

**THE UTILIZING OF LEARNING MEDIA IN MOTIVATING
STUDENTS' LEARNING ENGLISH**

(a Descriptive Study at SMP 01 Ujan Mas Kepahiang)

THESIS

This Thesis is submitted to fulfill the requirement for “Sarjana” degree in
English Tadris Study Program



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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **SENA YULIANTI (20551064)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **“THE UTILIZING OF LEARNING IN MOTIVATING STUDENTS’ LEARNING ENGLISH (a Describitive Study at SMP 01 Ujan Mas Kepahiang) ”** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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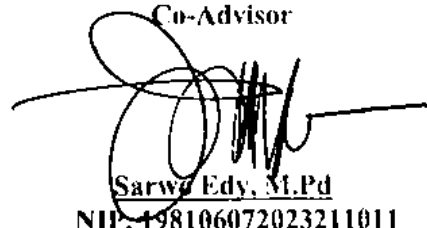
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PREFACE

First, praise and gratitude to Allah SWT who has given his merey to researcher to complete this thesis with the title **“THE UTILIZING OF LEARNING MEDIAIN MOTIVATING STUDENTS’ LEARNING ENGLISH (a Descriptive Study at SMP 01 Ujan Mas Kepahiang)”**.

This thesis is submitted to fulfil the requirment for “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticms that inteneded for this research. For being perfect in thefuture. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, 11 February 2025

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Assalamualaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the prophet Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

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1. My mother, father, and family who have all supported, loved, and morally encouraged me to see through my studies to their completion.
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4. Mrs. Jumatul Hidayah, M.Pd. the head of the department English education IAIN Curup and as my advisor and helping in revising and the idea in writing this thesis.
5. Mr. Sarwo Edy, M.Pd. as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this thesis.

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In order to be flawless in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact how other schools build their educational programs. May Allah bestow onto those who are not mentioned and for the acknowledgment above the greatest recompense. Aamiin

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, February 2025

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MOTTO

“ It’s not about perfect. It’s about effort”

- Sena Yulianti

ABSTRACT

Sena Yulianti : **The Utilizing learning Media in Motivating Students’ Learning English at SMPN 01 Ujan Mas, Kepahiang**
Advisor : **Jumatul Hidayah, M.Pd**
Co-Advisor : **Sarwo Edy, M.Pd**

This study investigates the utilizing of learning media in motivating students to learn English at SMP Negeri 01 Ujan Mas, Kepahing. The research addresses three key questions: 1) What learning media are used by the teacher to motivate students in learning English at SMP Negeri 01 Ujan Mas, Kepahing? 2) How do learning media motivate students in learning English at SMP Negeri 01 Ujan Mas, Kepahing? 3) How do students perceive the learning media used by the teacher in teaching English at SMP Negeri 01 Ujan Mas, Kepahing? The research utilized a mixed-methods approach, involving observations, interviews with both teachers and students, and questionnaires, with a total of 90 student respondents. The findings revealed that the teacher employed a variety of learning media to motivate students, including visual tools (images, diagrams, and videos), audio resources (podcasts and audiobooks), interactive tools (games and quizzes such as Kahoot and Quizizz), multimedia presentations (integrating text, images, and videos), and traditional print materials (textbooks and workbooks). These media were found to enhance engagement, comprehension, and participation. Learning media motivated students by making English lessons more interactive, engaging, and relevant to real-life situations, improving listening and speaking skills, and offering immediate feedback. The diverse formats of learning activities, such as videos, games, quizzes, and online exercises, helped prevent boredom and maintained student interest. The students’ perception of the learning media was overwhelmingly positive. They found the media engaging, helpful in understanding difficult concepts, and conducive to a more enjoyable learning experience. The variety of learning media was particularly appreciated for accommodating different learning styles, making the learning process more personalized. The study concludes that the use of diverse learning media significantly enhances students' motivation, engagement, and overall learning experience in English lessons. Based on these findings, it is recommended that teachers continue to integrate varied learning media to further support student motivation and language acquisition. Further research could explore the long-term effects of these media on language skills development.

Keywords: Learning media, student motivation, English learning, visual media, interactive media, multimedia, audio resources, student perception, educational tools

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CHAPTER I

INTROCUCTION

A. Background of the Research

Learning English is crucial, as Johnstone asserts that it allows individuals to gain knowledge, learn subject matter, acquire skills, shape attitudes, and develop linguistically¹. The process of language learning significantly influences students, enabling them to attain proficiency in English. There are four key skills in English: listening, speaking, reading, and writing. Students need to master all these skills, both actively and passively, which can be a source of stress due to the extensive learning required. Teachers play a vital role in making learning enjoyable so that students can effectively absorb the material. To enhance students' enjoyment of English lessons, teachers must understand how to motivate them in learning the language.

Learning achievement is influenced by two primary categories of factors²: internal factors related to the students themselves, and external factors originating from the students' environment. Internal factors encompass aspects such as intelligence, talent, attention, interest, maturity, motivation, readiness, and fatigue. Conversely, external factors include

¹ Richard, Johnstone. (Ed). Learning through english: policies, challanges, and prospects. (Malaysia: Britis Council, 2010), P. 8

² M. Li dan M. Bray, "Cross-border flows of students for higher education: Push-pull factors and motivations of mainland Chinese students in Hong Kong and Macau," High. Educ., vol. 53, no. 6, hal. 791-818, 2007

influences from the school environment, family, and the broader community.

Furthermore, another perspective identifies internal factors affecting learning achievement as either physiological (physical) factors, such as illness and physical condition, or psychological factors, including intelligence. External factors, on the other hand, comprise influences from the family, school environment, and community environment. Understanding these factors is crucial for assessing student learning achievement.

Motivation is the effort to learn a language driven by the desire to do so and the sense of satisfaction it brings. It is a crucial factor in successful language learning. Motivation instills enthusiasm in students during the teaching-learning process, driving them to study English effectively. Enthusiasm, commitment, and perseverance are essential, as they largely determine whether students succeed or fail in their learning endeavors. As supported by Dornyei, student motivation is one of the most important factors influencing language learning success or failure, underscoring its key role in mastering English³

Motivation plays a crucial role in the learning process for each student. Motivated students are more likely to increase their interest in learning and utilize their time effectively. They can manage their time efficiently, have a clear vision for their future, and possess a strong desire

³ Zoltan, Dornyei. *The psychology of the language learner: Individual differences in second language acquisition*. (London: Lawrence Erlbaums, 2005), P. 65

to achieve their goals. Students who aspire to reach their goals exhibit a high level of enthusiasm in their learning activities⁴. However, several factors can diminish student motivation during the learning process. These include perceiving the lesson as unimportant, the teacher's influence and teaching style, limited use of learning media, family or peer issues, and an uncomfortable classroom environment.

The use of learning media can significantly boost student learning motivation. Integrating learning media into the teaching process can create new desires and interests, enhance motivation, stimulate learning activities, and even have psychological effects on students. In this context, the use of learning media positively impacts student motivation. Students will realize that they are strongly motivated to learn⁵. Therefore, the development and use of instructional media should align with the students' interests and needs. Through the use of instructional media, students are expected to gain accurate perspectives and understanding. Meanwhile, teachers are expected to capture students' attention during lessons and help guide them in applying the knowledge and skills they have acquired.

Rachmijati emphasizes that the types of instructional media vary depending on the needs of both students and teachers. Instructional media encompasses a wide range of tools, including pictures, graphics, multimedia, boards, audio media, LCD projectors, videos, text, and real

⁴ C. Bereiter dan M. Scardamalia, "Child as coinvestigator: Helping children gain insight into their own mental processes," in *Learning and motivation in the classroom*, Routledge, 2017, hal. 61–82

⁵ D. M. Mertens, *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications, 2014

objects⁶. Mulyana claimed instructional media into four distinct types: Games and Simulations, Visual Media, Audio Media, and Audio-Visual Media. Games and simulations include activities such as Simon Says, Scrabble, word puzzles, Bingo, as well as role-playing, drama, and puppet shows. Visual Media consists of items that can be seen, such as books, pictures, boards, modules, flashcards, and slides. Audio Media refers to tools that can only be heard, such as radios, songs, recordings, and record players. Lastly, Audio-Visual Media includes media that can both be seen and heard, such as voice slides, films, television, and video tape recorders⁷.

Learning media can significantly motivate students in learning English by making the learning process more engaging and interactive. By incorporating various media such as videos, audio recordings, and interactive software, teachers can capture students' attention and spark their interest in the subject. These tools offer diverse ways to present content, cater to different learning styles, and provide immediate feedback, which helps maintain student engagement and enthusiasm. Moreover, learning media can create a more dynamic and enjoyable learning environment, allowing students to connect with the material in meaningful ways, ultimately enhancing their motivation to learn and improve their English skills.

⁶ Rachmijati, C. (2020). Analysis the Use of Instructional Media on Teaching English to Young Learner At. 3(4), 453–458.

⁷ Mulyana, K. (2003). A review of Instructional Media as One Aspects of Teaching Methodology. Presented at P3G Bahasa Jakarta

Based on researcher experience in conducting PPL program held by Tarbiyah Faculty IAIN Curup in SMP Negeri 01 Ujan Mas Kepahiang, researcher showed that in the beginning of learning process as Pre-service in that school, the students tend to have less motivation in learning English. It can be seen from learning process in the classroom. The students cannot concentrate fully to the English material. some students who tell and play with friends, absence responses from students when teachers give the opportunity to ask, there are students who feel bored and wandering outside. It shows that students still have low learning motivation in following the ongoing learning process. To be able to attract the attention of students then it is very important for teachers to utilize the existing learning media by the ability possessed so that it can lead the students with the material that is taught. With the use of interactive learning media in the classroom teachers can attract attention and improve student learning motivation. Teacher and researcher at that time discuss how to solve the problem to encounter students' motivation in learning English. The teacher and researcher as pre-service teacher at that time finally selected to use variation of learning media such as flashcard, quizzes, animation, video etc.

The using of variation learning media is still continuing until now. The researcher interviewed the teacher who taught English subject in the preliminary research. The teacher says that they still using the variation of learning media in teaching English. Based on the second pre-observation

teacher saw that the students tend to be more active in learning English. They seemed enthusiastically follow the subject. Students also asks actively during the learning process.

Based on the background above, the researcher is interested in investigating **“The Utilizing learning Media in Motivating Students’ Learning English at SMPN 01 Ujan Mas, Kepahiang”**.

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. What Learning Media are Used by the teacher in motivating students in learning English at 2nd grade SMP Negeri 01 Ujan Mas, Kepahing?
2. How do learning Media motivate students in learning English 2nd grade SMP Negeri 01 Ujan Mas, Kepahing?
3. How is students’ perception on learning media used by the teacher in teaching English 2nd grade SMP Negeri 01 Ujan Mas, Kepahing?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate Learning Media Used by the teacher in motivating students in learning English at 2nd grade SMP Negeri 01 Ujan Mas, Kepahiang
2. To investigate How learning Media motivate students in learning English 2nd grade SMP Negeri 01 Ujan Mas, Kepahiang.

3. To investigate students' perception on learning media used by the teacher in teaching English 2nd grade SMP Negeri 01 Ujan Mas, Kepahiang

D. Limitation of the Research

This research focused on investigating the utilizing learning media in motivating students learning English at 2nd Grade of SMP Negeri 10 Rejang Lebong. The researcher also focused on the theory of Marjan to answer the research questions.

E. Significant of the Research

1. Theoretically: The study is to optimize for teachers and learners to be aware of using learning media in teaching English as tools to motivate students in learning English anxiety and how deal with that.
2. For students
the students will know how to cope with the utilizing of learning media in learning English.
3. For Teachers
the teachers in order to understand and to effectively the utilizing of learning media in teaching English to ensure students' motivation in learning English.
4. For schools
It empowers teachers, fosters a culture of innovation, prepares students for future success, and engages the school community in promoting a more enriching and impactful learning media in motivating students in learning English.

F. Definition of Key Terms

To prevent any misunderstanding of the study's findings, the following section offers a brief explanation of key terms and definitions used in the research.

1. Learning English

Learning English involves acquiring the skills and knowledge necessary to understand, speak, read, and write in the English language. This process includes developing proficiency in grammar, vocabulary, pronunciation, and comprehension, and applying these skills in various contexts for effective communication⁸.

2. Students' Motivation

Motivation is a process that describes the intensity, direction, and persistence of an individual to achieve his goals. It can also help students to achieve their goals in learning so that learning objectives are achieved. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement⁹

3. Learning media

⁸ H, Douglas. Brown. Principles of language learning and teaching (4th ed). (Addison Wesley Longman, Inc, 2007), P. 7

⁹ Winkel W.S (2007). Psikologi Pengajaran. Yogyakarta; Media Abadi. P.23

Learning media is instrumental in motivating students to change the paradigm of thinking and acting¹⁰. the learning media can penetrate the boundaries of change in navigating the challenges faced by educational institutions. Learning media refers to the tools and resources used to facilitate and enhance the teaching and learning process. These can include visual aids such as charts and videos, auditory tools like audio recordings and podcasts, and interactive technologies such as educational software and online platforms. Learning media helps present information in various formats to accommodate different learning styles and improve understanding and engagement.

