

JUNIOR HIGH SCHOOL STUDENTS' INTRINSIC MOTIVATION IN LEARNING ENGLISH USING MULTIMEDIA

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ABSTRAK

The consistent use of multimedia by student teachers in English language instruction has been recognized to enhance students' motivation and learning outcomes. This study aimed to examine students' intrinsic motivation in learning English through multimedia. A quantitative approach with a survey design was employed. The sample consisted of 31 students from grades VII and VIII at a junior high school in Salimpaung, Tanah Datar, selected using a total sampling technique. Data were collected through questionnaires using a five-point Likert scale and analyzed descriptively with SPSS version 30.0. The findings indicate that students' intrinsic motivation in learning English using multimedia was generally at a moderate level. Across the five dimensions of intrinsic motivation, students demonstrated high levels of enjoyment of the learning process, desire to succeed, encouragement to learn, and interest in learning, while their hope of achieving learning goals remained at a moderate level. These findings suggest that multimedia can support students' engagement and intrinsic motivation in English learning, although the level of motivation was not consistently high across all dimensions. The findings imply that English teachers should integrate multimedia with appropriate instructional strategies to better foster students' intrinsic motivation and create more engaging learning experiences in EFL classrooms.

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INTRODUCTION

In junior high school, English instruction emphasizes receptive skills (listening, reading, viewing) and productive skills (speaking, writing, presenting), supported by a text-based learning approach. Students learn various text types, including narrative, procedural, descriptive, and authentic texts such as short messages and advertisements. The primary objective is to enable students to communicate, express intentions, and convey feelings through the texts they study. To achieve these goals, teachers must apply effective instructional strategies, including differentiation and technology integration. Learning

media play a crucial role in this process. According to Sutrisno & Siswanto (2016) learning media significantly contribute to learning outcomes and student achievement. Multimedia tools, such as YouTube and PowerPoint, serve as supportive media to enhance the English learning process at the junior high school level.

Multimedia is the integration of various media formats such as text, images, video, animation and audio, which are combined to effectively present information. The use of these various media creates a multi-sensory, interactive experience designed to educate or deliver a message to an audience in a more engaging and dynamic way (Zhang Zhen, 2016). Furthermore, Hofstetter in Siti Aminah (2018) stated that Multimedia was defined as the use of computers to create and combine text, graphics, audio, moving images (videos and animations), links, and tools that allowed users to navigate, interact, create, and communicate. Multimedia in the learning process had several advantages, particularly in English language learning. Multimedia also had various types, each of which offered its own unique features and benefits in the learning process. Darmawan et al., (2017) said that There were two types of multimedia. The first was linear multimedia, which was not equipped with a controller that allowed users to interact with or operate the media. It operated sequentially, and common examples included television and movies.

Interactive multimedia is a multi-media equipped with controllers that can be operated by users, so that users can choose what they want for the next process. Examples of interactive multimedia are inter-active learning multimedia, game applications, and so on. In addition, Regina (2016) says that Multimedia was divided into two types: multimedia content production, which was the result of combining various media, including audio, text, animation, graphics, interactivity, and video to convey information; and multimedia communication, which was the process of using mass media, such as print media, radio, television, and the Internet, to convey, broadcast, publish, or communicate information.

Hornby in Nurbaiti et al., (2023) said that Motivation was derived from the word *motive*, which referred to "a reason for doing something." This concept suggested that individuals needed a motive or reason before engaging in an activity, as it influenced the successful completion of the task. Furthermore, Brown (2006) stated that Motivation placed much greater emphasis on individuals' decisions and the choices they made regarding the experiences or goals they pursued. There were two types of motivation, as described by Harmer (2001) namely: There were two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation originated from within the individual and was driven by enjoyment of the learning process or a personal desire for self-improvement. In

contrast, extrinsic motivation was influenced by external factors, such as the need to pass examinations or the expectation of financial rewards. Furthermore, Hamzah Uno in Ummah (2019) said that Learning motivation could arise from intrinsic factors, including the desire to succeed, encouragement to meet learning needs, and the hope of achieving learning goals. In contrast, extrinsic motivation was characterized by external conditions, such as a conducive learning environment and engaging learning activities.

