall well-being and contributes to a positive quality of life. Especially in English learning context.

3. English Teaching Concept

In the process of language learning, we are familiar with the theory of behaviorism, which basically states that language learning is a process of imitation and habit formation received from the environment. This includes the learning process verbally and nonverbally. Lightbown and Spada suggest that learners acquire linguistic information from speakers in their environment and they form "associations" between words and objects or events. These associations grow stronger with repeated experience. In addition, there is an instinctual theory expressed by Chomsky that every child is essentially equipped with language skills called Universal Grammar (UG). Lightbown and Spada mention Chomsky's theory of language acquisition is based on the assumption that natural knowledge of Universal Grammar (UG) concepts enables all children to acquire language from their environment, at crucial times in their development.

Based on the two theories above, it can be concluded that the role of the environment is very supportive of the development of language skills in children. When viewed from the context of English language learning, the teacher becomes one of the important factors as a determinant, because children acquire or learn the foreign language in the classroom. so, the skills of a teacher must be really considered, so that the transfer of knowledge carried out runs optimally. Gerlach & Ely suggest that media are people, materials, or events that are able to build situations that encourage students to master knowledge, skills, and attitudes.⁴⁶ There are several types of media commonly found in Indonesia, for example: (1) visual media/graphic media, which is media that can only be seen, such as pictures/photos, sketches, diagrams, charts/charts, graphs, cartoons, posters, maps and globes, flannel boards, and bulletin boards; (2) audio media, which is media

⁴⁶ Latif, M., Zubaidah, R., & Afandi, M. (2014). *Orientasi Baru Pendidikan Anak Usia Dini: Teori dan Aplikasi*.

related to the sense of hearing; (3) projection media (audio visual). Meanwhile, Heinich and Molenda suggest that there are six basic types of learning media, namely:

- 1) Text, serves as a fundamental and primary means of conveying information. It is a written or printed representation of language that is used for communication. The primary purpose of text is to communicate information. This information can range from facts and data to narratives, opinions, or instructions. Text comes in diverse types and forms, reflecting the wide range of writing styles and genres. This can include academic writing, creative writing, technical writing, journalistic writing, and more. Different writing styles and formatting techniques may be employed to engage readers and enhance the overall appeal of the information.
- 2) Audio media, audio media refers to forms of communication and information dissemination that primarily involve sound, typically in the form of spoken words, music, or other auditory elements. This medium allows individuals to receive information through their sense of hearing. Overall, audio media serves as a powerful and versatile medium for communication, entertainment, education, and information dissemination, offering an alternative or complementary experience to visual and textual forms of media.
- 3) Visual media, refers to various forms of communication and information dissemination that primarily rely on visual elements to convey messages. This medium engages the sense of sight and encompasses a wide range of visual content. Visual media plays a crucial role in modern communication, offering a dynamic and engaging way to convey information, express creativity, and connect with audiences. The combination of visual and auditory elements in multimedia further enhances the richness of the communication experience.

- 4) Motion projection media, generally refer to movies or films that include the illusion of motion through a series of rapidly displayed still images. This term is commonly associated with traditional cinematic experiences, refers to some form of wearable technology or a unique entertainment experience. including motion films, wristband films, TV programs, video cassettes.
- 5) Artificial/miniature objects, likely refers to items that are intentionally created or designed to replicate real-world objects on a smaller scale. In educational contexts, miniature objects may be used as teaching aids or educational models. These can help students understand concepts in various subjects, including science, geography, and history.
- 6) Humans, in an educational setting, the interaction and collaboration between teachers, students, and experts create a dynamic learning environment. Teachers facilitate the learning process, students actively engage in learning, and experts contribute valuable insights and real-world knowledge. This collaborative approach enhances the overall educational experience and contributes to the development of well-rounded individuals with a diverse range of skills and knowledge.⁴⁷

Teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students.

Teacher is also defined as:

- 1) someone who has charisma or authority so that he needs to be imitated and emulated. People with charisma and authority often demonstrate high ethical standards and integrity. They lead by example and act in accordance with their values. This can inspire others to live by the same principles.

⁴⁷ Ira, E. F. S. H. M. (2015). Penggunaan Media Lagu Anak-Anak dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di PAUD. *Faktor: Jurnal Ilmiah Kependidikan*, 2(2).

- 2) adults who are consciously responsible for educating, teaching and guiding children. Adults have a role in guiding children in understanding the values and ethics that are important in life. They help children understand the difference between right and wrong, appreciate kindness, and develop a positive attitude towards others. Adults are responsible for helping children develop the skills necessary for success in life, including academic, social, emotional and physical skills. This involves providing support and guidance in their learning and growth process.
- 3) people who have the ability to design learning programs and are able to organize and manage classes. Designing an effective learning program requires an in-depth understanding of the subject matter, students' learning styles and the principles of effective learning. People who have this ability can create engaging, relevant and challenging learning experiences for their students.
- 4) a position or profession that requires special expertise.⁴⁸

In his book entitled *New Orientation for Early Childhood Education*, Latif mentions two terms, namely smart teachers and excellent teachers. Latif mentioned that there are several conditions to become a smart teacher, namely:

- 1) Able to stimulate students in learning, so they remain energetic and not easily frustrated while studying.
- 2) Able to solve student learning problems appropriately.
- 3) Understand the special needs of students in learning.
- 4) Able to be a parent at school.
- 5) Able to understand the superior potential of their students and design learning based on that potential.

⁴⁸ Latif, Muktar., Zubaidah, Rita, Zukhairina, Afandi, Muhammad. 2014. *Orientasi Baru Pendidikan Anak Usia Dini*. Jakarta: Kencana.

- 6) Lifelong learning. Smart teachers always learn and update the knowledge they have, this is because the world of science changes and develops all the time based on the results of research by experts.
- 7) Smart teachers have superior programs that make their students learn without feeling taught.
- 8) Smart teachers are able to speak properly and correctly. The teacher's ability to be able to speak or speak correctly will make the child's language development better and have a large vocabulary.
- 9) Smart teachers must also be able to master science and technology (IT), by mastering IT teachers can update their knowledge according to the latest developments.