¹⁰ A. Cook-Sather, "Authorizing students' perspectives: Toward trust, dialogue, and change in education," *Educ. Res.*, vol. 31, no. 4, hal. 3–14, 2002

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Concept of Language Learning

a. Definition of Learning English

Learning is a process that contains a series of teacher and student actions so that there is a reciprocal relationship that takes place in the classroom to achieve certain goals. In learning, there are several goals to be achieved. According J. a Martilla dan J. C. James, Learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals²¹. Therefore, if one of the components cannot interact, then the learning process will face many obstacles in achieving the learning objectives.

English is one of the important international languages to be mastered or learned. English is used to develop relations in international forums and to strengthen relations between nations. English is also used to gain knowledge from various branches of science. People use English to communicate with people in different countries. It can connect you to people around the world. On the other hand, learning English can help you reach success. It can increase the opportunity to get a job easily. Using English to communicate may also help people to know, understand and respect each other,

²¹ J. a Martilla dan J. C. James, "The analysis of Learning language," J. Mark., vol. 41, no. 1, hal. 77-79, 1977.

particularly those who have different backgrounds such as languages, cultures, lifestyles, etc²²

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021). This is to produce a form of learning English that is more in touch with the language needs of students.²³

b. Type of Learning

Gagne, as cited in Smith and Ragan, emphasizes the significance of identifying the type of learning utilized by an individual. According to Gagne, relying solely on a limited learning theory is insufficient to encompass the broad range of possibilities inherent in human learning²⁴. It is essential to select a learning type that aligns with the context and subject matter to be taught. In this regard, Gagne, as noted by Brown, identifies eight distinct types of learning. Gagne in Brown identifies eight types of learning as follows:

- a) Signal learning. It means the individuals learn to make general diffusion in response to a sign or signal.

²² Brown, H. Douglas. (2007). Principles of language learning and teaching (4rd ed). USA: Longman

²³ Michael W. Passer and Ronald E. Smith, Psychology: The Science of Mind and Behavior, (New York: McGraw-Hill, 2009), p. 546.

²⁴Patricia, L. Smith., and Tillman, J. Ragan. Impact of R.M. Gagne's work on instructional theory. (University of Oklahoma, 1996), P. 731

- b) Learning stimulants. This stage students get the right response for the stimulus that will be discriminated against.
- c) Chain. The purpose of the chain is that students can get two or more connection stimulus responses.
- d) Verbal associations. In this stage, students will get oral chain learning. Such conditions are similar to motors and chains that are interconnected.
- e) Various discrimination. It means this stage; the Individuals learn to make a number of different problems so that they can identify and respond to many different stimuli, which may be similar to each other in physical appearance to be larger or smaller in degree.
- f) Concept learning. The students acquire the ability to make equations and respond to stimulation classes even though individual members come from different classes.
- g) Principle learning. In simple terms, a principle is a chain of two or more concepts. Serves to regulate behavior and experience.
- h) Problem-solving is a type of learning that requires the term "thinking". Before acquiring concepts and principles that are combined in a conscious focus on a series of unresolved or ambiguous events²⁵.

c. Learning English as a Foreign Language

²⁵ H. Douglas, Brown. Principles of language learning and teaching (4th ed). (Addison Wesley Longman, Inc, 2007), P. 92

There are one billion people worldwide learning English as a foreign language. Pinter notes that in many contexts, children who begin learning English face challenges in managing their own learning processes because they are too young to effectively plan, monitor, and evaluate their progress. The language learning process significantly influences students who successfully acquire a foreign language, often because strategies used to learn their mother tongue can be adapted to foreign language learning. This is particularly evident when children initially learn their first language from their parents and later learn a foreign language with a teacher. Therefore, teachers play a crucial role in teaching English to students.

2. The Concept of Motivation

a. Definition of Motivation

Harmer defines motivation as an internal urge that drives someone to achieve their desired goals²⁶. Islamuddin describes motivation as a driving force that transforms a person's energy into tangible activities aimed at reaching specific objectives²⁷. This means that motivation is an internal impulse that energizes a person to pursue and achieve their goals. Similarly, Dornyei states that motivation is the primary impetus that initiates learning and the

²⁶ Jeremy, Harmer. *The practice of English language teaching* (4th ed). (Malaysia: Longman Pearson Education Limited, 2007), P. 98

²⁷ Haryu, Islamuddin. *Psikologi pendidikan*. (Yogyakarta: Pustaka Belajar, 2012), P. 259

driving force that sustains the learning²⁸ process over time. Moreover, Motivation also defines as a process that describes the intensity, direction, and persistence of an individual to achieve his goals. It can also help students to achieve their goals in learning so that learning objectives are achieved²⁹. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. From the opinions of experts, it can be concluded that motivation is a driving factor that compels someone to take action. Motivation serves as a guiding force that helps determine the necessary steps a person must take to achieve their goals.

b. The Function of Motivation in Learning

Sardiman outlined three functions of motivation: to encourage individuals to engage in specific activities, to provide direction, and to determine actions³⁰.

a) Encouraging Individuals to Engage in Specific Activities

Motivation acts as a drive or force that prompts individuals to take action. Essentially, motivation is the engine that powers all activities necessary for achieving one's goals. It helps individuals to initiate and sustain efforts towards their objectives.

²⁸ Zoltan, Dornyei., and Stephen, Ryan. *The Psychology of language learner revisited*. (New York: Routledge, 2015), P. 72

²⁹ Winkel W.S (2007). *Psikologi Pengajaran*. Yogyakarta; Media Abadi. P.23

³⁰ Sardiman, A. M. *Interaksi dan motivasi belajar mengajar*. (Jakarta: Rajawali Pers, 2015), P. 84

b) Providing Direction:

Motivation can guide individuals based on their desires and goals. It serves as a compass for students, helping them navigate their activities in alignment with their objectives. This way, students understand what they need to do to achieve their goals.

c) Determining Actions:

Motivation influences behavior by driving individuals to act. It also fosters interest, ensuring that desires and goals are met. Therefore, motivation is essential for students to maximize their achievements and perform at their best.

This means that motivation can guide students in their learning, enabling them to act according to their desires and achieve optimal results. Motivation can also provide students with a clear idea of what actions to take in order to realize their goals.

c. Type of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation:

a) Extrinsic Motivation

Extrinsic motivation refers to learning activities driven by external encouragement and needs that are not inherently related to the learning activities themselves³¹. This type of motivation is influenced by various external factors, such as the need to pass an

³¹ Drs. H. Martinis Yamin, M.Pd., *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), P. 163

exam, financial rewards, or achieving good grades.

Some opinions suggest that intrinsic motivation emerges once extrinsic motivation is satisfied. Extrinsic motivation is essentially behavior driven by external forces acting upon an individual. An individual is extrinsically motivated if they opt for easy, routine, simple, and predictable tasks, work to receive rewards, rely on assistance from others, lack confidence in expressing their opinions, and use external criteria to determine success and failure³²

b) Intrinsic Motivation

Each of us is driven by inherent needs that have evolved over tens of thousands of years. According to Harmer, these fundamental human needs are organized in a hierarchy. At the lowest level are physiological needs (such as food, drink, sleep, clothing, and shelter)³³. The next level includes safety needs (such as stability, law, and protection from fear). Following that are love and belongingness needs, self-esteem needs (such as achievement, competence, and recognition), and at the highest level are self-actualization needs.

Students' motivation to complete a task is influenced by both intrinsic and extrinsic factors. Intrinsic motivation involves engaging in and continuing a learning activity due to an inherent

³² M. Nur Ghufon & Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media 2010), P.84

³³ Harmer, Jeremy. *The Practice of English Language Teaching* (3rd). (Longman Pearson Education Limited, 2002). P. 51

appreciation of the activity itself and the internal drive to learn. A key element of intrinsic motivation is the enjoyment derived from performing the task without any external compulsion. This type of motivation originates from within the individual. For example, the pleasure and satisfaction gained from the learning process itself can make students feel better and more fulfilled.

d. Source of Motivation

According to Harmer, "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people³⁴." There are several sources that impact students' motivation in learning English:

a) The society we live in

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the choice of two languages to learn, which one would they choose? And why?

b) Significant others

Students' attitudes toward language learning are significantly

³⁴ Harmer, Jeremy. *The Practice of English Language Teaching* (3rd). (Longman Pearson Education Limited, 2002). P. 51

influenced by those around them. The attitudes of parents and older siblings are particularly critical, as their perspectives and support can greatly impact a student's motivation. Additionally, the attitudes of peers play a crucial role; if peers are critical or negative about the subject, it may diminish the student's own motivation. Conversely, if peers are enthusiastic about learning, their positive attitude can help inspire and motivate the student

c) The teacher

The teacher plays a crucial role in sustaining a student's motivation. The teacher's attitude toward both the language and the learning process is vital. Demonstrating clear enthusiasm for English and the learning experience is essential, as this enthusiasm can foster a positive classroom environment and significantly enhance student motivation

d) The Method

It is essential for both teachers and students to have confidence in the teaching and learning methods being employed. A lack of confidence from either party can severely impact motivation. However, when both teachers and students are comfortable with the methods used, the likelihood of success is significantly increased.

e. The role of Motivation

Motivation plays a crucial role in learning new languages. Pinter observed that acquiring a first language is a natural part of growing up³⁵. For those learning a new language, their motivation often stems from a desire to integrate into their new community. A noteworthy study by Marianne Nikolov in 1999, a Hungarian teacher, trainer, and researcher, reveals that as children age, they tend to rely on different sources of motivation to learn English. Some children are intrinsically motivated, meaning they are driven to learn because they find enjoyment in the process of learning English itself.

f. How to Measure Motivation

According to Hanafiah there are some measurements that can be used to know the motivation that are³⁶:

- a) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b) Questionnaire is to know the persistence and loyalty.
- c) Free compose is to understand information about the vision and aspirations.
- d) Achievement test is to get the information about the achievement of the students' academic.

³⁵ Pinter, Annamaria. Teaching young language learner. (China: Oxford University Press, 2006). P. 36

³⁶ Hanafiah, Nanang. Konsep strategi pembelajaran. (Bandung: Rafika Aditama, 2010). P. 28

e) Scale is to understand information about attitude.

g. Language Learning Motivation

Motivation is a key factor influencing students' success in learning English. Lasagabaster and colleagues assert that motivation in second language learning energizes students, leading to significant achievements and improvements in their language abilities, whether over short or long periods³⁷. Lalonde and Gardner, as cited by Spolsky, indicate that motivated students generally learn more quickly and effectively than their less motivated peers. This is because motivation encompasses effort, desire, and emotional responses to learning a second language. Conversely, students who lack motivation and attention often exhibit inappropriate behavior, resulting in discipline problems and hindering their progress in learning English.

Harmer notes that the motivation driving someone to learn English is influenced by several factors, including the attitudes of the surrounding community, significant individuals such as teachers, and the methods used in the learning process³⁸. Dornyei supports this view, emphasizing that motivation is closely linked to fundamental aspects of the human mind. Most teachers and researchers agree that motivation plays a crucial role in

³⁷ David, L., Aintzane, D., and Juan, M. S. (Ed). Motivation and foreign language learning: from theory to practice. (Amsterdam: John Benjamins Publishing Company, 2014), P. 9

³⁸ Bernard, Spolsky. A condition for second language learning. (Hong Kong: Oxford University Press, 1989), P. 156

determining students' success or failure in language learning³⁹. Students who are deeply motivated to learn a foreign language are more likely to achieve proficiency and master the language effectively.

In conclusion, the aforementioned views indicate that various factors, including community attitudes, influential individuals, and teaching methods, significantly impact students' attitudes toward the language they are learning. These attitudes, in turn, influence their motivation. Whether this motivation is sustained depends on the students' perspectives and preferences. As Frandsen supports, motivation involves generating, maintaining, directing, and determining the intensity of learning efforts. Thus, students' motivation plays a crucial role in shaping their strategies for learning English, aligning with their own interests and goals.

h. Students' Motivation in Learning English

Students are motivated to learn English for various reasons, such as a genuine interest in the subject or simply fulfilling school requirements. Many students are driven by the academic benefits they perceive from learning English. Motivation helps students set goals and invest effort in achieving them⁴⁰.

³⁹ Zoltan, Dornyei. Motivational strategies in the language classroom. (Cambridge, USA: Cambridge University Press, 2001), P. 7

⁴⁰ Robert, C, Gardner. Social psychology and second language learning: The role of attitude and

Motivated students are likely to find meaning in their academic activities, which enhances their skills. When students are motivated, they approach their academic work with seriousness and strive to excel. This motivation equips them with the resilience to overcome challenges and setbacks, as they are determined to achieve their goals.