In addition, Ryan & Deci (2020) said that There were several characteristics of intrinsic motivation, namely interest and enjoyment. Meanwhile, the characteristics of extrinsic motivation included rewards and punishments, which influenced individuals in achieving their goals. Motivation also had several indicators. There were six indicators of motivation as quoted by Hamzah B. Uno in Susanto et al., (2023) said that There were five indicators of motivation. The first was the desire for success. The desire for achievement was an important element of human personality and behavior, originating from within the individual and reflecting the drive to achieve success while avoiding failure. Motivation arose not only from the desire to succeed but also from the fear of failure. Another indicator was rewards and appreciation. (Golonka 2014) said that providing rewards, both in the form of verbal recognition and tangible actions, was considered an effective way to increase students' motivation. In addition, a supportive and attractive learning environment increased students' interest in learning, making the learning process more meaningful. Futhremore, Sardirman in Nasrah (2020) stated that The indicators of learning motivation included perseverance in completing tasks, resilience in facing difficulties, interest in various problems, a preference for working independently, a tendency to become bored with routine tasks, the ability to defend one's opinions, persistence in maintaining personal beliefs, and enjoyment in seeking and solving problems.

Motivation has some dimensions. There are four dimensions of motivation as quoted by Keller and Crookes and Schmidt in Rahadiano et al., (2022) namely: The indicators of intrinsic motivation included intrinsic interest, expectations of success, teacher-related motivational components, and student group dynamics. Furthermore, Reiss in Permana & Syafruddin (2020) stated that there were two dimensions of learning motivation: internal motivation and external motivation. Internal motivation was driven by factors originating within the individual, whereas external motivation was influenced by factors from the individual's external environment. There are three functions of motivation as quoted by Ur (1996) namely: The functions of motivation included encouraging action, determining direction, and serving as a driving force. Encouraging action meant that motivation encouraged individuals to take action, particularly in learning. As a determinant of

direction, motivation played a role in directing individuals' actions toward achieving their desired goals. As a driving force, motivation encouraged individuals to engage in learning activities. This confirmed the importance of motivation in the learning process; however, the concept remained general and did not discuss in detail the specific factors influencing motivation or how motivation changed over time.

In addition, Hamalik in Sari et al., (2018) stated that there were three functions of motivation. First, motivation encouraged behavior or action. Without motivation, actions such as learning would not have occurred. Second, motivation functioned as a director by guiding individuals' actions toward achieving their desired goals. Third, motivation functioned as a driving force that encouraged individuals to engage in learning activities. Motivation functions as a machine, the size of the motivation will determine the speed or slowness of the work. Previous studies have explored the use of multimedia in English language learning. multimedia courseware can reduce students' anxiety and increase their motivation during language learning. Additionally, multimedia instruction significantly affects the academic performance of secondary and high school students (Karimi et al., 2023). The use of multimedia in English language teaching has a positive impact on students' motivation, interest and learning success (Mukhtarkhanova et al., 2023). Application of Android-based interactive multimedia in English language learning in junior high school effectively improves learning achievement, and students' motivation (Nurlaela et al., 2024). YouTube provided statistically significant effects on the students' vocabulary acquisition (Kaboocha & Elyas 2018). There was a significant effect of the use of YouTube on students' motivation in learning English vocabulary in the ninth grade (Hia, 2021).

Previous studies have demonstrated that multimedia plays an important role in English language learning by reducing students' anxiety, increasing motivation, and improving learning achievement. Android-based interactive multimedia has been reported to enhance students' academic performance and learning motivation at the junior high school level. Similarly, YouTube has been found to improve students' vocabulary acquisition while increasing their motivation to learn English. Despite these findings, previous research has primarily examined the general effects of multimedia on learning achievement and motivation, with limited attention given to students' intrinsic motivation as a distinct psychological construct. Moreover, studies rarely investigate the level of students' intrinsic motivation when different multimedia platforms, such as YouTube and PowerPoint, are integrated into English language learning. Understanding students' intrinsic motivation is important because it reflects learners' internal interest, enjoyment,

and willingness to engage in learning activities, which are essential for sustaining long-term language learning. Therefore, this study aims to investigate the level of students' intrinsic motivation in learning English using multimedia, specifically YouTube and PowerPoint, by classifying students' intrinsic motivation into five categories: very high, high, moderate, low, and very low.