In addition, Latif also mentioned several things that an excellent teacher has, namely:

- 1) Can understand what children say and children do so that they can respond, positive comments to children.
- 2) Can provide specific feedback, not general comments.
- 3) Can be a model for children. All noble values that want to be built in children can be modeled by the primary teacher.
- 4) Teachers can demonstrate the correct way of doing things. This relates to work procedures that should be carried out.
- 5) Teachers can ask questions that can influence children to come forward.
- 6) An excellent teacher is a teacher who can provide a foothold for children so they can learn.
- 7) Excellent teachers can make curriculum plans that enable children to achieve their learning goals.

- 8) An excellent teacher can monitor the stage of child development and child learning through detailed observations from time to time of children's play and collecting children's results/milestones.
- 9) An excellent teacher is one who can make a bridge between home and school. make good cooperation between teachers and parents.
- 10) An excellent teacher is a teacher who has a life principle: whatever I do to help others (students) will be returned a thousand fold and it doesn't matter if it will happen in his lifetime or in the lifetimes of his children or grandchildren, because his life is always connected with the lives of subsequent generations.
- 11) To be an excellent teacher is required to continue learning. Because teachers can't give students what they don't have.⁴⁹

From some of the characteristics above, it can be said that a teacher must be a smart and excellent teacher so that each of his students are able to get a strong foothold in his education to face a higher level of education in the future. Looking at some of the characteristics that characterize smart and excellent teachers above, there is a demand that a teacher must continue to update the knowledge he has, because a teacher cannot provide knowledge that he does not have.

English which has become a demand to be mastered in the present, of course, must be instilled from an early age to provide provisions for children. This is in accordance with what is stated in Law no. 20 of 2003 concerning the National Education System Article 1 Point 14 that Early Childhood Education is guidance aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

⁴⁹ Latif, Muktar., Zubaidah, Rita, Zukhairina, Afandi, Muhammad. 2014. *Orientasi Baru Pendidikan Anak Usia Dini*. Jakarta: Kencana.

Freudenstein states that there are three advantages when learning a foreign language at an early age, namely:⁵⁰

- 1) Intellectual improvement; children who learn foreign languages appear to have a higher mental level, they are better than monolingual children in both verbal and non-verbal abilities of the same age. Children who engage in foreign language learning tend to have higher mental levels as they actively use their brains to process and understand information in two or more languages. The process of learning a foreign language involves developing cognitive skills such as problem solving, abstract thinking and mental flexibility. This can result in improved verbal and non-verbal abilities in children, including the ability to understand cultural differences, creativity, as well as sensitivity to language structure.
- 2) Mother tongue improvement; it is not true to say that learning a foreign language will interfere with the development of the mother tongue or even interfere with its acquisition. Learning it will help children to understand their mother tongue system better. the basic development of a child's mother tongue will end at the age of four or five years. There is ample evidence that bilingual or multilingual children around the world experience no difficulties as a result of knowing or using several languages effectively in their daily communication.
- 3) Cultural gains; learning a foreign language can support the growth of individual character qualities and this has an important role in character development. he ability to communicate in a foreign language allows individuals to relate to people from other cultures more effectively. It can enhance cross-cultural understanding and promote better cooperation and friendship. Foreign

⁵⁰ Yulianty, N. (2021, November). Psychoeducation Program to Increase PAUD Teacher Knowledge about Early Childhood Growth And Development Through Development of An Early

language proficiency can be a valuable asset in careers in various fields. In this era of globalization, many companies are looking for individuals who can communicate effectively in foreign languages to expand their business reach. Language is the key to accessing global resources, including literature, information, and educational opportunities that may not be available in the mother tongue. As such, foreign language learning is not just about acquiring practical skills, but also about developing cross-cultural understanding and character qualities that are essential for personal and professional success in today's globalized society.

In the 21st century, English has a very important role to play, because it is used as an official international language, and as a language of instruction in the business, education, mass media, and entertainment fields.⁵¹ The awareness of the importance of English encourages many people in Indonesia to learn English. English learning in primary schools, according to Ishak and Mulyanah, " Using interesting methods in order to increase student interest and achievement". One learning method that is considered interesting by students is a method that uses audio-visual materials.⁵² on the other hand, According to Hirzi, music is used as a means of connecting the minds and the heart and the heart expression means. Many individuals in the world use the music as sedative means, self entertainer, and as a means to forget the world problems for a while. Indeed, music brings the good effects for psychological matter.⁵³

⁵¹ Reddy, M. S., Mahavidyalaya, P., & Hyderabad, K. (2016). Importance of English Language in today's World. *International Journal of Academic Research*, 3(4), 179-184.

⁵² Ishak, I., & Mulyanah, E. Y. (2020). Pelatihan Guru SD di Tangerang: Implementasi TPR dalam Meningkatkan Penguasaan Bahasa Inggris. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 1-5.