Six components of motivation in learning. These components will be described below:

a) Curiosity

Human behavior is inherently complex, with curiosity being a fundamental trait. Individuals with high levels of curiosity often seek out new experiences and find satisfaction in solving problems and uncovering new information. Their desire to learn and understand more about various topics drives their continuous quest for knowledge.

b) self-efficiency

Dividing tasks into pieces and giving success to students is the beginning of a method for developing trust in students. this situation describes a performance achievement, one of the four possible sources of self-efficiency.

c) Attitude

A student's attitude towards learning is an intrinsic

characteristic that is not always directly observable through behavior. Although attitudes themselves are internal and not visible, they can be perceived through the actions and demeanor of individuals. While the attitude may not be explicitly displayed, others can often sense or infer these underlying attitudes through interactions and responses.

d) Needs

Maslow classifies human needs as the most famous and respected thing. Maslow also classifies human needs into five levels, psychological (lower level), safety (lower level), love and ownership (high needs), self-esteem (higher needs), self-actualization (higher needs).

e) Competence

Competence is an aspect of intrinsic motivation related to self-efficacy. When individuals achieve proficiency in a task or skill, they experience a sense of satisfaction and happiness. This feeling of accomplishment arises from successfully mastering challenges and performing well, which in turn reinforces their motivation to engage in similar tasks.

f) External motivator

To create a stimulating learning environment and combat boredom, active student participation is essential. In addition to a stimulating environment, values play a crucial role as

external motivators. These values help reinforce the significance of the learning experience and encourage students to engage more fully with their studies⁴¹.

A teacher must understand the motivation of their students in learning English. According to Scheidecker and Freeman, as cited by Dornyei, motivation represents one of the most complex and challenging issues faced by educators today⁴². Motivation influences not only new learning but also the performance of skills, strategies, and behaviors previously studied. This highlights the critical role that motivation plays in the learning process.

3. Learning Media

The use of learning media is a crucial external factor that can significantly enhance students' learning motivation. By introducing relevant, novel, or interactive media, educators can stimulate students' internal engagement. Without adequate motivation, there is no guarantee of successful learning outcomes⁴³. Effective learning requires both a strong desire to learn and appropriate encouragement. Learning media functions as a tool to convey information and stimulate students' interest, facilitating the learning process for both students and teachers by overcoming spatial and temporal constraints. This research aims to

⁴¹ C, Frith. 2001. *Motivation to Learn*. Saskatchewan: University of Saskatchewan. P. 3

⁴² Zoltan, Dornyei. *Motivational strategies in the language classroom*. (Cambridge: Cambridge University Press, 2001), P. 1

⁴³ Saptono, Y. J. (2016) 'Motivasi dan Keberhasilan Belajar Siswa', *Regula Fidei: Jurnal Pendidikan*.

analyze the role of learning media in boosting students' motivation by reviewing various journals. The scope of the research is limited to specific learning media tools, including Quizizz, Kahoot, Wordwall, and PowToon, focusing on their impact on increasing student motivation.

In education, the effectiveness of the learning process is significantly enhanced by the use of appropriate media. Media availability is crucial for supporting students' potential development and stimulating their learning. Properly chosen learning media can facilitate the interaction process, broadening students' understanding of the material (Gaol & Sitepu, 2020). This stimulation can, in turn, boost students' motivation as they gain new experiences and comprehend the material more effectively. Enhanced motivation drives students to actively engage in the learning process.⁴⁴

The concept of gamification, which incorporates game elements into learning activities, can further increase students' motivation and participation. Learning media such as Quizizz, Kahoot, and Wordwall utilize gamification to create engaging learning environments. Research by Solikah et al demonstrated that Quizizz positively impacts students' motivation and learning outcomes by providing a dynamic and interactive learning atmosphere⁴⁵. Similarly, Sinaga et al. found that Kahoot enhances both students' motivation and learning experiences, leading to

⁴⁴ Puspitarini, Y. D. & Hanif, M. (2019) 'Using Learning Media to Increase Learning Motivation in Elementary School', *Anatolian Journal of Education*. 10.29333/aje.2019.426a

⁴⁵ Solikah, H. (2020) 'Pengaruh Penggunaan Media Pembelajaran Interaktif Quizizz Terhadap Motivasi dan Hasil Belajar Siswa Pada Materi Teks Persuasif Kelas VIII di SMPN 5 Sidoarjo Tahun Pelajaran 2019/2020)', Surabaya: Universitas Negeri Surabaya

improved outcomes⁴⁶. Wordwall has also been shown to increase students' enthusiasm and motivation through its engaging problem-solving features.⁴⁷

Additionally, audio-visual media such as PowToon can capture students' attention and foster motivation through its creative use of text, audio, animation, and images. Silvia Anita & Kardena highlighted how PowToon's varied features help teachers create innovative and motivating learning experiences, further supporting student engagement and motivation⁴⁸

a. The Use of learning Media

It is essential to integrate technology with learning media in the teaching-learning process. Utilizing technology as a learning medium offers students an effective means to access information and resources from teachers. Additionally, technology allows teachers to employ ICT (Information and Communication Technology) creatively, enhancing students' understanding of the content⁴⁹. The interaction between media and the learning process is crucial for creating successful and efficient learning environments. An ineffective learning experience can lead to

⁴⁶ Sinaga, I. T. D., Rahan, N. W. S., dan Azahari, A. R. (2022) 'Pengaruh Media Pembelajaran Kahoot Terhadap Motivasi Belajar Siswa SDN Nanga Bulik 6 Kabupaten Lamandau', *Jurnal of Environment and Management*. <https://doi.org/10.37304/jem.v3i1.4286>

⁴⁷ Nabilah, N. P. & Warmi, A. (2023) 'Penggunaan Media Pembelajaran Berbasis Website Wordwall Games terhadap Motivasi Belajar Matematika di Kelas VIII SMPN 2 Jalancagak', *Jurnal Pengabdian kepada Masyarakat Nusantara (JPkMN)*.

⁴⁸ Yuliani, S., Yulianto, Y., & Hartanto, D. (2021) 'Powtoon Animation Video in Introduction to Literature Class: Students' Perception', *Al-Ishlah: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v13i1.540>

⁴⁹ Dhamayanti, F. I. (2021) 'EFL Students' Perception and Motivation Toward Quizizz as ELearning Media in English E-Classroom', *Education of English as Foreign Language Journal (EDUCAFL)*. <https://doi.org/10.21776/ub.educafl.2021.004.02.03>

student boredom and disinterest. By incorporating engaging media, such as images and real objects, educators can capture students' attention and make learning more appealing. Teachers require media that is both easy to create and use. Media serve as communication tools that convey educational messages and facilitate interaction. Furthermore, media enhance students' cognitive, emotional, and skill development, contributing to their learning. Teachers are therefore expected not only to deliver material but also to utilize technology effectively as a learning medium. According to Werbach media are tools used to distribute or deliver information, and they play a significant role in achieving educational objectives by assisting and motivating students in their learning process⁵⁰.

Teachers must have a certain ability and skill in choosing and using media effectively and efficiently so that it can provide a pleasant learning process for students and increase learning motivation. Teachers go through three phases in using media, namely⁵¹:

- a) Preparation Analyzing the learning curriculum, acknowledging the types of students, matching the basic competence with appropriate media, preparing the media, and bringing the media to class;
- b) Core activity Preparing for students' questions about media, creating student-centered learning process while using media, as well as taking

⁵⁰ Werbach, K., Hunter, D., (2017) 'The Gamification Toolkit', Philadelphia: Wharton Digital Press

⁵¹ K. Kiemer, A. Gröschner, A.-K. Pehmer, dan T. Seidel, "Effects of a classroom discourse intervention on teachers' practice and students' motivation to learn mathematics and science," *Learn. Instr.*, vol. 35, hal. 94–103, 2015

notes on students' interaction and cognitive-affective psychomotor of using media;

- c) Closing Summarizing the use of media, emphasizing the moral value of using media, and giving assignments

there are several principles that teachers need to pay attention to in choosing and using learning media, such as:

principles that teachers need to pay attention to in choosing and using learning media, such as⁵²:

- a) Choose the type of media accurately Teachers must choose the media that is most suitable to the teaching objectives and materials to be taught;
- b) Determine the subject being taught the teachers need to consider whether the use of the media is in accordance with the students' competencies;
- b) Present the media appropriately the use of media in learning must be in accordance with the learning objectives, materials, method, times, and facilities;
- c) Display the media at the right time, place, and situation This means when and where the media is used for teaching.

b. The benefits of Learning Media in Teaching and Learning Process

According to Ruis et al., there are some benefits to using media for teaching and learning, namely⁵³:

⁵² R. J. Wlodkowski dan M. B. Ginsberg, enhancing adult motivation to learn: A comprehensive guide for teaching all adults. John Wiley & Sons, 2017

⁵³ Sanchez-Ruiz MJ, Khoury J el, Saadé G, Salkhanian M. Non-Cognitive Variables and Academic Achievement. In: Non-cognitive Skills and Factors in Educational Attainment. 2016.

- a) to raise students' motivation;

Learning media greatly boosts students' motivation by making learning more engaging and interactive. Tools like interactive quizzes and educational games capture students' interest and make lessons more fun. Immediate feedback from these tools helps students see their progress and feel accomplished. With varied formats like videos and animations, learning media caters to different learning styles and keeps students interested. Accessibility to resources anytime and anywhere allows students to learn at their own pace, while gamified elements like points and rewards add excitement. Additionally, by connecting lessons to real-world situations and supporting collaboration, learning media makes education more relevant and motivating.

- b) to keep students from boredom;

Learning media helps keep students from boredom by introducing variety and interactivity into the classroom. Interactive tools such as educational games, videos, and simulations make lessons more dynamic and engaging. These media types offer different ways to present information, catering to various learning styles and maintaining students' interest. By incorporating elements like quizzes, animations, and multimedia, learning media breaks the monotony of traditional teaching methods, making learning more enjoyable and preventing students from losing focus or becoming

disinterested.

- c) to make it easier for the students to understand what is being taught;
- Learning media can make it easier for students to understand what is being taught by presenting information in diverse and engaging formats. Visual aids like diagrams, videos, and interactive simulations help illustrate complex concepts and make abstract ideas more concrete. These tools provide multiple representations of the material, catering to different learning styles and making it easier for students to grasp and retain information. By breaking down content into more accessible and engaging forms, learning media supports better comprehension and enhances overall learning effectiveness.
- d) to make the teaching-learning process more systematic;
- Learning media contribute to a more systematic teaching-learning process by providing structured resources and tools that guide both teaching and learning activities. Through well-organized media, such as lesson plans, digital presentations, and interactive software, educators can deliver content in a logical sequence, ensuring that key concepts are introduced progressively and coherently. This systematic approach helps students follow the learning path more easily, allowing them to build on prior knowledge and understand new material in a structured manner. Consequently, learning media support a more organized and effective educational experience for both teachers and students

- e) to achieve the learning objectives.

Learning media play a crucial role in achieving learning objectives by providing targeted resources and tools that align with educational goals. By using media such as educational videos, interactive simulations, and digital quizzes, teachers can present content in ways that directly support the intended outcomes of the lesson. These media tools help clarify concepts, reinforce key points, and offer practice opportunities, ensuring that students engage with the material in a meaningful way. As a result, learning media facilitate a focused and effective approach to reaching educational objectives, enhancing both teaching efficiency and student understanding

Learning media can also help the teaching and learning process as well as encourage students to learn. (Rahmi et al., 2014) mentioned that teachers should be using media for teaching-learning activities because of⁵⁴:

- a) the lack of learning experiences for students can be resolved by means of the media;
- b) media can reach everything outside of the class;
- c) the possibility of direct interaction between students and their environment is created through media;

⁵⁴ Ibid. P.23

- d) the students' observations may be directed to the important things as defined by their teacher through media;
- e) media can be kept the basic, concrete, and real concepts of the teaching;
- f) the use of media in learning arouses the students' motivation;
- f) experience from concrete things to abstract ones is integrated into media

c. Kind of Learning Media

Learning media can be categorized into several types based on their format and function in the educational process. Here's a summary of the main kinds of learning media⁵⁵:

1. Visual Media

Learning media come in various forms, each serving different educational purposes. **Text** includes books, articles, and written materials that provide detailed explanations and information on various subjects. **Images** encompass photographs, diagrams, charts, and infographics, which help visualize concepts and make complex information more accessible. **Videos** consist of educational videos, documentaries, and instructional films that offer dynamic and engaging ways to present information through motion and sound. Slides include PowerPoint presentations and **slide** decks, which organize and highlight key points visually to aid in structured and

⁵⁵ Rahmi, S., et al. (2014). *Komunikasi Pendidikan dan Media Pembelajaran*. Jakarta: Kencana. P.23

clear delivery of content. Each type of media plays a crucial role in enhancing the learning experience by catering to different learning styles and needs.

2. Audio Media

Learning media also includes several auditory formats that cater to different preferences and needs. **Podcasts** are audio recordings on a wide range of topics, offering in-depth discussions and insights that can be listened to on the go. **Audiobooks** are spoken versions of written texts, allowing listeners to consume books through audio, which can be especially useful for multitasking or for those who prefer listening over reading. **Radio Programs** include educational broadcasts and discussions that provide real-time information and expert opinions on various subjects, making learning accessible through regular listening. Each of these formats provides an alternative way to engage with content and can complement other forms of learning media.

3. Interactive Media

Learning media also encompasses various digital tools and interactive formats that enhance the educational experience. **Educational Software** includes programs and applications specifically designed to facilitate learning, often featuring interactive elements and resources

tailored to different subjects and skills. **Simulations** offer interactive models that replicate real-world processes or systems, allowing students to explore and experiment in a controlled virtual environment. **Games and gamified** learning experiences use game mechanics to make learning more engaging and enjoyable, motivating students through challenges and rewards. **Quizzes and Polls** are tools used to assess knowledge, gather feedback, and engage students actively in the learning process. Each of these types of media helps make learning more dynamic and effective.