RESEARCH METHODS

This research used a quantitative approach with survey design. Sugiyono (2013) says that quantitative research method is an approach based on positivism, used to research certain populations or samples. The population in this study were all active students in grades VII and VIII at SMPN 3 Salimpaung in the 2024/2025 school year. This study used the total sampling technique because the population in this study was less than 100 people. Therefore, all members of the population became the sample. The study involved 31 students, consisting of 19 Grade VII students and 12 Grade VIII students. Since the questionnaire was administered individually, the unit of analysis was the individual student ($n = 31$). To determine the level of students' intrinsic motivation in learning English using multimedia, the research used a questionnaire. The questions in the questionnaire are based on the theory of intrinsic motivation and advantages of multimedia. To check whether the data used were valid or not, the research used content validity. The result of validity shows that 0.84 which is Valid, can be used with small revision. This means that the researcher instrument could already be considered to have adequate content validity. The data was then analyzed for reliability using the intraclass correlation coefficients (ICC) in the SPSS version 30.00 to analyze interrater reliability. Instrument reliability testing using Intraclass Correlation Coefficients (ICC) using the Two Way Mixed-Effects - Absolute Agreement - Multiple Raters/Measurement formula Koo & Li in (Anggraini & Sari, 2023) as follows:

$$ICC = \frac{MS_R - MS_E}{MS_R + \frac{MS_C - MS_E}{n}}$$

The ICC interrater reliability assessment category refers to Koo and Li with a 95% confidence interval.

Tabel 1. Intra Correlation Coefficients (ICC) Rating Category

Value of ICC	Catergory of ICC
$ICC < 0,5$	Bad
$0,5 \leq ICC \leq 0,75$	Medium
$0,75 \leq ICC \leq 0,9$	Good
$ICC > 0,9$	Very Good

The average agreement between raters is 0.532, while for one rater the consistency is 0.275. If the results of the ICC value are classified with the reliability proposed by Koo and Li, it can be concluded that the agreement between raters is medium. To analyze the data, SPSS Version 30.0 was used using the following formula: $P = \frac{F}{N} \times 100\%$. To interpret the score obtained from the questionnaire, the following tabel used.

Tabel 2. Categories of Students' Motivation

Average Number	Categories
$(M + 1,5 \text{ SD}) < X$	Very high
$M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$	High
$M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$	Average
$M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$	Low
$(X < M - 1,5 \text{ SD})$	Very low

Where:

M = Mean

SD = Standard Deviation

X = Score from each student's questionnaire answers

RESULTS AND DISCUSSION

Results

The research results in the form of data were further analyzed or critically interpreted with relevant theoretical approaches. In addition, the data also be supported by presenting tables to clarify the research findings. This study aims to answer questions deadline with students' intrinsic motivation level in learning English using multimedia at junior high school of 3 Salimpaung. Specifically, this study categorizes students' intrinsic motivation into five types: enjoyment in the learning process, desire to succeed, encouragement of learning need, the hope of achieving goals, and interest.

Students' Intrinsic Motivation Level in Learning English Using Multimedia

Table 3. Total Score, mean, and standar deviation of students' intrinsic motivation level in learning English using Multimedia

Number of Respondents	31
Total Score	5310
Mean	171.29
Standard Deviation	11.914

Table 4. Class Interval and Categories of students' intrinsic motivation level in learning English using Multimedia

Formulas	Class Interval	Interpretation	F	%
$(M + 1,5 \text{ SD}) < X$	$189,16 < X$	Very High	-	-
$M + 0,5 \text{ SD} < X \leq M \text{ SD}$	$177,25 < X \leq 189,16$	High	10	32.3%
$M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$	$165,33 < X \leq 177,25$	Average	14	45.2%
$M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$	$153,42 < X \leq 165,33$	Low	6	19.4%
$(X < M - 1,5 \text{ SD})$	$X < 153,42$	Very Low	1	3.2 %

Total	31	100%
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Based on the table above, it can be concluded that students in grades VII and VIII have an average level of intrinsic motivation (45.2%) in learning English using multimedia. Intrinsic motivation comes from the drive within students to learn because they enjoy the process or feel challenged. Although multimedia can provide an interesting learning experience, there are still a small number of students who have very low motivation (3.2%), which indicates that the effect of multimedia has not been maximized for all students.