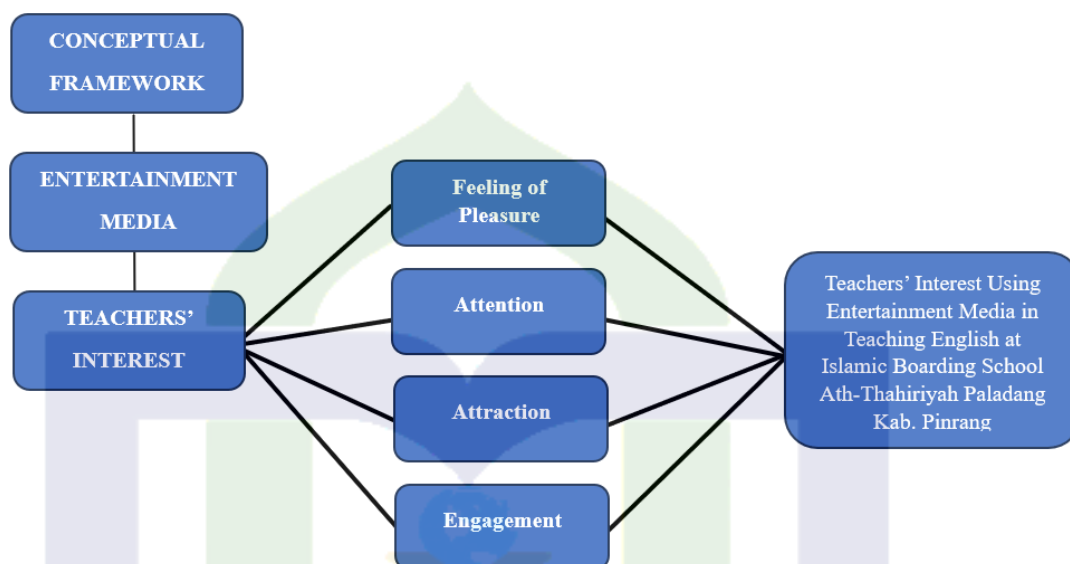
⁵³ Nasrullah, M. F. (2020). Music: Entertainment Media with Millions of Benefits for Physical Performance. *Indonesian Journal of Social Sciences Volume*, 12(01), 12-19.

Therefore, the role of learning media in the learning and teaching process is a unity that cannot be separated from the world of education today. Learning media is anything that can be used to channel the sender's message to the receiver, so that it can stimulate the thoughts, feelings, attention, and interest of students to learn. In line with what Ruth Lautfer said, that learning media is one of the teaching aids for teachers to convey teaching material, increase student creativity and increase student attention in the learning process.⁵⁴

With the media students will be more motivated to learn, encourage students to write, speak and imagine more stimulated. Thus, through learning media can make the teaching and learning process more effective and efficient and establish a good relationship between teachers and students. In addition, the media can play a role in overcoming boredom in learning in the classroom. Therefore, teachers are required to motivate students through the use of media that is not only in the classroom, but also outside the classroom, if it is utilized, the learning objectives will be easily achieved. So what happens if there is no learning media, what happens is having difficulty in teaching, the material becomes monotonous and students feel bored with what the educator teaches. Therefore, learning media must function to improve the quality of teaching and learning. Thus, the more interesting the learning media used by the teacher, the higher the level of student learning motivation.

⁵⁴ Tafonao, T. (2018). Peranan Media Pembelajaran dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal komunikasi pendidikan*, 2(2), 103-114.

The following figure illustrates the explanation above:



Based on the explanation above, the researcher can conclude that the teacher has a very big role in the success of the educational paradigm, the quality of students. Many studies have been conducted, which only focus on student's interest in learning, which researchers then assume that the quality of students is only based on their interest in learning, which tends to be subjective. So, the researchers decided to do further research on teachers' interest in using entertainment media in teaching English. Because teachers who have good professional competence can design learning according to the conditions and needs of students.

The preparation and implementation of good teaching programs accompanied by an assessment of learning processes and outcomes will make it easier for teachers to achieve learning objectives optimally. Good mastery of teaching materials will encourage teachers to convey material clearly to students, especially when supported by the use of various tools, media and learning methods,

so as to be able to motivate students to explore their knowledge. Teachers with good professional competence are able to grow students' personalities because personality is an important factor in achieving learning goals. Thus, the professional competence possessed by the teacher will encourage him to deliver his students to achieve the best learning results.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. *Research design*

This study was designed using a qualitative design because the focus of the research was to describe the teachers' interest using entertainment media. Creswell in 2012 states that mixed methods research is a research design with philosophical assumptions as well as an inquiry method. This method focuses on collecting, analyzing, and qualitative data in a single study or a series of studies. The main premise is that the use of qualitative approaches provides a better understanding of the research problem than either approach. Furthermore, In this study, data were collected through observation and interviews. In the data collection process, qualitative.⁵⁵

This research was conducted in one islamic This research was chosen after making observations before conducting this research. The problems encountered are related to the concept of this research. The duration of the study is 28 days.

B. *Focus of the Research*

This research focuses on describing teachers' interest using entertainment media in teaching English, especially investigating how the teachers' interest using entertainment media in teaching English.

C. *Subject of The Research*

The researcher had 3 English teachers as subjects in this research. The researcher also choose this teachers as a research subject because this teacher was a teacher who had implemented the entertainment media in teaching English. The first English teacher came from Jampue, near by the islamic boarding school. she had implemented the entertainment media since she joined at islamic boarding

⁵⁵ Creswell, John W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

school ath-thahiriyah Paladang with approximately 4 years of teaching experience. The second English teacher came from Paladang, she had implemented the entertainment media for since she was in ath-tahiriyah paladang with 7 years of teaching experience. Finally, the third teacher lived in paladang also, she had implemented the entertainment media since 2016 for with more than 10 years of teaching experience.

D. Procedure of Collection Data

Data collection was carried out through interviews. Teachers were interviewed by researchers with several questions related to teacher interest using entertainment media in teaching English.

E. Technique of Analysis Data

Because there are two types of instruments used to collect research data, namely assessment rubrics, and interviews, the data will be analyzed qualitatively.

1. Interview

An interview is a method of collecting data in research that involves a structured conversation between the researcher and the research subject, where the researcher asks questions and the subject provides answers. The purpose of the interview is to collect in-depth information regarding the subject's experiences, views and attitudes towards the research topic. Interviews can be conducted face-to-face or over the telephone and can be conducted in a structured, semi-structured, or unstructured manner. In qualitative research, interviews are often used to collect in-depth and complex data, and can be used in conjunction with other data collection techniques, such as observation and document analysis.