4. Multimedia

Multimedia presentations integrate various elements such as text, images, audio, and video to create a rich and engaging learning experience. For example, a **PowerPoint presentation** can combine slides with images, narrated audio, and video clips to effectively convey information. **Interactive whiteboards** are digital boards that support interactive teaching, allowing teachers to write, draw, and manipulate content in real-time, which enhances classroom engagement. **Virtual Reality (VR)** provides immersive environments where students can explore and interact with virtual worlds, such as visiting historical sites or conducting virtual science experiments. **Augmented Reality (AR)** enhances the real world by overlaying digital information onto physical objects, such as using AR apps to visualize 3D models of anatomy on a textbook page. Each of these

technologies offers unique ways to make learning more interactive and visually stimulating.

5. Digital Media

E-books are digital versions of traditional books that can be read on electronic devices such as tablets, e-readers, or computers, offering the convenience of accessing multiple books in one device. **Online courses** are educational programs delivered through learning management systems (LMS) like Coursera or Udemy, allowing students to participate in structured learning from anywhere with internet access. **Websites** provide a vast array of educational resources and information online, ranging from academic articles to instructional videos, accessible through platforms like Khan Academy or educational institution websites. **Blogs** offer informal articles and posts on various educational topics, providing insights, tips, and discussions on subjects ranging from teaching strategies to study tips, often written by educators or experts in the field.

6. Print Media

Books encompass textbooks, reference books, and novels, which provide foundational knowledge, detailed information on various subjects, and literary content respectively. **Magazines and journals** are periodicals that contain educational content, research articles, and current developments in specific fields, offering ongoing insights and updates. **Pamphlets and brochures** are informational materials

designed to provide concise details on specific topics, often used for educational purposes, public awareness, or promotional content.

7. Real Object

Models are physical or **digital replicas** of real objects, used to demonstrate concepts or systems in a simplified or detailed manner. **Artifacts** are historical or cultural items that are studied to understand past societies, technologies, or cultures, providing tangible links to historical or cultural studies. Experiments involve hands-on activities and practical investigations designed to illustrate and explore scientific or theoretical concepts, enabling students to experience and understand phenomena through direct interaction

d. How Learning Media Motivate Students in Learning English

Students often experience higher motivation after teaching using media for several reasons:

1. Increased Engagement

Media, such as videos, interactive whiteboards, and educational games, make lessons more dynamic and visually appealing. This variety captures students' attention and keeps them engaged, which can increase their interest in the subject matter⁵⁶

2. Interactive Learning

Media often includes interactive elements that require students to actively participate rather than passively receive information.

⁵⁶ Mayer, R. E. (2009). *Multimedia Learning*. **Publisher:** Cambridge University Press. P.34

Activities such as interactive quizzes, simulations, and games can make learning more engaging and enjoyable, fostering a greater sense of involvement and motivation⁵⁷.

3. Relevance and Real-World Application

Media like virtual reality (VR) and augmented reality (AR) can simulate real-world scenarios, making learning more relevant and practical. When students see the real-world applications of what they are learning, they are more likely to be motivated to understand and master the material⁵⁸.

4. Immediate Feedback

Many educational media tools, such as quizzes and educational software, provide instant feedback. This immediate response helps students understand their progress and areas for improvement, which can be motivating as they see their achievements and progress in real time⁵⁹.

5. Variety and Choice

The use of different types of media provides variety in the learning process. Students often find a range of media, such as videos, games, and interactive tools, more stimulating than traditional methods. This variety can cater to different learning styles and

⁵⁷ Dron, J. (2014). *Teaching Crowds: Learning and Social Media*. **Publisher:** AU Press.P.162

⁵⁸ Mikropoulos, T. A., & Natsis, A. (2011). *Educational Virtual Reality: A Review*. *European Journal of Educational Technology*, 8(2), 23-38. **Publisher:** European Journal of Educational Technology.

⁵⁹ Hattie, J., & Timperley, H. (2007). *The Power of Feedback*. *Review of Educational Research*, 77(1), 81-112. **Publisher:** American Educational Research Association

preferences, keeping students more motivated⁶⁰.

6. Reduced Boredom

Traditional teaching methods can sometimes become monotonous.

Media adds novelty and excitement to lessons, reducing the likelihood of boredom and keeping students interested and motivated⁶¹

7. Enhanced Understanding

Media can make complex concepts easier to understand through visual aids, simulations, and interactive demonstrations. When students grasp the material more effectively, they are more likely to feel motivated to continue learning⁶².

8. Personalization

Many media tools allow for personalized learning experiences. Students can progress at their own pace, revisit challenging topics, and focus on areas of interest, which can increase their motivation to engage with the material⁶³.

In sum, the use of media in teaching helps create a more engaging, interactive, and personalized learning experience, which can significantly boost students' motivation and enthusiasm for learning.

⁶⁰ Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. **Publisher:** Wiley

⁶¹ Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. *Computers in the Schools*, 20(3), 13-36. **Publisher:** Taylor & Francis.

⁶² Kozma, R. B. (2003). *The Roles of Media in Learning Theory*. *Educational Technology Research and Development*, 51(2), 9-22. **Publisher:** Springer.

⁶³ Anderson, C. A., & Dill, K. E. (2000). *Video Games and Aggressive Thoughts, Feelings, and Behavior in the Laboratory and in Life*. *Journal of Personality and Social Psychology*, 78(4), 772-790. **Publisher:** American Psychological Association

B. Review of Relevant Studies

Research by Solikah et al. (2020) showed that using Quizizz in English language learning significantly increased students' motivation and engagement, as its interactive and gamified elements created a fun and competitive learning environment⁶⁴. This study focused on the impact of gamification on student motivation, and the results indicated that students were more motivated to participate and perform better in their tasks. Similarly, Sinaga et al. (2022) found that Kahoot positively impacted students' motivation and learning outcomes by providing interactive quizzes and real-time feedback that kept students engaged⁶⁵. Unlike Solikah et al., this research emphasized real-time feedback as a motivating factor, and the results showed improved test scores and higher participation rates. Nabilah et al. (2023) demonstrated that Wordwall increased students' motivation and enthusiasm for learning English through interactive activities and games, highlighting the importance of varied interactive content. The results revealed that students were more eager to learn and showed better retention of the material⁶⁶. In contrast, Silvia Anita & Kardena (2021) highlighted that PowToon, an audio-visual media tool, effectively captured students' attention

⁶⁴ Solikah, H. (2020) 'Pengaruh Penggunaan Media Pembelajaran Interaktif Quizizz Terhadap Motivasi dan Hasil Belajar Siswa Pada Materi Teks Persuasif Kelas VIII di SMPN 5 Sidoarjo Tahun Pelajaran 2019/2020', Surabaya: Universitas Negeri Surabaya.

⁶⁵ Sinaga, I. T. D., Rahan, N. W. S., dan Azahari, A. R. (2022) 'Pengaruh Media Pembelajaran Kahoot Terhadap Motivasi Belajar Siswa SDN Nanga Bulik 6 Kabupaten Lamandau', *Jurnal of Environment and Management*. <https://doi.org/10.37304/jem.v3i1.4286>

⁶⁶ Nabilah, N. P. & Warmi, A. (2023) 'Penggunaan Media Pembelajaran Berbasis Website Wordwall Games terhadap Motivasi Belajar Matematika di Kelas VIII SMPN 2 Jalancagak', *Jurnal Pengabdian kepada Masyarakat Nusantara (JPKMN)*

and increased their motivation by making lessons more interesting with animations, text, and audio⁶⁷. This study focused more on the multimedia aspect rather than gamification, and the results indicated a noticeable increase in student engagement and understanding of complex topics. Lastly, Dhamayanti (2021) found that using various ICT tools in teaching English significantly improved students' motivation and understanding, as the use of technology made the learning process more dynamic and interactive. This research differed by encompassing a broader range of ICT tools rather than focusing on a single platform, and the results showed enhanced student motivation and better overall academic performance. These studies collectively show that integrating different learning media can effectively enhance students' motivation to learn English, with each study highlighting different aspects of media use⁶⁸.

⁶⁷ Anita, A. S. & Kardena, A. (2021) 'The Effect of Using PowToon Toward Students' Motivation In Writing', *Journal Of English Language Pedagogy*

⁶⁸ Dhamayanti, F. I. (2021) 'EFL Students' Perception and Motivation Toward Quizizz as ELearning Media in English E-Classroom', *Education of English as Foreign Language Journal (EDUCAFL)*. <https://doi.org/10.21776/ub.educafl.2021.004.02.03>

CHAPTER III

RESEARCH METHODOLOGY

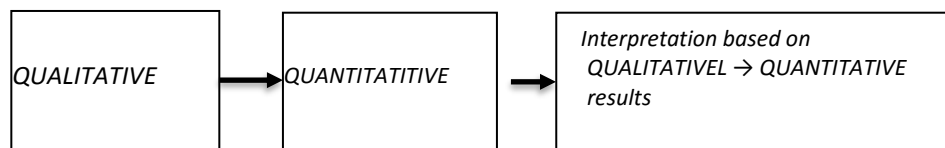
A. Research Design

In this research, the researcher employed a mixed-method approach, which integrates both quantitative and qualitative research methods. Specifically, the mixed-method approach utilized in this study was the Sequential Explanatory Approach. According to Creswell, Mixed methods is research that involves the collection, analysis, and integration of both quantitative and qualitative data within a single study or a series of studies. The core premise of this approach is that combining quantitative and qualitative methods offers a more comprehensive understanding of research problems than using either method in isolation¹¹⁷

Based on the types of Mixed Methods research, the author chose an exploratory design that falls under the sequential (ordered) model. This design involves conducting qualitative research first, followed by quantitative research. Sequential exploratory strategy in mixed methods research involves an initial phase of qualitative data collection and analysis, followed by a subsequent phase of quantitative data collection and analysis that builds on the results of the initial qualitative phase. In the early stage of this research method, the qualitative method is utilized first, followed by the quantitative method in the next stage. The emphasis is

¹¹⁷ Jhon W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach Fourth Edition*, Los Angeles, SAGE, P. 234

placed more on the first method, the qualitative method, and is then complemented by the quantitative method. The sequence of the explanatory research can be seen in the picture below:



Picture 3.1

Design of *Exploratory*, (Creswell, 2007: 76)

In this research, qualitative data is to answer the research about type of learning media used by the teacher in motivating students in learning English and how the learning media can motivate students' motivation in learning English. While, quantitative data lead the students' perception on learning media used by teacher in motivating students in learning English.

The design of the research uses descriptive research. Descriptive Research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables¹¹⁸. Descriptive research is done by purpose for to describe or illustrate the fact related with the population systematically and accurately. In descriptive research the facts of result of the study are presented authentically. In this research, the researcher describes the utilizing of Learning Media in Motivating students' Learning English at 2nd grade of SMP Negeri 10 Ujan Mas, Kepahiang.

¹¹⁸ Donald Ary, et.al, Introduction To Research in Education, Op cit., p. 640

B. Subject of the Research

According to Huges, the subject was the people or something that hits the wish obtains information and being investigated¹¹⁹. It consisted of interview, observation and documentation for qualitative data and questionnaire for quantitative data at SMP Negeri 10 Ujan Mas, Kepahiang.

To determine the participants of this research, the researcher confirmed a purposive sampling in order to assist the researcher understand the phenomenon being investigated. According to Creswell, purposive sampling is proposed to learn or understand the central phenomenon by selecting individuals and sites intentionally¹²⁰. There are two participants of the research. The first is the teacher who teach English using variation of learning media. The second subject is students who are taught by using learning media in teaching process.

The number of the teacher are two teachers who teach the 2nd grade of SMP Negeri 10 Ujan Mas, Kepahiang. Meanwhile, there are 30 students who are registered in the 2nd grade of SMP Negeri 10 Ujan Mas, Kepahiang. Before conducting the interview, the writer observed the class in order to confirmed weather the teacher use learning media in teaching process to motivate students in learning English. The field data confirmed

¹¹⁹ Hughes, P. (2007). *Learning and Teaching for the Twenty-First Century*. Springer Science and Bussiness Media.

¹²⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education, Inc.,2012), p.206

that the teacher use learning media in teaching English at 2nd grade of SMP Negeri 10 Ujan Mas, Kepahiang. Next, the researcher gives questionnaires to students to know students' motivation level. The questioner is adopted from Gardner theory (see appendix) to determine students motivation level. The result of the questionnaires shows that 88% of students have high motivation in learning English. Those reason are the consideration aspect for the researcher in selecting the subject as the purposive sampling usage.