Students' Motivation Level in Learning English Using Multimedia in Term Enjoyment of Learning Process

Table 5. Total Score, mean, and standar deviation of students' motivation level in learning English using Multimedia in Term Enjoyment of Learning Process

Number of Respondents	31
Total Score	3.237
Mean	33.71
Standard Deviation	1045

Table 6. Class Interval and Categories of students' motivation level in learning English using Multimedia in Term Enjoyment of Learning Process

Formulas	Class Interval	Interpretation	F	%
$(M + 1,5 SD) < X$	$38,57 < X$	Very High	-	-
$M + 0,5 SD < X \leq M SD$	$35,33 < X \leq 38,57$	High	14	45.2%
$M - 0,5 SD < X \leq M + 0,5 SD$	$32,09 < X \leq 35,33$	Average	6	19.4%
$M - 1,5 SD < X \leq M - 0,5SD$	$28,85 < X \leq 32,09$	Low	9	29.0%
$(X < M - 1,5 SD)$	$X < 28,85$	Very Low	2	6.5%
Total			31	100%

Based on the table above, it can be concluded that student motivation related to pleasure in learning using multimedia is in the high category, with a percentage of 45.2%. This pleasure reflects intrinsic motivation, where students feel compelled to learn because learning is fun and arouses their enthusiasm. Although multimedia can increase students' enjoyment, there is still a small proportion (6.5%) who have very low motivation, indicating that the use of multimedia has not been optimal for all students.

Students' Motivation Level in Learning English Using Multimedia in Term Desire to Succeed

Table 7. Total Score, mean, and standar deviation of students' motivation level in learning English using Multimedia in Term Desire to Succeed

Number of Respondents	31
Total Score	1066
Mean	34.39
Standard Deviation	2.552

Table 8. Class Interval and Categories of students' motivation level in learning English using Multimedia in Term Desire to Succeed

Formulas	Class Interval	Interpretation	F	%
$(M + 1,5 SD) < X$	$38,21 < X$	Very High	-	-
$M + 0,5 SD < X \leq M + 1,5 SD$	$35,66 < X \leq 38,21$	High	12	38,7%
$M - 0,5 SD < X \leq M + 0,5 SD$	$33,11 < X \leq 35,66$	Average	11	35,5%
$M - 1,5 SD < X \leq M - 0,5SD$	$30,56 < X \leq 33,11$	Low	7	22,6%
$(X < M - 1,5 SD)$	$X < 30,56$	Very Low	1	3,2%
Total			31	100%

Based on the table above, it can be concluded that student motivation related to the desire to succeed is in the high category, with a percentage of 38.7%. This desire to succeed describes students' enthusiasm and drive to succeed in learning, such as understanding learning materials, getting good grades, and successfully completing assignments. Although multimedia can increase students' desire to succeed in learning, there is still a small portion (3.2%) who have very low motivation as many as one student, this shows that the use of multimedia has not succeeded in motivating all students.

Students' Motivation Level in Learning English Using Multimedia in Term Encouragement of Learning Needs

Table 9. Total Score, mean, and standar deviation of students' motivation level in learning English using Multimedia in Term Encouragement of Learning Needs

Number of Respondents	31
Total Score	1062
Mean	34.26
Standard Deviation	3.033

Table 10. Class Interval and Categories of students' motivation level in learning English using Multimedia in Term Encouragement of Learning Needs

Formulas	Class Interval	Interpretation	F	%
$(M + 1,5 SD) < X$	$38,81 < X$	Very High	-	-
$M + 0,5 SD < X \leq M + 1,5 SD$	$35,77 < X \leq 38,81$	High	15	48,4%
$M - 0,5 SD < X \leq M + 0,5 SD$	$32,74 < X \leq 35,77$	Average	9	29,0%
$M - 1,5 SD < X \leq M - 0,5SD$	$29,71 < X \leq 32,74$	Low	6	19,4%
$(X < M - 1,5 SD)$	$X < 29,71$	Very Low	1	3,2%
Total			31	100%

Based on the table above, it can be concluded that student motivation related to Encouragement of Learning Needs is in the high category, with a percentage of 48.4%. Encouragement of Learning Needs shows that students feel motivated to learn because they find satisfaction or pleasure in the learning process itself, such as curiosity to understand the material or personal satisfaction when successfully mastering certain topics. However, there is one student with very low motivation, which is 3.2%.