CHAPTER IV

FINDING AND DISSCUSSIONS

A. *Findings*

Based on the results of research conducted by the researcher regarding teacher interest using entertainment in teaching English., the researcher found several opinions obtained from interviews with several teachers at islamic boarding school Ath-Thahiriyah Paladang, Pinrang Regency.

At the interview stage, the author used 4 indicators of interest, namely feeling of pleasure. In feeling of pleasure there were several questions asked regarding teacher interest about using entertainment media, The second was attention, to know the teachers' attention, the researcher asked questions regarding how is the form of teacher's attention towards entertainment media in learning. Third, attraction, in which researcher ask question related to teacher attraction towards entertainment media. Finally, regarding engagement, researchers also asked question, related to the teacher utilize their time towards the use of entertainment media. The following is a table of these indicators created by the author regarding several questions submitted to English teachers.

1. **Feeling of Pleasure**

In the In the interviews conducted by researchers, to find out teachers' feeling of happiness about the use of entertainment media, the researchers asked two questions, namely the first, teachers' understanding about the entertainment media. Second, teachers' impression using entertainment media.

Table. 4.1 Teachers' Understanding and Feeling of Pleasure

Question	Teachers	Interview Data
1. What do you think about entertainment media in EFL?	Th1	Can increase students' motivation as they become more interested in fun activities.
	Th2	Entertainment media is one of the most important things in the learning process. Where students have received a theory about a particular material, it takes a method that is able to comprehend the students' material mastery.
	Th3	entertainment media makes it easier to present material, do not feel difficult to explain the material to the students.
2. How do you feel about using	Th1	Feel very happy because the use of entertainment

entertainment media in EFL?		media that supports English learning can help to increase students' confidence in learning English.
	Th2	feel comfortable because it doesn't worry too much about how to make learning and the classroom atmosphere being interactive.
	Th3	the enthusiasm of the students, they are more enthusiastic in receiving the material. The class atmosphere is also livelier or more lively, because of the use of this entertainment media.

Based on the table above it can be explained that:

- a. Teachers' understanding about the concept of the entertainment media

There are several several categories regarding teachers' understanding of the

concept of an entertainment media. The first is that the concept of entertainment media is increase students' motivation. Second, the concept of entertainment media is a method that is to comprehend the students' material mastery. The last, the concept of entertainment media is easier to present the material.

b. Teachers' Feeling of Pleasure

There are several several categories regarding teachers' feeling of pleasure using entertainment media.

Both of them are feeling happy and one of them, feel comfortable using entertainment media in teaching English.

2. Attention

Table. 4.2 Teachers' Attention

Question	Teachers	Interview Data
1. how is your attention using entertainment media in learning?	Th1	Adapt to the nature and age of the learners.
	Th2	Make sure all students to participate in the use of media and make sure that students understand the material through using entertainment media. also evaluate the lack of entertainment media.
	Th3	Make sure that this

	entertainment media can be comprehensive to all students. in order to find out where students are able to understand the material so that can evaluated in the future what we have prepared before moving on to the next material.
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From the results of the interview above, it showed that there are several categories of teachers' attentions that teachers carry out in implementing the entertainment media, namely teacher trying to adapt based on their nature and age. Second, teacher Make sure that all students are participating and make sure that students understand the material through using entertainment media, evaluate the lack of entertainment. Lastly, the teacher makes sure this entertainment media can be comprehensive to all students and conduct evaluations.

3. Attraction

Table 4.3 Teachers Attraction

Question	Teachers	Interview Data
1. why are you interested using entertainment media in EFL?	Th1	Can develop my creativity as an educator and can also develop the creativity of the students themselves.

	Th2	Entertainment media adds knowledge related to learning methods and increases the creativity.
	Th3	It is very interesting to use because it feels very different when using entertainment media than not using entertainment media. If don't use media, learning in class will feel tired and very boring.

Based on the table above, it showed that there are several categories of teachers' attractions that teachers carry out in implementing the entertainment media, namely can develop the creativity as educator and increase students' creativity. Second, if don't use media, learning without entertainment media in class will feel tired and very boring.

4. Engagement

Table 4.4 Teachers' Engagement

Question	Teachers	Interview Data
1. how do you utilize your time on the use of entertainment media in EFL?	Th1	A lot of time can be spent focusing on the purpose of the content being taught and

		creating meaningful learning.
	Th2	Always prepare teaching modules and set a specific time for using entertainment media.
	Th3	prepare entertainment media that will be used, self-actualize by looking for sources related to the use of entertainment media in learning.

Based on the interview results table above, it showed that there are several categories of teachers' engagements that teachers carry out in implementing the entertainment media. Including, a lot of time can be spent focusing on the purpose of the content, creating meaningful learning. Second, prepare teaching modules. Lastly, self-actualize by looking for sources related to the use of entertainment media in learning.

B. Discussion

The discussion of this research explains the findings regarding the research question about Analysis of Teachers' Interest using Entertainment Media in EFL Classroom at Islamic Boarding School Ath-Thahiriyah Paladang, Pinrang Regency.

1. Teachers Interest Using Entertainment Media in EFL

a. Teachers' understanding about the concept of entertainment media

From the research findings, researchers found that there are various teacher understandings regarding the concept of the use of entertainment media. Teachers understand that the concept of entertainment media is that increasing students' motivation. Of course, increasing students' interest is important in the learning process. Entertainment media such as videos, music and interactive games can make learning more interesting and fun for students. When students enjoy the learning process, their motivation to participate and study more. This is supported by Maya Angelika in 2023 that the use of Game Based Learning media can increase student learning motivation because GBL media can attract attention, increase student understanding and make learning more fun. So that, students participate more in learning.⁵⁶

And also, teacher understand that the concept entertainment media in EFL that entertainment media is able to improve students' mastery of the material in a comprehensive manner. Appropriate entertainment methods can play a significant role in improving students' overall mastery of the