C. Technique Collecting Data

The researcher employs various techniques for data collection in the field to ensure the research process is systematic, efficient, and thorough. These methods are used to streamline the research process, making it more effective and intensive. To gather data for this study, the researcher utilizes multiple data collection techniques. According to Margono, in collecting the data in Qualitative research, the researcher will use instrument, such as: Observation, Interview, and Documentation¹²¹. To gain the data, the researcher used observation, interview techniques and Questionnaires as the main technique to answer the research questions.

a. Observation

¹²¹ Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005),. P. 161

Observation is the ways of researcher to get the information in term of kind of learning media used by the teacher in teaching English learning as tools to motivate students in learning process. According to Moelong, the researcher presents at the scene of action but did not interact or participants or is referred to as passive participants or non-participants observation¹²². In this research, the researcher utilized non-participant observation, which means they did not actively take part in the teaching and learning activities in the classroom. Rather, the researcher observed the teacher's conduct during English reading lessons. The main aim of these observations was to confirm the what type of learning media used by the teacher in teaching English in term of motivating students in learning process.

b. Interview

The interview tool is essential for data collection. In this study, the researcher conducted structured interviews, using a predetermined set of questions for both students and teachers to gather information. An interview is a method of data collection that involves direct face-to-face interactions with selected individuals. Its goal is to acquire reliable and valid information through the verbal responses of one or more participants. According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face-to-face

¹²² Ibid. P.41

questioning between the interviewer and informant with or without the use of an interview guide¹²³

The interview technique consists of a conversation between two individuals, where one person obtains information from the other by asking questions specifically about English learning anxiety among 2nd grade of SMP Negeri 10 Ujan Mas, Kepahiang. All interviews were conducted in Indonesian and recorded with the participants' consent. The researcher used a structured interview approach, taking notes during the sessions to systematically guide the exploration of data and ensure a focused discussion on relevant topics. The interview delivers to teacher to answer how the learning media can motivate students in learning English.

c. Questionnaires

According to Arikunto definition in his book on questionnaires, a questionnaire is a well-designed tool used in social science research to gather information about participants' opinions. It helps researchers understand their characteristics, behaviors, attitudes, and beliefs related to specific topics and phenomena being studied.¹²⁴ In this research, the questionnaire confirmed the students' perception on the learning media used by the teacher in teaching English.

¹²³ Burhan Bungin, *Penelitian Kualitatif . Edisi Kedua* (Jakarta: Kencana Prenasa Media Group, 2007), p. 111

¹²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2006, p. 150

In this study, the researcher employed a close-ended questionnaire. This type of questionnaire is designed to elicit responses based on specific statements or survey questions, where respondents select the answers that most accurately reflect their opinions or perceptions.¹²⁵ Respondents were required to select an answer from a predefined set of options, with their chosen response reflecting their viewpoint most accurately. The close-ended questionnaire included 24 statements, and the resulting data were analyzed using measures of frequency, mean, and standard deviation. The writer utilized the Likert Scale for the close-ended questionnaire, which is structured with five response categories: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree¹²⁶. These categories are scored from 5 to 1, respectively.

D. Instrument

A research instrument plays a crucial role in conducting qualitative research. To facilitate the data collection process, the researcher requires guidelines, such as a blueprint observation sheet and interview sheet. These tools provide a structured framework for the researcher and will be presented as follows.:

1. Observation Checklist

The observation sheet was designed to facilitate the collection of data related to kind of learning media used by the teacher in motivating students in learning English among 2nd graders of SMP Negeri 10 Ujan

¹²⁵ Sugiyono, Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D, Opcit, p. 199

¹²⁶ Donald Ary, et.al, Introduction To Research in Education, Opcit, p. 648

Mas, Kepahiang. This observation focused on monitoring teachers' behaviors during the teaching and learning process. The observation sheet includes indicators of kind of learning media proposed by Rahmi, S., et al (refer to Chapter 2). The blueprint for the observation sheet is presented in the table below:

Table 3.1
Kind of Learning Media Used by Teachers in Motivating Students to learn English

No	Kind of Learning Media	Media	Tools	Note
1	Visual Media	1. Text		
		2. Images		
		3. Video		
		4. Slides		
2	Audio Media	1. Podcast		
		2. Audio books		
		3. Radio program		
3	Interactive Media	1. Educational Software		
		2. Simulation		
		3. Game and gamified		
		4. Quizzes and Polls		
4	Multimedia	1. PowerPoint presentations		
		2. Interactive whiteboard		
		3. Virtual Reality (VR)		
		4. Augment Reality (AR)		
5	Digital Media	1. E-Books		
		2. Online Sources		
		3. Websites		
		4. Blogs		

6	Print Media	1. Books		
		2. Magazine and Journal		
		3. Pamphlet and brochures		
7	Real Object	1. Digital Replica		
		2. Artifact		
		3. Statue		

2. Interview Guidance

The researcher used this technique to explore data deeper, valid and truthfulness. The researcher interviews the students in term of how the learning media can motivate them in learning English. The students' voice during interview was recorded and after that researcher transcribed. The researcher constructs the interview adopted by Mayer, R. E, Dron, J, Mikropoulos, T. A., & Natsis, A, Hattie, J., & Timperley, H, Gee, J. P, Kozma, R. B, Anderson, C. A., & Dill, K. E. the researcher elaborates the theories to get the root of interview guidance. the blueprint can be seen in the table below;

Table 3.2
The Blueprint of Interview Guidance

No	Theories	Indicators	Questions
1	Increased Engagement	a. The student shows genuine excitement and interest in the English lessons	1. How do you feel about participating in English lessons? Can you describe moments when you felt particularly excited or

			interested?
		b. The student actively participates in class activities and discussions.	2. Can you provide examples of how you participate in class activities? Do you often volunteer answers or engage in group discussions?
		c. The student engages with various learning materials (e.g., books, multimedia, online resources) provided during lessons	3. How do you interact with the learning materials provided in your English class? Do you find any particular materials especially engaging?
2	Interactive learning	a. The student shows increased enthusiasm and involvement in activities facilitated by learning media	1. How does participating in interactive media, like educational games or quizzes, affect your interest in learning English?
		b. The student effectively uses learning media tools (e.g., educational apps, online exercises) to enhance their English skills.	2. How do tools such as Quizizz or Kahoot! help you stay motivated and engaged in English lessons?
3	Relevance and real-world application	a. The student finds that learning media presents English in contexts that are	1. How does the use of learning media that relates to real-

		relevant to real-life situations.	world situations (like role-playing or simulations) affect your motivation to learn English?
4	Immediate Feedback	a. The student receives feedback on their performance in real-time or shortly after completing a task using learning media.	1. How does receiving immediate feedback through learning media, such as interactive quizzes or exercises, influence your motivation to improve your English skills?
5	Variety and Choice	a. The learning media offers a range of different activities and formats, such as quizzes, games, videos, and interactive exercises	1. How does having access to various types of learning activities, like quizzes and games, through learning media influence your motivation to engage with English?
6	Reduced Boredom	a. The learning media includes engaging and interactive content that captures students' interest and keeps them focused	1. How does the engaging and interactive content in learning media help you stay interested and reduce feelings of boredom while learning English?
7	Enhanced Understanding	a. The learning media presents information clearly	1. How does the clarity of the information

		and understandably, aiding students' comprehension of English concepts.	provided by the learning media help you better understand English concepts?
8	Personalization	a. The learning media adjusts to different learning styles, such as visual, auditory, or kinesthetic, to cater to individual student preferences	1. How does the learning media adapt to your preferred learning style (visual, auditory, kinesthetic) to help you learn English more effectively?

3. Questionnaire

The questionnaire is used to confirm students' perception on the learning media used by the teacher in motivating students in learning English. The researcher constructs the questionnaires based on Rahmi, S., et al theory. the blueprint can be seen in the table below;

Table 3.3
The Blueprint of Questionnaire

No	Media Type	Statement	Answer				
			SA	A	N	DA	SDA
1	Visual Media	1. The visual media (e.g., images, diagrams, charts) used in my English lessons are engaging.					
		2. Visual media help me understand English concepts better					

		3. I frequently refer to visual aids to better understand English material.					
2	Audio Media	4. Audio resources (e.g., podcasts, audiobooks) are useful for improving my English listening and speaking skills					
		5. Listening to audio materials increases my interest in learning English.					
		6. I frequently use audio media to support my English learning.					
3	Interactive Media	7. Interactive media tools (e.g., quizzes, educational games) used in my English lessons are engaging.					
		8. Interactive media tools motivate me to participate more in English lessons.					
		9. I find interactive media helpful for practicing my English skills					

4	Multimedia	10. Multimedia presentations (e.g., combined use of text, images, audio, and video) enhance my learning.					
		11. The use of multimedia makes learning English more engaging and enjoyable.					
		12. Multimedia presentations help me understand English content better					
5	Digital Media	13. Digital resources (e.g., e-books, online articles) are beneficial for my English learning.					
		14. The use of digital media increases my motivation to study English					
		15. I frequently use digital media for additional practice and study in English.					
6	Print Media	16. Print materials (e.g., textbooks, workbooks) are helpful in learning English.					
		17. Print media support my					

		understanding of English concepts.					
		18. I often use print media as a reference for my English studies					
7	Real Objects	19. Real objects (e.g., models, artifacts) used in my English lessons are effective for enhancing understanding					
		20. The use of real objects makes learning English more relatable and interesting.					
		21. Real objects aid in my comprehension of English material					

E. Analyzing Questionnaire Validity and Reliability

the writer analyzed the result of the pilot study using SPSS 24 to check the reliability and validity of the instrument. The writer used the formula to count the R_{table} and R_{value} . The statements were declared 'valid' if the value of significance was higher than the value in r-table ($R_{value} > R_{table}$). The formula used for data validity was:

$$df = N - 2, df = 15 - 2 = 13 \text{ (N means the participants of pilot study)}$$

The value of significance was 5% (0.05). The writer concluded that the validity value of 15 respondents is 0.514. To see the valid statements in the questionnaire, the value of Rvalue should be higher than 0.514. For checking the data reliability, the writer used the Cronbach's Alpha. Based on Figure 2, the reliability level of the instruments should be more than 0.60.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Figure 21 Cronbach's Alpha Reliability Level

F. Data Analysis Technique

1. Qualitative Data

In this research, there are two ways used by the researcher to analyze the data (qualitative data and quantitative data. The researcher used Miles and Huberman's data analysis procedures in analysis qualitative data from observation and interview, which are divided into the steps¹²⁷:

a) Data Reduction

¹²⁷ Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Methods Sourcebook (Third)*. SAGE Publications.

Data reduction is the process of integrating and uninforming all of the data into a script that can be analyzed. After conducting a semi-structured interview with the teacher, direct observation, and documentation, the researcher chose which of the outcomes were the data that would be used to support the research.

b) Data display

Stages of data display contain about half of the data in writing and have a clear theme line into a matrix of category-specific as incorporated themes and categorized, and will split these themes into more concretions and simplified from called a subtheme, ending by contaminating code of the subtheme in accordance with verbatim of the interview before has been done. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. The qualitative interview is typically more probing and open ended and less structured than the interview used in quantitative research but varies considerably in the way it is conducted¹²⁸.

c) Conclusion and verification

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just tempory, and they will be revised it substantial evidence is not found to support the next step of data collecting.

¹²⁸ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education (8th ed.). Wadsworth Cengage Learning

When the researcher return to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

2. Quantitative Data

The students read the statements in the questionnaire and decided their opinions based on the choices which were provided. After that, the writer collected the data from the close ended questionnaire and counted the simple statistics to find out the percentage and the mean. The perception would be declared “positive” if the mean value was more than three (3) and less than that would be declared “negative”. Using

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = Frequency

n = Number of questions
formula:

CHAPTER IV

FINDINGS AND DISCUSSION

This section validates the observed phenomena and discussions by conducting a detailed analysis of data gathered from observations, interviews, and confirmed through questionnaires to address the research questions. The insights obtained from these methods support and reinforce the research findings, providing a cohesive and well-supported understanding of the study's outcomes.

A. Findings

The researcher presented findings based on observations, interviews confirmed by the questionnaire. The aim of gathering this data was to validate the use of learning media in motivating students' English learning at SMPN 01 Ujan Mas, Kepahiang. The study utilized a descriptive approach, incorporating both qualitative and quantitative (mixed) methods.

1. Learning Media Used by the Teacher in Motivating Students in Learning English at 2nd Grade SMP Negeri 01 Ujan Mas, Kepahiang.

A. The Observation Result

The observation sheet was created to aid in gathering data on the learning media used by the teacher to motivate students in learning English at the 2nd grade of SMP Negeri 01 Ujan Mas, Kepahiang. The observations were conducted three times between November 2nd and December 10th, 2024. Three teachers were observed during this period. The results of the observations are presented in the table below:

Tabel 4.1
Kind of Learning Media Used by Teachers in Motivating Students to learn English

No	Kind of Learning Media	Media	Tools	Note
1	Visual Media	1. Text	Book, articles	
		2. Images	Photographs	
		3. Video	Educational videos on YouTube	
		4. Slides	Power Point	
2	Audio Media	1. Podcast	-	
		2. Audio books	Recording	
		3. Radio program	-	
3	Interactive Media	1. Educational Software	-	
		2. Simulation	-	
		3. Game and gamified	-	
		4. Quizzes and Polls	Kahoot	
4	Multimedia	1. PowerPoint presentations	Slide PPT	
		2. Interactive whiteboard	-	
		3. Virtual Reality (VR)	-	
		4. Augment Reality (AR)	-	
5	Digital Media	1. E-Books	PDF	
		2. Online Sources	Google	
		3. Websites	-	
		4. Blogs	-	
6	Print Media	1. Books	LKS	
		2. Magazine and Journal	Kangaroo Magazine	

		3. Pamphlet and brochures	Announcement, advertising	
7	Real Object	1. Digital Replica	-	
		2. Artifact	-	
		3. Statue	-	

The table above outlines the various types of learning media used by teachers to motivate students in learning English at the 2nd grade of SMP Negeri 01 Ujan Mas, Kepahiang. A closer analysis of these media types reveals how teachers integrate diverse resources to enhance student engagement and learning outcomes:

- a. **Visual Media:** Visual media such as textbooks, photographs, educational videos on YouTube, and PowerPoint slides play a key role in the learning process at SMP Negeri 01 Ujan Mas. These resources support various learning styles by helping students better understand and retain information. For example, textbooks and articles provide foundational content, while photographs and videos bring real-world context to lessons, making abstract concepts easier to visualize. PowerPoint slides, in particular, offer a structured way to present information, ensuring that students can follow lessons step by step. This variety of visual media strengthens engagement and comprehension.
- b. **Audio Media:** Audio media—such as podcasts, audiobooks, and radio programs—enhance students' listening skills and help familiarize them with different accents and pronunciations in

English. By incorporating these resources into lessons, SMP Negeri 01 Ujan Mas allows students to practice listening comprehension and better understand spoken English in various real-world contexts. Audiobooks, in particular, provide students with the chance to hear correct pronunciation and intonation, while podcasts and radio programs expose them to more casual, conversational English. This helps students develop both academic and practical language skills.