Students' Motivation Level in Learning English Using Multimedia in Term the Hope Achieving Goals

Table 11. Total Score, Mean, and Standard Deviation of Students' Motivation Levels in Learning English Using Multimedia: Encouragement of Learning Needs

Number of Respondents	31
Total Score	1066
Mean	34.39
Standard Deviation	2.246

Table 12. Class Interval and Categories of students' motivation level in learning English using Multimedia in Term the Hope to Achieving Goals

Formulas	Class Interval	Interpretation	F	%
$(M + 1,5 SD) < X$	$37,76 < X$	Very High	-	-
$M + 0,5 SD < X \leq M + 1,5 SD$	$35,51 < X \leq 37,76$	High	5	16.1%
$M - 0,5 SD < X \leq M + 0,5 SD$	$33,26 < X \leq 35,51$	Average	21	67.7%
$M - 1,5 SD < X \leq M - 0,5SD$	$31,02 < X \leq 33,26$	Low	2	6.5%
$(X < M - 1,5 SD)$	$X < 31,02$	Very Low	2	6.5%
Total			31	100%

Based on the table above, it can be concluded that student's motivation related to the Hope to Achieving Goal is in the average category, with a percentage of 67.7%. The Hope to Achieving Goal is the drive within students to achieve their goals because they are satisfied and happy with the learning process and the results they achieve. However, there are two students who have very low motivation, which is 6.5%.

Students' Motivation Level in Learning English Using Multimedia in Term Interest

Table 13. Total Score, mean, and standar deviation of students' motivation level in learning English using Multimedia in Term Interest

Number of Respondents	31
Total Score	1071
Mean	34.55
Standard Deviation	2.669

Table 14. Class Interval and Categories of students' motivation level in learning English using Multimedia in Term Interest

Formulas	Class Interval	Interpretation	F	%
$(M + 1,5 SD) < X$	$38,55 < X$	Very High	-	-
$M + 0,5 SD < X \leq M + 1,5 SD$	$35,88 < X \leq 38,55$	High	15	48,4%
$M - 0,5 SD < X \leq M + 0,5 SD$	$33,21 < X \leq 35,88$	Average	6	19,4%
$M - 1,5 SD < X \leq M - 0,5SD$	$30,55 < X \leq 33,21$	Low	9	29,0%
$(X < M - 1,5 SD)$	$X < 30,55$	Very Low	1	3,2%
Total			31	100%

Based on the table above, it can be concluded that student motivation related to interest in learning English is in the high category, with a percentage of 48.4%. Interest refers to students' interest in English material delivered through media such as video,

audio, images, text and sound, so that students are more motivated to learn. However, there are still students with very low motivation in the interest section, which was 3.2%.

Discussions

The aim of this study was to investigate the level of students' intrinsic motivation in learning English using multimedia at Junior High School 3 Salimpaung. The findings indicate that students' intrinsic motivation was generally at a moderate level. This means that multimedia plays a role in attracting attention and supporting the learning process, but has not yet provided a significant increase in students' intrinsic motivation. In other words, students' motivation is at a stable level, neither too high nor too low, so additional strategies are still needed to optimize the role of multimedia in increasing their learning motivation. Therefore, a teacher needs to pay attention to several factors that affect the effectiveness of using multimedia in learning English. Sumawa et al., in (Damayanti et al., 2023). These factors include the design and content of the multimedia, the teaching methods used, the characteristics of the learners, and the available learning environment. Therefore, the planning and use of multimedia in learning must be done carefully and planned in order to obtain maximum benefits and it can arouse students' motivation.