⁵⁶ Angelika, M., Saputri, S. A., & Lestari, R. (2023). Studi Literatur Analisis Efektivitas Penggunaan Media Game Based Learning untuk Meningkatkan Pembelajaran IPA di SD. *Mimbar PGSD Flobamorata*, 1(4), 257-265.

material. Entertainment, such as audio, games, or videos, can help students acquire information in a more interesting way and remember it better. The strong visual and audio aspects of entertainment media can help strengthen students' memory of learning materials. A variety of entertainment methods can help overcome learning gaps by paying attention to different learning styles of students. Some students may be more responsive towards a visual approach, while others may prefer learning through games. It is important to notice that entertainment methods can be an effective tool in improving students' mastery of the material, it is also important to ensure that the entertainment is relevant to the learning objectives and adapted to students' needs. This is supported by Zulhelmi's statement (2017) that the utilization of interactive learning media, in this case entertainment media on thermochemical material, there is a real difference in improving students' critical thinking skills.⁵⁷

b. Teachers Feeling of Pleasure

Next is the context of teachers' feelings of pleasure in using entertainment media in learning. Because it is an option to fulfill teachers' needs related to learning media and support their professionalism as educators. The use of entertainment media in learning can be an effective tool to increase student engagement and deepen their understanding of the learning material. Learning that is accompanied by elements of entertainment tends to be a more enjoyable experience for students. It can help create a positive classroom atmosphere and motivate students to learn more. Entertainment media can be a platform for students' creative

⁵⁷ Zulhelmi, Z., Adlim, A., & Mahidin, M. (2017). Pengaruh Media Pembelajaran Interaktif terhadap Peningkatan Keterampilan Berpikir Kritis Siswa. *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)*, 5(1), 72-80.

expression. For example, asking students to create videos, multimedia presentations or songs about a particular topic can help them engage their creativity in the learning process. Thus, it is natural that teachers feel happy, comfortable with this entertainment media because it has fulfilled their needs in terms of learning media and fulfills their professionalism as educators. This is reinforced by Saputri's statement who described that (1) teachers give good acceptance to game-based interactive multimedia because learning becomes more active and student-centered; (2) game-based interactive multimedia is simple so it is easy to use to help students learn; and (3) teachers have a good assessment of game-based interactive multimedia so that it can be used as a companion media for learning both at school and at home.⁵⁸

c. Teachers' Attention

The next context is, teachers' attention using entertainment media in EFL. Teachers' attention to media use in learning may vary depending on various factors, including their educational background, experience, availability of resources, and their understanding of the potential of media in supporting the learning process. Teachers need to monitor and evaluate the effectiveness of media use in learning. This allows them to adapt their approach according to students' needs and identify the most effective media. Teachers need to pay attention to equitable access to media. They should make sure that all students have the same opportunity to access and utilize media in learning, regardless of their background or condition. Teachers need to be innovative and creative in using media to build

⁵⁸ Saputri, D. Y., Rukayah, R., & Indriayu, M. (2019). Transformasi Pembelajaran Melalui Penggunaan Multimedia Interaktif Berbasis Game: Persepsi Guru di Sekolah Dasar. *JURNAL PANCAR (Pendidik Anak Cerdas dan Pintar)*, 2(1).

engaging and relevant learning experiences for students. This can include developing engaging content, using the latest technology, and experimenting with different types of media. This is supported by Syamsuddin's statement in Sudarto (2022) which says that the development of a student is influenced by several factors. One of these factors is teacher attention and guidance.⁵⁹ This is also supported by the results of Pertiwi's research (2021), which states that teacher attention has a positive effect on improving student achievement and interest in learning.⁶⁰

d. Teachers' Attraction

Next is the teachers' attraction, Teachers' attraction in the use of media in learning may vary depending on various factors, including personal interest, experience, understanding of the potential of media in education, and availability of resources. Teachers who are interested in the use of media usually believe that media can improve learning effectiveness. They are interested in exploring and using media that can help students understand concepts better than traditional learning methods. Teachers' interest in media is often driven by a desire to develop personal skills in using technology. They may see media use as a way to improve their ability to use software, apps and other digital tools. As technology grows, new types of media are constantly appearing. Teachers who are interested in media are often exploring and utilizing these new media in their lessons, for enriching students' learning experience. Teachers who are interested in

⁵⁹ Sudarto, S., Muliadi, M., & Silviani, A. (2022). Pengaruh Perhatian Guru terhadap Minat Belajar IPA Siswa Kelas IV SDN 13 Biru Kabupaten Bone. *Journal of Innovation Research and Knowledge*, 2(4), 925-928.

⁶⁰ Pertiwi, J. (2021). *Hubungan Perhatian Guru Dengan Motivasi Belajar Siswa pada Mata Pelajaran Bahasa Indonesia Kelas V Sd Negeri 116257 Kampung Lalang* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).

the use of media often strive to make connections between classroom learning and students' daily lives. They may see media as a way to introduce learning content in a way that is relevant and interesting to students. Appropriate use of media can help increase student engagement in learning. Teachers who are interested in media use often strive to create an interactive and stimulating learning environment, where students feel motivated to learn. Thus, teachers' interest in the use of media in learning can be one of the important factors in shaping meaningful and effective learning experiences for students. This is supported by the statement of Andy Hakim (2018) which shows that the three variables, namely Feeling, Interest, and Involvement, have a significant influence on Learning Interest.⁶¹ This is also reinforced by the opinion of Aryani (2017) which states that there is an influence of the attractiveness of powerpoint learning media on student presentation skills..⁶²

e. Teachers' Engagement

The last context is talking about the teachers' engagement. Teacher engagement is a key element in an effective learning process. Teacher engagement includes various aspects, including active presence, effective communication, the use of engaging teaching strategies, and a deep understanding of students' needs. Teachers who are actively present in the classroom, both physically and mentally. They are present with a full focus on learning, especially the entertainment media of learning. The engaged teacher uses a variety of interesting and varied teaching strategies to

⁶¹ Hakim, A., & Amir, S. (2018). Pengaruh Perasaan, Ketertarikan dan Keterlibatan Terhadap Minat Belajar Mata Pelajaran Pendidikan Kewarganegaraan Peserta Didik pada SMA Paba Binjai. *Visipena*, 9(2), 406-426.