- c. **Interactive Media:** Interactive media, including educational software, simulations, and gamified tools like Kahoot, promotes active learning at SMP Negeri 01 Ujan Mas. By using these tools, teachers create an engaging, hands-on environment where students actively participate in their learning rather than passively absorbing information. The use of gamified elements like quizzes adds a competitive yet fun component to the learning process, motivating students to test their knowledge and improve through repetition. Interactive media encourages greater involvement, which helps deepen students' understanding of English.
- d. **Multimedia:** The school also integrates multimedia resources such as PowerPoint presentations, interactive whiteboards, and potentially Virtual Reality (VR) and Augmented Reality (AR) tools to create a dynamic and stimulating learning environment. PowerPoint presentations provide a clear, visual structure for

lessons, while interactive whiteboards allow students to engage directly with content in a hands-on way. Although VR and AR may not be frequently used, these technologies have the potential to immerse students in virtual environments that can make language learning more interactive and enjoyable. These multimedia tools enhance lesson delivery and provide a richer, more engaging experience for students.

- e. **Digital Media:** Digital media, such as e-books, online resources, and websites, plays an important role in expanding learning opportunities for students. At SMP Negeri 01 Ujan Mas, students can access digital content such as online articles, interactive learning platforms, and educational videos. These digital tools encourage self-directed learning, as students can explore additional materials at their own pace. By using websites and blogs, students can deepen their understanding of English in various contexts, supporting their reading, writing, and research skills. Digital media not only supports in-class learning but also fosters an environment where students can engage with English independently outside the classroom.
- f. **Print Media:** Print media, including textbooks (LKS), magazines, journals, and brochures, continue to play a vital role in the learning process at SMP Negeri 01 Ujan Mas. These tangible resources provide students with structured reading material, allowing them to

engage in focused learning. Magazines and journals expose students to real-world English-language content, expanding their vocabulary and comprehension. Pamphlets and brochures help students understand different types of written communication, such as advertisements or informational texts. Print media supports a traditional yet essential form of learning that complements more modern media.

- g. **Real Objects:** Unlike some other schools, SMP Negeri 01 Ujan Mas does not incorporate real objects such as digital replicas, artifacts, or statues into the classroom learning process. While real objects can provide a hands-on, tactile learning experience, their absence does not hinder the overall effectiveness of the teaching methods used. Instead, the school relies on a diverse range of other media—visual, audio, interactive, multimedia, digital, and print resources—to engage students and enhance their learning experience. The absence of real objects in the classroom is balanced by the extensive use of technology and media that creates an interactive and dynamic environment for learning English.

The diverse learning media employed at SMP Negeri 01 Ujan Mas—ranging from visual and audio resources to digital and print media—work together to create an engaging and comprehensive language learning environment. While real objects are not utilized in the learning process, the school compensates for this by integrating a

variety of modern educational tools and technologies that keep students motivated and actively involved in their learning. By relying on a combination of media types, the school ensures that students remain engaged and have multiple opportunities to interact with and practice English in different ways

2. How Learning Media Motivate Students in Learning English 2nd grade of SMP Negeri 01 Ujan Mas, Kepahiang

A. The Result of Interview

In this section, the researcher conducted interviews with teachers to collect data related to how digital technology used to support integrated English learning in a "*Merdeka*" curriculum implementation. The interviews were held on November 27th, 2024. The results of these teacher interviews are detailed in the following explanation. the result can be seen in the table below:

Table 4.2
How Learning Media Motivate Students in Learning English.

No	Aspect (Indicators)	Students' Answers
1	Increased Engagement	Students express excitement and motivation when engaging with videos, slides, and games. Many of them enjoy class discussions, especially when multimedia resources are used. They feel more involved and eager to participate, with some students mentioning how these tools help them actively join group activities.
2	Interactive Learning	Most students appreciate using interactive tools like Kahoot and Quizizz, which make learning more engaging. They enjoy competing and

		learning in a fun way through these educational apps. A number of students also mention that using online exercises motivates them to participate more and stay focused during lessons.
3	Relevance and Real-World Application	Students enjoy when lessons are connected to real-life situations. They like role-playing activities that allow them to use English in practical scenarios, such as acting out a conversation at a hotel or during travel. Many students feel that learning English through simulations and real-world contexts helps them understand its importance in daily life.
4	Immediate Feedback	The majority of students appreciate receiving immediate feedback, especially after completing quizzes and interactive games. They find it motivating, as it allows them to quickly understand what they did right or wrong. This quick response helps them focus on improving specific areas and boosts their confidence to continue learning.
5	Variety and Choice	Students value the variety of activities available during lessons, such as videos, games, quizzes, and group discussions. This variety keeps lessons interesting and engaging, preventing monotony. Many students mentioned that having different ways to learn, such as switching between games and videos, helps them stay motivated and attentive throughout the lesson.
6	Reduced Boredom	Interactive content, such as games and quizzes, is highly effective in preventing boredom. Students report that these activities keep them interested and focused, especially compared to traditional methods. They mention that engaging content, like interactive quizzes and fun video lessons, reduces their feelings of boredom and makes learning more enjoyable.
7	Enhanced Understanding	Videos and slides are frequently mentioned by students as tools that help clarify difficult English concepts. They feel that these visual aids make learning more understandable, especially when dealing with challenging grammar or vocabulary. Many students agree that learning through visual and interactive media makes complex topics easier to grasp and remember.
8	Personalization	Students appreciate the ability to learn through methods that align with their individual

		<p>preferences. Whether it is through visual tools like slides, auditory tools like podcasts, or interactive apps, students feel that these methods cater to their learning styles. This personalization helps them feel more engaged and allows them to learn English in ways that are most effective for them.</p>
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From the above, it can be seen that there are several reasons how the learning media can motivate students to learn English in class. The explanation can be seen in the explanation below:

a. Increased Engagement

Students at SMP Negeri 01 Ujan Mas reported feeling excited and engaged during English lessons due to the use of various learning media. Many students expressed that multimedia resources, such as educational videos and PowerPoint slides, made the lessons more interesting and fun. One student shared that watching videos about real-life conversations made learning feel more relatable, while others mentioned that they were more willing to participate in group discussions and class activities when visual materials were included. The use of diverse learning materials, including books, slides, and videos, helped students stay engaged throughout the lesson, reinforcing the importance of visual and interactive content in motivating students.

As stated, from the students:

"I feel really excited when we have activities like watching educational videos or using slides. They make learning English more fun and interesting. I remember one time we watched a video

about everyday conversations, and it was really fun to see how people use English in real life."

*"I always try to participate in group discussions. I feel like I'm really part of the lesson, especially when we use tools like Kahoot! or when the teacher asks us questions after showing us a video."
"The materials like the books and slides are great, but I really like the interactive parts like videos and games. I think they make learning more fun and keep me engaged."*

2. Interactive Learning

Interactive media, such as educational games and quizzes, played a significant role in increasing students' motivation to learn English. Students reported enjoying the interactive activities like Kahoot! and Quizizz, which added a competitive and fun element to learning. These activities not only made the lessons more engaging but also encouraged students to participate actively. For instance, one student shared that using apps and online quizzes helped them track their progress and stay motivated by providing immediate feedback on their performance. The interactive nature of these tools made the learning experience enjoyable and effective, pushing students to stay engaged and strive for better results.

As stated, from the students:

"I really enjoy playing games like Kahoot! and Quizizz during lessons. It's like learning in a fun way. I get excited to answer questions and challenge my classmates. It motivates me to keep learning and do better in English."

"When we use apps and online quizzes, I feel like I am doing

something that helps me improve. I can see how much I know and where I need to get better."

3. Relevance and Real-World Application

Many students highlighted how learning media that reflected real-world situations helped them connect better with the material. Activities such as role-playing and simulations made learning English feel more relevant and useful. One student mentioned that learning through role-playing activities made them feel like they were using English in real-life situations, which enhanced their motivation. Furthermore, students noted that when English lessons included real-world examples—such as understanding English used in movies or travel—it made the language feel more practical and valuable. This real-world connection fostered greater interest and encouraged students to learn more actively.

As stated, from the students:

"I like when we use role-playing activities or simulations in class. It feels like I'm using English in real-life situations, which makes me more interested in learning. It's not just memorizing words; it's using them."

"When we talk about how English is used in the world, like in the movies or travel situations, it feels more useful and motivates me to learn more because I know I can use it someday."

4. Immediate Feedback

Receiving immediate feedback through learning media was another factor that students identified as motivating them to improve their English skills. Students appreciated being able to see their results right away after completing quizzes or interactive exercises. Many mentioned that immediate feedback helped them identify areas where they needed improvement and encouraged them to continue trying. One student stated that knowing they could correct mistakes right away motivated them to keep learning and improving. This timely feedback created a positive learning cycle, where students were more eager to continue practicing and developing their skills.

As stated, from the students:

"I really like getting feedback right away after a quiz or a game. It helps me know what I need to work on. If I get something wrong, I can fix it right away, and that makes me want to try harder."

"When we do quizzes, the teacher always gives us instant feedback, and it helps me see what I need to focus on. It pushes me to do better next time."

5. Variety and Choice

The variety of learning activities available through different media was another motivator for students. They reported enjoying the ability to choose between various learning formats such as quizzes, games, videos, and interactive exercises. One student shared that having different types of activities made each lesson feel fresh and exciting, preventing monotony. This variety allowed students to

engage with content in different ways, keeping them interested and motivated. By offering multiple formats, learning media catered to individual preferences, making the English learning process more dynamic and enjoyable.

As stated, from the students:

"I love having different kinds of activities to choose from. Sometimes we do quizzes, other times we watch videos, and sometimes we play games. It makes every lesson feel different and keeps me interested in learning."

"When we have a choice between games, videos, and reading activities, I feel like I can pick what suits me best. It makes me want to participate more because I'm enjoying it."

6. Reduced Boredom

Learning media that included interactive and engaging content helped students stay focused and avoid boredom during lessons. Several students mentioned that traditional learning methods, like reading from textbooks, could sometimes feel boring. However, when the lessons included games, quizzes, and videos, students felt more engaged and eager to participate. One student shared that interactive content helped them stay interested and kept their attention focused on the lesson. The use of games and multimedia made English learning less tedious and more enjoyable, significantly reducing the likelihood of boredom in the classroom.

"The games and quizzes are the best part of the lessons. It makes learning feel like fun instead of work. When we use interactive content, I don't get bored because it's always exciting."

"Sometimes learning English with just books can be boring, but when we use games or videos, it makes me look forward to the next lesson. It keeps me focused."

7. Enhanced Understanding

Learning media was also identified as a tool that helped students better understand English concepts. Students appreciated how clear and structured resources, like videos and PowerPoint slides, made complex grammar and vocabulary more accessible. One student stated that the combination of visual and verbal explanations in videos helped them grasp difficult concepts more easily. Another student mentioned that the clarity of information provided by the learning media allowed them to retain English concepts better. The ability to see information presented in multiple formats reinforced their understanding and made learning more effective.

As stated, from the students:

"I understand English better when we use clear, simple videos and slides. The teacher explains things, and then we see it on a video or in a presentation. It helps me understand faster."

"The clarity of videos and how the teacher explains things during lessons really helps me understand the grammar and vocabulary better. It's easier to remember when I see it and hear it."

8. Personalization

Personalization through learning media was crucial in motivating students. Many students noted that the tools used in class, such as apps and interactive quizzes, allowed them to engage with the material in ways that suited their individual learning styles. For

example, one student explained that they preferred visual learning and enjoyed watching videos, while another student preferred listening-based activities like audio quizzes. The ability of learning media to adjust to different learning preferences helped students learn English more effectively and at their own pace. This tailored approach made lessons more relevant and engaging for each student, enhancing their motivation to learn.

As stated, from the students:

"Sometimes I learn better with videos because I can see everything, but other times, I prefer to use apps like Quizizz because I like to listen to the questions. It helps me learn in my own way."

"I like that the learning media adapts to how I learn best. If I want to learn by watching, I can watch a video. If I want to learn by doing, I can take a quiz. It feels more personalized to me."