Futhermore, Husein (2024) which pointed out that the use of multimedia in English language teaching can increase students' motivation by combining different types of media such as text, images, audio and video. These features make learning fun, foster positive competition, encourage active participation, help students remember the material more easily, and enrich their vocabulary. In addition, Husna & Supriyadi (2023) said that one of the efforts to increase students' learning motivation is the use of good and correct and interesting learning media. The use of learning media in the teaching and learning process can generate motivation and stimulation of student learning activities. However, based on the research findings, the use of multimedia did not significantly increase students' intrinsic motivation in learning English in grades VII & VIII of junior high school 3 Salimpaung, although it did bring about changes in learning such as slowly increasing students' grades.

Furthermore, the types of intrinsic motivation are divided into five, namely enjoyment of learning process, desire to succeed, encouragement of learning needs, the hope of achieving goals, and interest in learning. From the research findings, it was found that the highest level of intrinsic motivation is enjoyment of learning process, desire to succeed, encouragement of learning needs, and interest in learning. These types of motivation fall into the "high" category. As for the type of intrinsic motivation hope of achieving goals, the level of student motivation in learning English using multimedia is in

the “average” category. This shows that based on the types of intrinsic motivation, it is found that students' motivation increases when learning English using multimedia. In other words, multimedia has a positive influence on the learning process, where students feel happy to follow the learning process because of the support from the multimedia. In addition, the application of multimedia makes students have the desire to always succeed in learning English, because multimedia helps students in remembering and understanding learning materials, which in turn increases their motivation. Furthermore, the use of multimedia in learning also provides encouragement for students to fulfill their learning needs and increase their interest in learning. This happens because multimedia helps students move from passive to more active learning, encourages independence in learning, and makes learning topics easier to understand and more enjoyable.

This finding was in line with previous study which pointed out that multimedia technology, with its sound and image elements, increases student motivation and activity. Images and graphics help communicate topics effectively, arouse students' interest and support their academic success (Mukhtarkhanova et al., 2023). In addition, this finding was in line with previous study which pointed out that students will better master information and subject matter by using smart multimedia technology. This will help them feel motivated and enjoy the educational process (Sourav et al., 2021). This finding implies that the use of multimedia in learning English has shown quite a good contribution in increasing students' intrinsic motivation. This means that English language learning with multimedia is feasible to be used by teachers in the learning process to increase students' motivation in learning. This study has several limitations. The focus of the study was only on intrinsic motivation, so it did not describe all aspects of student motivation in learning English using multimedia. Therefore, further research is recommended to expand the study to other types of motivation, such as extrinsic motivation or general learning motivation, in order to obtain more comprehensive information about the level of student motivation in learning English using multimedia.

CONCLUSION

Students' intrinsic motivation in learning English using multimedia was generally at a moderate level. Based on the dimensions of intrinsic motivation, enjoyment of the learning process, desire to succeed, encouragement to meet learning needs, and interest in learning were categorized as high, whereas hope of achieving learning goals remained at a moderate level. These findings suggest that multimedia can support students' engagement

and intrinsic motivation in English learning, although the level of motivation was not consistently high across all dimensions.

The findings imply that English teachers should integrate multimedia, such as YouTube, instructional videos, and PowerPoint, with appropriate teaching strategies to create more engaging learning experiences and support students' intrinsic motivation in EFL classrooms. Simply using multimedia may not be sufficient; its effectiveness also depends on how it is incorporated into classroom instruction.

This study was limited to examining students' intrinsic motivation in learning English using multimedia. Future research is recommended to investigate other dimensions of learning motivation, such as extrinsic motivation, or to examine the effectiveness of different types of multimedia through experimental or mixed-methods research designs.

SUGGESTIONS

Based on the results of this study, it is recommended that English teachers be more creative and varied in designing the use of multimedia, so as to not only increase the enjoyment of learning but also strengthen student motivation in achieving learning objectives. Schools are also expected to provide support in the form of adequate technological facilities, such as internet access, projectors, and other multimedia devices, as well as providing training for teachers to become more skilled in integrating multimedia into the learning process.

For future researchers, this study is still limited to students' intrinsic motivation, so it is recommended to expand the study to extrinsic motivation and other factors that affect learning motivation. Further research can also use qualitative or mixed methods to obtain a more in-depth picture, as well as involve a larger sample so that the results can be generalized. In addition, future research can compare the effectiveness of various types of multimedia, such as mobile applications, educational games, or social media, on increasing student motivation and learning outcomes.

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