⁶² Aryani, T. (2017). *Pengaruh Ketertarikan Siswa Pada Media Pembelajaran Template Powerpoint Terhadap Keterampilan Berpresentasi (Studi Pada Pelajaran Ekonomi Materi Koperasi Kelas X IPS 2 di SMA Negeri 16 Bandung)* (Doctoral dissertation, FKIP Unpas).

maintain students' interest and attention during learning. build a strong and positive relationship with students, pay attention to their individual needs, and create a classroom environment that supports learning and growth. Also, educators must prepare learning materials thoroughly, as well as have a deeper understanding of the topics being taught. Engaged teachers understand that each student has different learning styles and needs, and they are able to adapt their learning approach according to the needs of the students. Teacher engagement in the learning process has a significant impact on student motivation, understanding and achievement. Therefore, it is important for teachers to commit to be actively involved in supporting the holistic development of their students. This is supported by Rahayu's (2017) statement that there is a significant relationship between the level of extroversion and teacher engagement with students' social skills together.⁶³ And also reinforced by Septiadi's (2017) statement that work engagement affects organizational commitment and performance. The results of his study support the theory that the higher a person is involved in a job, the higher the commitment and discipline in carrying out their duties.⁶⁴

⁶³ Rahayu, T., & Kasturi, T. (2017). *Hubungan Tingkat Ekstraversi dan Keterlibatan Guru Dengan Keterampilan Sosial Siswa* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

⁶⁴ Septiadi, S. A., Sintaasih, D. K., & Wibawa, I. M. A. (2017). Pengaruh Keterlibatan Kerja terhadap Kinerja dengan Pemeditasi Komitmen Organisasional. *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*, 6(8), 3103-3132.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter of course provided conclusions and suggestions based on the findings obtained from the data analysis. The conclusion contains a summary of the results of data analysis related to the findings and discussion. Meanwhile, the suggestions refer to some ideas related to this research that the author contributes to this study.

A. Conclusion

1. Feelings of pleasure

Teachers' sense of pleasure when using entertainment media in learning can be various depending on various factors, including the learning context, interactions with students and the outcomes achieved. One of the things that can make teachers feel good is seeing students engaged and enthusiastic in learning. When entertainment media successfully captures students' attention and makes them more active in the learning process, teachers will feel happy because the goal of creating an interesting learning environment has been achieved. Overall, teachers' enjoyment in using entertainment media in learning is influenced by various factors, including students' enthusiasm, understanding of the material.

2. Attention

In terms of using entertainment media in learning, teachers have different kinds of attention. Teachers were committed to provide meaningful and relevant learning experiences for students. plan and deliver subject matter in a way that is engaging and motivates students to learn. Teacher attention is one of the key elements in creating a positive learning environment and strengthening the relationship between teachers and students. By showing appropriate attention,

teachers can help students reach their full potential in learning and personal development.

3. Attraction

Teachers have their attraction about the use of entertainment media in EFL. Entertainment media often presents an interesting and inspiring use of visuals and audio. It can enhance the creativity of educators themselves. Teachers can learn from these techniques to present learning materials in a more interesting and engaging way. By utilizing entertainment media wisely and purposefully, both teachers and students can stimulate their creativity and integrate interesting and meaningful learning experiences in the learning process.

4. Engagement

In this context, the teachers try to engage with entertainment media as best they can. This is evidenced by teachers prepare the teaching modules or prepare entertainment media that will be used and focusing on the purpose of the content being taught and creating meaningful learning and also doing self-actualize related resources regarding the use of entertainment media in learning.

B. Suggestion

Based on the results of the interviews that have been conducted, research on teachers' interest in using entertainment media in learning involves various indicator of interest in each individual involved. In this case, future researchers can consider several inputs for further research. Here are some inputs that can be considered:

1. English Teacher

It is important for teachers to have access to the necessary resources and support to use media effectively. Schools can provide access to the necessary hardware and software and support teachers in finding quality and relevant media resources for their learning materials. seeing the use of media as an interesting and meaningful challenge can help increase their interest. Teachers can be invited to explore and try new technologies, create multimedia projects, or integrate media in project-based learning.

2. Next Researcher

For future researchers, hopefully the results of this study can be used as a reference to continue research related to teacher interest in using entertainment media in learning with different indicators. Reference to continue research related to teacher interest in using entertainment media in learning with different indicators. This research only focuses on teacher interest which is seen based on the indicators of feelings of pleasure, attention, and engagement.

The researcher suggested that future researchers conduct research related to teachers' interest from other indicators and different methods such as measuring teachers' interest in using entertainment media in learning.

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Appendices





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Nomor : B-49/In.39/PP.00.09/PPS.05/08/2023
Lampiran :
Perihal : Permohonan Rekomendasi Izin Penelitian

24 Agustus 2023

Yth. **Bapak Bupati Pinrang**
Cq. **Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu**

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : IMRAN AKBAR
NIM : 2020203879102009
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **Teachers' Interest Using Entertainment Media In Teaching English At Islamic Boarding School Ath-Thahiriyah Paladang Kab. Pinrang.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Agustus sampai Oktober Tahun 2023**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



Direktur,

Dr. Hj. Darmawati, S.Ag., M.Pd
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PEMERINTAH KABUPATEN PINRANG
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KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0585/PENELITIAN/DPMPPTSP/09/2023

Tentang

REKOMENDASI PENELITIAN

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 04-09-2023 atas nama IMRAN AKBAR, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat : 1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 1044/RT.Teknis/DPMPPTSP/09/2023, Tanggal : 04-09-2023
2. Berita Acara Pemeriksaan (BAP) Nomor : 0585/BAP/PENELITIAN/DPMPPTSP/09/2023, Tanggal : 04-09-2023