3. Students' Perception on Learning Media used by the Teacher in Teaching English 2nd grade SMP Negeri 01 Ujan Mas, Kepahing

A. Questionnaire Result

Researchers interview subjects to answer the third and fourth questions about "What are the obstacles in using digital technology to support English language learning in the "Merdeka" curriculum" and how do the teachers overcome the obstacles in using digital technology to support integrated English learning in the "Merdeka" curriculum" at SMP Negeri 1 Rejang Lebong. The interview result can be seen in the table below:

Table 4.5
Students' Perception on Learning Media used by the Teacher
in Teaching English

No	Media Type	Statement	SA (%)	A (%)	N (%)	DA (%)	SDA (%)	Total (SA + A)
1	Visual Media	The visual media (e.g., images, diagrams, charts) used in my English lessons are engaging.	40%	45%	10%	5%	0%	85%
		Visual media help me understand English concepts better.	45%	40%	10%	5%	0%	85%
		I frequently refer to visual aids to better understand English material.	35%	50%	10%	5%	0%	85%
2	Audio Media	Audio resources (e.g., podcasts, audiobooks) are useful for improving my English listening and speaking skills.	50%	40%	5%	5%	0%	90%
		Listening to audio materials increases my interest in learning English.	45%	45%	5%	5%	0%	90%
		I frequently use audio media to support my English learning.	40%	45%	10%	5%	0%	85%
3	Interactive Media	Interactive media tools (e.g., quizzes, educational games) used in my English lessons are engaging.	55%	40%	5%	0%	0%	95%
		Interactive media tools motivate me to participate more	60%	30%	5%	5%	0%	90%

		in English lessons.						
		I find interactive media helpful for practicing my English skills.	50%	40%	5%	5%	0%	90%
4	Multimedia	Multimedia presentations (e.g., combined use of text, images, audio, and video) enhance my learning.	55%	35%	5%	5%	0%	90%
		The use of multimedia makes learning English more engaging and enjoyable.	60%	30%	5%	5%	0%	90%
		Multimedia presentations help me understand English content better.	55%	35%	5%	5%	0%	90%
5	Digital Media	Digital resources (e.g., e-books, online articles) are beneficial for my English learning.	50%	40%	5%	5%	0%	90%
		The use of digital media increases my motivation to study English.	55%	35%	5%	5%	0%	90%
		I frequently use digital media for additional practice and study in English.	45%	40%	10%	5%	0%	85%
		Print materials (e.g., textbooks, workbooks) are helpful in learning English.	50%	40%	5%	5%	0%	90%
		Print media support my understanding of English concepts.	45%	40%	10%	5%	0%	85%
		I often use print	40%	45%	10%	5%	0%	85%

		media as a reference for my English studies.						
6	Real Objects	Real objects (e.g., models, artifacts) used in my English lessons are effective for enhancing understanding.	35%	45%	10%	5%	5%	80%
7	Real Objects	The use of real objects makes learning English more relatable and interesting.	30%	50%	10%	5%	5%	80%
Total					7,25	4.5	0.5	91,75

From the results of the questionnaire, it can be concluded that students at SMP Negeri 01 Ujan Mas have a very **positive perception** of the learning media used in their English lessons. A significant percentage of students—**85% to 95%**—reported that various media types (including visual, audio, interactive, multimedia, and digital media) are highly effective in engaging them, enhancing their motivation, and improving their understanding of English.

- a. **Interactive media** received the highest positive response (95%), indicating that tools such as quizzes, games, and educational apps are extremely effective in motivating students to participate and practice their English skills.
- b. **Multimedia** and **digital media** also received **90%** positive responses, demonstrating that the combination of text, images,

videos, and online resources significantly enhances learning and engagement.

- c. **Print media**, while still valuable, received a slightly lower positive percentage of **85%**, suggesting that while traditional textbooks and workbooks are useful, students are more motivated by interactive and digital learning tools.

B. Discussion

1. Learning Media Used by the Teacher in Motivating Students in Learning English at 2nd Grade SMP Negeri 01 Ujan Mas, Kepahiang

The findings from the observation of the learning media used at SMP Negeri 01 Ujan Mas, Kepahiang indicate a broad use of varied and dynamic tools that cater to different learning styles and enhance students' motivation in learning English. The school effectively incorporates various media types, which can be mapped to contemporary theories on multimedia learning, engagement, and motivation:

Visual Media are frequently used in the form of text, images, and videos. According to Mayer's Cognitive Theory of Multimedia Learning (2019), multimedia presentations can significantly enhance learning by combining visual and auditory channels, reducing cognitive overload, and helping students retain information better¹¹⁴. The findings indicate that the use of **textbooks, photographs, and educational videos from YouTube** is effective in fostering engagement and comprehension. Studies, such as

¹¹⁴ Mayer, R. E. (2019). *Multimedia Learning*. Cambridge University Press

those by Alharbi (2016), have found that the integration of visual media, including images and videos, supports better language acquisition by creating a more concrete connection to the content being taught¹¹⁵. Additionally, the use of **PowerPoint slides** aligns with Mayer's argument that organizing information visually helps students process and retain key concepts more efficiently.

Audio Media, which includes **podcasts**, **audio books**, and **radio programs**, are another significant tool in English language learning. According to research by Guo (2017), audio media have been shown to improve listening and speaking skills, as they immerse students in real-world language use¹¹⁶. In the current study, students reported that listening to **audio materials** increased their interest in English learning, particularly through audio tools like **podcasts** and **audiobooks**. This is consistent with the findings of Zhao and Wang (2018), who noted that audio media enhance listening comprehension and listening motivation, which are critical for language development¹¹⁷.

Interactive Media, which includes tools like **educational software**, **games**, and **quizzes**, such as **Kahoot**, are noted for their strong impact on student engagement. This finding resonates with the work of Anderson and Krathwohl (2017), who suggest that interactive media enhances

¹¹⁵ Alharbi, A. (2016). The impact of visual media on language learning: An overview of the potential benefits. *International Journal of English Language & Translation Studies*, 4(3), 100-110

¹¹⁶ Guo, Y. (2017). Enhancing listening and speaking skills in the EFL classroom through audio media. *Asia Pacific Education Review*, 18(2), 247-259

¹¹⁷ Zhao, Y., & Wang, J. (2018). The effect of digital audio resources on English language learning. *Language Learning & Technology*, 22(3), 47-66.

learning by increasing participation and motivation, as they engage students actively in the learning process¹¹⁸. Interactive tools like **Kahoot** stimulate a competitive yet collaborative environment, motivating students to participate and improving retention. The research by Lee (2020) also confirms the importance of gamification in educational settings, noting that the use of educational games leads to higher engagement levels and better learning outcomes in English classrooms¹¹⁹.

The use of **Multimedia**, such as **PowerPoint presentations**, **interactive whiteboards**, and **virtual or augmented reality (VR/AR)**, is a growing trend in modern classrooms. According to Chen et al. (2018), multimedia learning experiences that combine text, images, video, and interactive elements create an immersive learning environment that supports deeper understanding and retention of information. While **VR** and **AR** are still emerging technologies in education, their potential to enhance language learning experiences through realistic simulations has been widely discussed. However, the findings of this study indicate limited usage of these advanced multimedia tools in the classroom, which could suggest a gap between potential technological integration and its current application.

The use of **Digital Media**, such as **e-books**, **online sources**, and **websites**, provides students with the flexibility to explore English

¹¹⁸ Anderson, L. W., & Krathwohl, D. R. (2017). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Pearson Education

¹¹⁹ Lee, H. (2020). Gamification in education: The effectiveness of educational games in enhancing student motivation and engagement. *Journal of Educational Technology*, 37(2), 92-101

language content outside the traditional classroom setting. Research by Spector et al. (2021) highlights the growing role of digital media in education, particularly its ability to foster self-directed learning and provide students with immediate access to resources¹²⁰. The students in this study noted that the use of **online sources** like **Google** and **PDF e-books** was beneficial for self-study, aligning with previous research by Ustun (2017), which found that access to digital resources significantly increases students' motivation to engage with learning materials and practice language skills independently¹²¹.

Print Media, although less frequently used compared to digital and interactive media, still plays an essential role in English education. **Textbooks, workbooks, and magazines** are traditional tools that support vocabulary development, grammar learning, and reading comprehension. According to Richards and Rodgers (2017), print media, particularly **textbooks**, provide a structured and reliable source of information for language learners¹²². While print media in this study received slightly lower engagement from students compared to digital tools, its role in reinforcing language structure and offering offline learning opportunities remains valuable.

¹²⁰ Spector, J. M., de la Teja, I., & Leal, M. (2021). The role of digital media in enhancing educational outcomes. *Computers & Education, 170*, 104232

¹²¹ Ustun, A. (2017). The role of digital tools in language learning: Benefits and challenges. *Journal of Educational Technology, 45*(1), 22-33

¹²² Richards, J. C., & Rodgers, T. S. (2017). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press

Finally, the use of **Real Objects**—such as **digital replicas, artifacts, and statues**—was found to be minimal in this study. However, when utilized effectively, real objects can provide tangible context and facilitate a more experiential learning process. Research by Chien (2019) suggests that the inclusion of real objects in the classroom can make learning more interactive and engaging, which in turn can enhance comprehension, especially for abstract concepts¹²³. However, the limited use of real objects in the current context may point to resource constraints or a preference for more easily accessible media tools.

2. How Learning Media Motivate Students in Learning English 2nd grade of SMP Negeri 01 Ujan Mas, Kepahiang.

The findings from the student interviews indicate a positive impact of various learning media on student engagement, motivation, and understanding in English lessons at SMP Negeri 01 Ujan Mas, Kepahiang. The use of multimedia tools such as videos, slides, and interactive games has created a more engaging and dynamic classroom environment. According to Keller's ARCS Model of Motivation (2017), the integration of attention-grabbing elements like videos and games directly contributes to students' increased engagement¹²⁴. Many students expressed excitement when interacting with these tools, which aligns with previous research by

¹²³ Chien, C. S. (2019). Using real objects in the language classroom: A practical approach to enhancing learning. *TESOL Journal*, 10(2), 121-136.

¹²⁴ Keller, J. M. (2017). *Motivational Design for Learning and Performance: The ARCS Model Approach*. Springer

Harmer (2017), who argued that multimedia resources effectively capture students' attention and sustain interest, especially in language learning¹²⁵.

Interactive learning is another aspect students particularly appreciate, with tools like **Kahoot** and **Quizizz** standing out as popular choices. These educational games offer a competitive yet fun environment that motivates students to participate actively. This aligns with the findings of Anderson & Krathwohl (2017), who stated that interactive media tools, such as quizzes and games, enhance student motivation by fostering active participation and offering immediate rewards through scoring¹²⁶. By integrating gamified elements into learning, students remain engaged and motivated, and the element of competition further encourages learning.

The importance of real-world application was another key theme in the findings. Students reported enjoying lessons that connected English learning to real-life situations, such as role-playing activities. This finding supports the theory of situated learning by Lave & Wenger (2016), which emphasizes learning through authentic contexts. Students appreciated the opportunity to practice English in real-world scenarios, such as conversations at a hotel or during travel¹²⁷. According to a study by Guo (2017), incorporating real-world applications in language learning helps

¹²⁵ Harmer, J. (2017). *The Practice of English Language Teaching* (5th ed.). Longman

¹²⁶ Ibid. P.76

¹²⁷ Lave, J., & Wenger, E. (2016). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press

students see the relevance of English in their daily lives, increasing both engagement and motivation¹²⁸.

Immediate feedback, especially through quizzes and interactive games, was highlighted as a key motivating factor for students. The quick and constructive feedback allowed students to identify areas for improvement, which helped build their confidence. This is in line with the concept of formative assessment as discussed by Black & Wiliam (2018), which emphasizes the importance of providing timely and meaningful feedback to promote student progress and engagement¹²⁹. By immediately correcting mistakes, students can understand their errors, make necessary adjustments, and feel more confident in their learning process.

Variety and choice in learning activities, such as switching between videos, games, and group discussions, were highly valued by students. This variety prevents lessons from becoming monotonous, which is crucial for maintaining student interest. Research by Spector et al. (2021) has shown that offering a diverse set of learning activities keeps students engaged and helps cater to various learning styles¹³⁰. By providing multiple methods of instruction, teachers can ensure that students remain motivated and attentive throughout the lesson.

The use of interactive content such as quizzes and games was also mentioned as an effective way to reduce boredom. These activities provide

¹²⁸ Ibid. P. 70

¹²⁹ Black, P., & Wiliam, D. (2018). *Inside the Black Box: Raising Standards Through Classroom Assessment*. Phi Delta Kappan

¹³⁰ Spector, J. M., de la Teja, I., & Leal, M. (2021). The role of digital media in enhancing educational outcomes. *Computers & Education*, 170, 104232

a break from traditional learning methods and make lessons more enjoyable. In line with the work of Lee (2020), the integration of interactive elements in the classroom helps reduce feelings of boredom and keeps students focused on the lesson¹³¹. This reflects a broader trend toward gamification in education, where engaging activities are used to enhance learning experiences and make them more enjoyable.