MEMUTUSKAN

- Menetapkan :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
 3. Nama Peneliti : IMRAN AKBAR
 4. Judul Penelitian : TEACHERS' INTEREST USING ENTERTAINMENT MEDIA IN TEACHING ENGLISH AT ISLAMIC BOARDING SCHOOL ATH-THAHIRIYAH PALADANG KAB. PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : GURU
 7. Lokasi Penelitian : Kecamatan Lanrisang
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 04-03-2024.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 04 September 2023



Biaya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :
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Selaku Kepala Unit PTSP Kabupaten Pinrang



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DPMPPTSP



PONDOK PESANTREN DARUL'ULUM ATH-THAHIRIYAH
MADRASAH TSANAWIYAH (MTs) PALADANG
KECAMATAN LANRISANG KABUPATEN PINRANG
Jl. Poros Barugae-JampueKm.08Kec. LanrisangKab.Pinrang



SURAT KETERANGAN

NOMOR : 090/MTs.12.17.21/12/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah MTs Darul 'Ulum Ath-Thahiriyyah Paladang Kabupaten Pinrang:

Nama : Imran Akbar
NIM : 2020203879102009
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Parepare

Benar telah melakukan Penelitian di MTs Darul' Ulum Ath-Thahiriyyah Paladang Kabupaten Pinrang yang berkaitan dengan penyusunan Thesis yang berjudul **"TEACHERS' INTEREST USING ENTERTAINMENT MEDIA IN TEACHING ENGLISH"**.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

DITETAPKAN : Paladang
TANGGAL : 5 Oktober 2023

Kepala Madrasah
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Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 08 Januari 2023 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 22 Januari 2024
Kepala,



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Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : Teachers' interest using entertainment media in teaching English at Islamic boarding school ath-thahiriyyah paladang Kab. Pinrang
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Benar telah diterima pada Jurnal **IJHESS Volume 6 Issue 4 (October 2024)** yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An. Ketua LP2M
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Letter of Acceptance

Date 27 January 2024

International Journal of Health, Economics, and Social Sciences (IJHESS)

Dear Author(s)

Imran Akbar, Abdul Haris Sunubi, Arqam, Ambo Dalle, Zulfah

It's my pleasure to inform you that, after the peer review, your paper **Teachers' Interest Using Entertainment Media in Teaching English at Islamic Boarding School ATH Thahiriyah Pinrang** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 6 Issue 4 (October 2024)**.

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely



IJHESS

Dr. Ahmad Yani
Editor in Chief

PAREPARE

Appendix 1. Interview Guide

INTERVIEW GUIDE

Berikut ini pedoman wawancara secara garis besar yang akan dikembangkan secara lebih mendalam pada saat wawancara dilakukan terhadap informan sehingga diharapkan perolehan informasi yang lengkap, aktual dan akurat.

No.	Pertanyaan
1.	Bagaimana pendapat anda tentang media hiburan pada pembelajaran?
2.	Bagaimana perasaan anda menggunakan media hiburan pada pembelajaran?
3.	Bagaimana bentuk perhatian anda saat menerapkan media hiburan pada pembelajaran?
4.	Kenapa anda tertarik menggunakan media hiburan pada pembelajaran?
5.	Bagaimana anda memanfaatkan waktu anda terhadap penggunaan media hiburan pada pembelajaran?

Appendix 2. Transcript of Interview

1. The First Research Subject

Hari/tanggal : Kamis, 13 September 2023

Waktu : 13.08-13.16

Narasumber (NR.1) : Fauziah, S.Pd

Pewawancara : Imran Akbar

PW : eh tabe' bu!

NR : iye!

PW : jadi hari ini saya minta waktu ta dulu sebentar, untuk melakukan wawancara yah!

NR : oh iye iye!

PW : bagaimana pendapat anda tentang media hiburan pada pembelajaran?

NR : Media hiburan, seperti video, lagu, atau permainan interaktif, dapat meningkatkan motivasi siswa karena mereka menjadi lebih tertarik pada kegiatan yang menyenangkan.

PW : bagaimana perasaan anda menggunakan media hiburan pada pembelajaran?

NR : perasaan saya sangat senang karna Penggunaan media hiburan yang mendukung pembelajaran Bahasa Inggris dan dapat membantu meningkatkan kepercayaan diri siswa dalam belajar Bahasa Inggris..

PW : bagaimana bentuk perhatian anda menggunakan media hiburan pada pembelajaran anda?

NR : bentuk perhatian saya dalam menggunakan media ini adalah berdasarkan kodrat murid yaitu kodrat alam dan zaman mereka, jadi saya menyesuaikan dari hal tersebut.

PW : kenapa anda tertarik menggunakan media hiburan pada pembelajaran?

NR : saya sangat tertarik dengan penggunaan media hiburan karena saya dapat melatih kreativitas saya sebagai pendidik dan melatih kreativitas murid itu sendiri.

PW : bagaimana anda memanfaatkan waktu anda terhadap penggunaan media hiburan pada pembelajaran?

NR : dengan adanya media ini banyak waktu yang digunakan untuk menfokuskan goals dari konten yang di ajarkan dan menciptakan pembelajaran bermakna.

PW : oiye Bu dimengerti, saya kira demikian wawancara ta. Terima kasih atas waktu ta bu, terima kasih Bu.

NR : Iye pak, sama-sama.