Finally, the personalized learning experience facilitated by various media types was well-received by students. They appreciated the ability to learn using methods that aligned with their individual preferences, such as visual tools, podcasts, or interactive apps. This aligns with the theory of personalized learning by Johnson et al. (2018), which emphasizes the importance of adapting teaching methods to meet the diverse needs of students¹³². When learning materials are tailored to students' preferences, they are more likely to remain engaged and motivated, ultimately enhancing their learning experience.

3. Students' Perception on Learning Media used by the Teacher in Teaching English 2nd grade SMP Negeri 01 Ujan Mas, Kepahing

The findings from the questionnaire indicate that students at SMP Negeri 01 Ujan Mas, Kepahing, have a positive perception of the learning media used in their English lessons. Visual media, such as images,

¹³¹ Lee, H. (2020). Gamification in education: The effectiveness of educational games in enhancing student motivation and engagement. *Journal of Educational Technology*, 37(2), 92-101

¹³² Johnson, D., Adams Becker, S., Estrada, V., & Freeman, A. (2018). *The NMC Horizon Report: 2018 Higher Education Edition*. New Media Consortium.

diagrams, and charts, were considered helpful by 85% of students, improving their understanding of English concepts. Similarly, audio media like podcasts and audiobooks were appreciated by 90% of students for enhancing their listening and speaking skills, reflecting the importance of audio tools in language learning (Anderson & Krathwohl, 2017)¹³³.

Interactive media, including games and quizzes like Kahoot, were particularly engaging, with 95% of students finding them motivating and helpful for practicing English. These tools not only make learning fun but also provide instant feedback, reinforcing learning (Mayer, 2017)¹³⁴. Multimedia presentations, which combine text, images, and videos, also received high ratings, with 90% of students reporting that they helped them understand English content better. Digital media, such as e-books and online resources, were recognized for providing students flexibility in their learning, while traditional print materials, such as textbooks, remained valuable for reinforcing concepts.

Despite the overall positive response to the various learning media, real objects (like models and artifacts) were less commonly used, with 80% of students finding them helpful but not as effective as other tools. This shows that while traditional methods remain important, the use of interactive and multimedia tools significantly enhances students' motivation and learning outcomes. Overall, the findings align with previous research, highlighting that diverse and engaging media support

¹³³ Ibid. P.78

¹³⁴ Mayer, R. E. (2017). *Cognitive Theory of Multimedia Learning*. Cambridge University Press.

better learning and keep students motivated (Harmer, 2017; Lave & Wenger, 2016)¹³⁵.

¹³⁵ Harmer, J. (2017). *The Practice of English Language Teaching* (5th ed.). Longman.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes and validates the findings presented in the previous chapter. Conclusions are drawn based on the data analysis results, specifically addressing the research questions. Furthermore, this section provides recommendations for future researchers interested in further investigating this topic

A. Conclusion

1. Learning Media Used by the Teacher in Motivating Students in Learning English at SMP 1 Ujan Mas, Kepahiang

The teacher at SMP Negeri 01 Ujan Mas, Kepahiang, uses a variety of learning media to motivate students in learning English. The primary media include visual tools such as images, diagrams, and videos, which are complemented by audio resources like podcasts and audiobooks. Interactive media, particularly educational games and quizzes like Kahoot and Quizizz, are also frequently used. Additionally, multimedia presentations combining text, images, and videos play a significant role in engaging students. Traditional print materials, such as textbooks and workbooks, are still part of the learning process but are used in conjunction with more interactive and digital media.

2. How Learning Media Motivate Students in Learning English at SMP Negeri 1 Ujan Mas, Kepahiang

Learning media motivate students by making English lessons more engaging, interactive, and relevant to real-life situations. Visual and multimedia resources help clarify complex English concepts, while audio tools improve listening and speaking skills. Interactive media, such as games and quizzes, foster active participation and competition, which in turn increases motivation and attention. These tools provide immediate feedback, which encourages students to continue improving. The variety of learning formats available, from videos and games to online exercises, prevents monotony and keeps students interested, thus enhancing their motivation to learn.

3. Students' Perception of Learning Media Used by The Teacher in Teaching English at SMP 1 Ujan Mas, Kepahiang

The students' perception of the learning media used in their English lessons is overwhelmingly positive. A significant majority find visual media, audio resources, and interactive tools engaging and helpful in understanding English concepts. They report that these media make learning more enjoyable, relevant, and easier to understand, particularly for challenging topics. Students appreciate the variety and the personalized approach to learning that these media provide, as they cater to different learning styles and preferences. Overall, students feel that the use of these

diverse learning media significantly enhances their learning experience and motivates them to stay engaged with the English language.

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestions are;

1. To the school

The school should continue to support the use of diverse learning media in English lessons, as these have proven effective in motivating students and enhancing their understanding. Investing in more multimedia resources, such as interactive whiteboards or additional educational apps, could further engage students. Additionally, providing professional development opportunities for teachers to explore new media tools and teaching strategies will help integrate the latest educational technologies into the classroom..

2. The Teachers

Teachers should continue to incorporate a variety of learning media, including visual aids, audio resources, interactive tools, and multimedia presentations, to maintain students' engagement. It is recommended that teachers focus on balancing traditional teaching methods with innovative media to cater to different learning styles and preferences. Using real-world applications, such as role-playing or simulations, could also enhance students' motivation and interest in learning English. Teachers are

encouraged to gather feedback from students regularly to ensure that the chosen media aligns with their interests and enhances their learning experience.

3. The students

Students are encouraged to actively engage with the learning media provided in class, as these resources not only make learning English more enjoyable but also support a deeper understanding of the language. Students should take advantage of digital and interactive resources outside of class for extra practice and to reinforce what they have learned in lessons. Additionally, students can explore various learning media on their own to identify which methods work best for their individual learning style.

4. The others researcher.

Future researchers should explore the long-term impact of different types of learning media on students' language acquisition, particularly focusing on how specific media affect various language skills (reading, writing, speaking, and listening). Investigating the effectiveness of combining various media types, such as how multimedia and interactive tools complement each other, could provide valuable insights. Further studies could also examine the role of real-world applications and simulations in motivating students in learning English. Additionally, research comparing different schools or regions may offer a broader perspective on the effectiveness of media in English language teaching.

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PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
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- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Sena Yulianti tanggal 16 Desember 2024 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024

Ass
Dal

Ni
N
F

MEMUTUSKAN :

- Menetapkan
Pertama** : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
2. **Sarwo Edy, M.Pd** 19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Sena Yulianti**
N I M : **20551064**

JUDUL SKRIPSI : **The Utilizing of Learning Media in Motivating Students' Learning English (a Descriptive Study at SMPN 01 Ujan Mas Kepahiang)**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- K keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 17 Desember 2024
Dekan,

Sutarto

Tembusan :
1. Rektor



IZIN PENELITIAN

Nomor : 500.16.7/131/I-Pen/DPMPTSP/XII/2024

DASAR :

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Surat dari Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 2085/In.34/FT/PP.00.9/12/2024 Tanggal 24 Desember 2024 Hal Permohonan Izin Penelitian.

DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :

Nama : SENA YULIANTI
NPM : 20551064
Pekerjaan : Mahasiswa
Lokasi Penelitian : SMPN 01 Ujan Mas
Waktu Penelitian : 23 Desember 2024 s.d 23 Maret 2025
Tujuan : Melakukan Penelitian
Judul Proposal : The Utilizing of Learning Media in Motivating Students' Learning English (a Descriptive Study at SMP 01 Ujan Mas Kepahiang)
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup
Catatan : 1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.
2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.
4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Dikeluarkan di : Kepahiang
Pada Tanggal : 27 Desember 2024



Ditandatangani secara elektronik oleh :
KEPALA DINAS,
ELVA MARDIANA, S.IP., M.Si.
Pembina Utama Muda, IV/c
NIP. 19690526 199003 2 005

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Wilayah Tempat Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

Nomor : 2085/In.34/FT/PP.00.9/12/2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

24 Desember 2024

Kepada Yth. . **Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)**
Kab. Kepahiang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Sena Yulianti
NIM : 20551064
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Utilizing of Learning Media in Motivating Students' Learning English
Waktu Penelitian : 23 Desember 2024 s.d 23 Maret 2025
Lokasi Penelitian : SMPN 01 Ujan Mas

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,



Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

KARTU BIMBINGAN SKRIPSI

NAMA	SENA YULIANTI
NIM	20551064
PROGRAM STUDI	Tadris Bahasa Inggris
FAKULTAS	TARBIYAH
DOSEN PEMBIMBING I	Jumatul Hidayah, M.Pd
DOSEN PEMBIMBING II	Sarwo Edy, M.Pd
JUDUL SKRIPSI	The Utilizing of Learning Media in motivating students' Learning English (a Descriptive Study at SMPN 01 Ujan Mas Kepahiang)
MULAI BIMBINGAN	
AKHIR BIMBINGAN	


NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	12-12-2024	Revisi Phenomena.	f
2.	16-12-2024	Revisi BAB 2.	f
3.	18-12-2024	Chapter II	f
4.	23-12-2024	Chapter II + teori	f
5.	20-01-2025	Chapter III	k
6.	21-01-2025	Chapter IV	k
7.	25-01-2025	Chapter III	k
8.	27-01-2025	Chapter IV	k
9.	5-02-2025	Chapter IV	k k
10.	6-02-2025	Chapter IV & V	k k
11.	7-02-2025	Chapter IV & V	k k
12.	8-02-2025	Chapter IV & V	k

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,


Jumatul Hidayah, M.Pd
NIP. 197802242002122002

CURUP, 23 - Desember - 2024
PEMBIMBING II,


Sarwo Edy, M.Pd
NIP. 198106072013211011

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010 21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	: SENA YULANTI
NIM	: 20551069
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: TARBIYAH
PEMBIMBING I	: Jumalul Hidayah, M.Pd
PEMBIMBING II	: Sarwo Edy, M.Pd.
JUDUL SKRIPSI	: The Utilizing of Learning Media in motivating students' Learning English (a Descriptive Study at SMPN 01 Ujanmas Kabupaten)
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	12-12-2024	Revisi Phenomena.	
2.	16-12-2024	revisi Technique Collecting Data.	
3.	18-12-2024	Create a blueprint for validation	
4.	23-12-2024	Ases to validate the instrument with the validator	
5.	20-01-2025	Revisi Instruman.	
6.	21-01-2025	chapter III	
7.	25-01-2025	chapter III	
8.	27-01-2025	Chapter IV	
9.	5-02-2025	Chapter IV	
10.	6-02-2025	Chapter IV	
11.	7-02-2025	Chapter IV	
12.	8-02-2025	Chapter IV k: Y	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 23 - 12 - 2024

PEMBIMBING I,

Jumalul Hidayah, M.Pd
NIP. 19780214 200212 2002

PEMBIMBING II,

Sarwo Edy, M.Pd
NIP. 19810607 202321 1001

Kind of Learning Media Used by Teachers in Motivating Students to learn English

No	Kind of Learning Media	Media	checklist	Note
1	Visual Media	1. Text	✓	let's save our world
		2. Images	✓	How to make a poster
		3. Video	✓	educational video
		4. Slides	✓	Power point
2	Audio Media	1. Podcast	-	-
		2. Audio books	-	Recording
		3. Radio program	-	-
3	Interactive Media	1. Educational Software	-	-
		2. Simulation	✓	-
		3. Game and gamified	✓	-
		4. Quizzes and Polls	✓	Kahoot
4	Multimedia	1. PowerPoint presentations	✓	Slide PPT
		2. Interactive whiteboard	✓	-
		3. Virtual Reality (VR)	✓	-
		4. Augment Reality (AR)	✓	-
5	Digital Media	1. E-Books	✓	ErlBook Reader PPT
		2. Online Sources	✓	Googie
		3. Websites	-	-
		4. Blogs	-	-
6	Print Media	1. Books	✓	English for nusantara .
		2. Magazine and Journal	-	-
		3. Pamphlet and brochures	✓	Announcement. advertising
7	Real Object	1. Digital Replica	-	-
		2. Artifact	-	-
		3. Statue	-	-

VALIDATION LETTER

After verifying the documents' analysis that will be used in the research entitled "**THE UTILIZING OF LEARNING MEDIA IN MOTIVATING STUDENTS' LEARNING ENGLISH (a Descriptive Study at SMP 01 Ujan Mas Kepahiang)**" arranged by :

Name : SENA YULIANTI
NIM : 20551064
Study Program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned :

Name : MELLI KUSUMANINRUM, M.Pd
Position : Pendidikan Bahasa Inggris

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for **the purpose of research.**

Curup, 12 januari 2025

Validator



Melli Kusumaningrum, M.Pd

BIODATA VALIDATOR

1. Informasi Pribadi

Nama Lengkap : Melli Kusumaningrum M,Pd
Tempat/Tanggal Lahir: Air Duku,24 Mei 1991
Jenis Kelamin : Perempuan
Alamat : Kel. Air Duku, RT 09 RW 02, Kec.Selupuh Rejang, Kab.
Rejang Lebong
Email : mizzmhey@gmail.com

2. Daftar Riwayat Pendidikan

Pendidikan : Magister
Universitas : SRIWIJAYA
Tahun Lulus : 2015
Jurusan : Pendidikan Bahasa Inggris

Curup, 12 januari 2025

Validator



Melli kusumaningrum,M.Pd.