2. The Second Research Subject

Hari/tanggal : Kamis, 12 September 2023
 Waktu : 13.55-14.03
 Narasumber (NR.1) : Suarti, M.Pd
 Pewawancara : Imran Akbar

- PW** : tabe' bu, saya izin wawancaraki hari ini.
NR : iye!
PW : jadi, sudah ada beberapa list pertanyaan yang sudah saya siapkan. Jadi langsung saja masuk ke pertanyaannya.
NR : iye iye!
PW : bagaimana pendapat anda tentang media hiburan pada pembelajaran?
NR : Media hiburan adalah salah satu hal yang paling penting dalam proses pembelajaran. Dimana peserta didik telah menerima teori tentang suatu materi tertentu, butuh metode yang mampu mengkomprehenkan penguasaan materi peserta didik. Salah satunya dengan media hiburan ini.
PW : bagaimana perasaan anda menggunakan media hiburan pada pembelajaran?
NR Penggunaan media hiburan saat proses pembelajaran bahasa Inggris sangatlah efektif. Ini dikarenakan bahasa inggris alat komunikasi dan bahasa Internasional yang cukup rumit dipelajari (berdasarkan observasi sebelum semester berjalan). Sehingga butuh aktivitas menggunakan media untuk menstimulus hal tersebut. Selain itu, melihat kondisi kelas dan peserta didik yang lebih cenderung aktif melakukan aktivitas tertentu. Dengan adanya media hiburan ini, membuat saya merasa nyaman karena saya tidak terlalu khawatir lagi bagaimana membuat pembelajaran dan suasana kelas itu interaktif.
PW : Bagaimana bentuk perhatian anda saat menerapkan media hiburan pada pembelajaran?
NR : Bentuk perhatian yang biasa saya lakukan untuk menerapkan media hiburan adalah make sure semua siswa dan mengajak semua siswa untuk berpartisipasi dalam penggunaan media dan pastikan siswa memahami materi dengan menggunakan media hiburan. juga mengevaluasi kekurangan media hiburan yang saya gunakan pada materi yang saya ajarkan.
PW : kenapa anda tertarik menggunakan media hiburan pada pembelajaran?
NR : Bentuk ketertarikan saya terhadap media hiburan karena Media hiburan menambah wawasan saya terkait metode pembelajaran dan

meningkatkan kreativitas saya. sehingga sebisa mungkin mengaplikasikannya di setiap pertemuan dan setiap aspek dalam pembelajaran bahasa Inggris.

PW : bagaimana anda memanfaatkan waktu anda terhadap penggunaan media hiburan pada pembelajaran?

NR : Saya biasanya selalu menyiapkan modul ajar dan mengatur waktu tertentu dalam penggunaan media hiburan.

PW : oiye bu, paham-paham. Saya kira demikian untuk wawancara kita hari ini yah bu, terima kasih atas waktu ta bu yah.

NR : iye pak sama-sama. Semoga bermanfaat.

3. The Third Research Subject

Hari/tanggal : Kamis, 12 September 2023

Waktu : 13.23-13.32

Narasumber (NR.1) : Nur Hayati, S.Pd

Pewawancara : Imran Akbar

PW : tabe' bu yah! Jadi, hari ini saya mau wawancaraki.

NR : iye.

PW : jadi, sudah ada beberapa pertanyaan yang saya siapkan untuk ibu yah hari ini. langsung saja, bagaimana pendapat anda tentang media hiburan pada pembelajaran?

NR : Media Hiburan ini sangat bermanfaat tentunya, bagi saya pribadi. Karena dapat meningkatkan motivasi siswa karena mereka menjadi lebih tertarik pada kegiatan yang menyenangkan.

PW : bagaimana perasaan anda menggunakan media hiburan pada pembelajaran?

NR : Yah bahagia. yang buatka bahagia itu, antusiasnya siswa lebih semangat lagi dalam belajar menerima materi. Suasana kelas juga lebih hidup atau lebih ramai karena antusiasnya siswa..

PW : bagaimana bentuk perhatian anda saat menerapkan media hiburan pada pembelajaran?

NR : Memastikan bahwa media hiburan ini dapat menyeluruh kepada seluruh siswa. agar dapat mengetahui sampai dimana siswa mampu memahami materi sehingga dapat menjadi bahan evaluasi kedepannya. Apa-apa yang mesti kita siapkan sebelum beranjak ke materi selanjutnya.

PW : kenapa anda tertarik menggunakan media hiburan pada pembelajaran?

NR : Bentuk ketertarikan terhadap media hiburan yaitu media hiburan ini sangat menarik untuk digunakan karena sangat beda rasanya

ketika kita menggunakan media dan tidak. Kalau tidak pakai media pembelajaran dikelas akan terasa melelahkan dan sangat membosankan.

PW : bagaimana anda memanfaatkan waktu anda terhadap penggunaan media hiburan pada pembelajaran?

NR : Saya biasanya memanfaatkan waktu dengan menyiapkan media hiburan yang akan saya gunakan, mengaktualisasikan diri dengan mencari sumber-sumber yang terkait dengan penggunaan media hiburan pada pembelajaran, pada teman-teman saya serta platform-platform yang ada.

PW : ok, saya kira demikian bu yah, terima kasih atas waktu ta hari ini.

NR : iye, sama-sama.



Appendix 3. Documentation



The Researcher interviewed Fauziah, S.Pd.



The Researcher interviewed Suarti, M.Pd.



The Researcher interviewed Nurhayati, S.Pd.

BIOGRAPHY OF THE WRITER

PERSONAL DATA



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FORMAL EDUCATION BACKGROUND

1. SDN 233 LANRISANG Kab. Pinrang, Tahun 2002
2. Pondok Pesantren Al-Badar Bilalang Parepare, Tahun 2008
3. SMKN 2 TARAKAN, Tahun 2012
4. Pendidikan Bahasa Inggris IAIN Parepare, tahun 2014

ORGANIZATION EXPERIENCES

1. LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare
2. Mahasiwa Ahlit Toriqah Al-Mu'tabarrah An-Nahdliyyah (MATAN Parepare)
3. PMII Parepare (Pergerakan Mahasiswa Islam Indonesia)

PUBLISHED RESEARCH WORK

THE TEACHERS' INTEREST USING ENTERTAINMENT MEDIA IN
 TEACHING ENGLISH AT ISLAMIC BOARDING SCHOOL ATH-
 THAHIRIYAH PALADANG KAB. PINRANG