



## **The Effectiveness Of Learning Media In Enhancing Students' Motivation To Learn**

**Anggi Bela Komara<sup>1</sup>, Aaz Fauzi Wahid<sup>2</sup>, Nur Saffana Saskia Kirana<sup>3</sup>, Adinda Cahyani<sup>4</sup>,  
Akbar Firmansyah<sup>5</sup>, Eko Ribawati<sup>6</sup>**

<sup>1</sup> Pendidikan Bahasa Indonesia, Universitas Sultan Ageng Tirtayasa

<sup>2</sup> Pendidikan Bahasa Indonesia, Universitas Sultan Ageng Tirtayasa

<sup>3</sup> English Education Department, Universitas Sultan Ageng Tirtayasa

<sup>4</sup> English Education Department, Universitas Sultan Ageng Tirtayasa

<sup>5</sup> English Education Department, Universitas Sultan Ageng Tirtayasa

<sup>6</sup> Pendidikan Sejarah, Universitas Sultan Ageng Tirtayasa

<sup>1</sup>2222210018@untirta.ac.id, <sup>2</sup>2222210074@untirta.ac.id, <sup>3</sup>2223210056@untirta.ac.id, <sup>4</sup>2223210016@untirta.ac.id,

<sup>5</sup>2223210105@untirta.ac.id, <sup>6</sup>eko.ribawati@untirta.ac.id

### **Abstract**

*This research* investigates the influence of classroom environment and psychological factors on English learning motivation at SMP Negeri 14 Kota Serang. A conducive classroom environment is deemed crucial in shaping students' attitudes towards using English, yet it often faces challenges such as different pronunciation from standard English and social stigma related to using a foreign language outside of classroom contexts. A qualitative research method employing in-depth interviews was used to explore students' and teachers' perceptions regarding these issues.

The findings reveal that many students feel insecure and embarrassed when using English, mainly due to their different accents and negative perceptions of their surroundings. However, teacher support and an inclusive classroom atmosphere can alleviate these barriers and enhance students' motivation to learn English. These findings underscore the importance of teaching approaches that accommodate student diversity and build their confidence in using a foreign language.

**Keywords:** learning motivation, English Language, classroom environment, in-depth interviews

## **INTRODUCTION**

### **Background**

The advancement of technology and education has significantly influenced the development of teaching and learning processes. At SMPN 14 Kota Serang, effective learning strategies are essential to maintain students' motivation in their studies. Learning media, which refers to tools or methods used to facilitate the delivery of subject matter, plays a crucial role in ensuring that learning is interactive and engaging. These media are expected to cater to diverse learning styles and stimulate students' interest in classroom activities, making learning experiences more meaningful.

Student motivation is one of the most critical factors in determining academic success. However, challenges such as lack of interest, difficulty understanding materials, and monotonous teaching methods can reduce students' enthusiasm to learn. Observations at SMPN 14 Kota Serang reveal that certain students, particularly in grade 9, face a decline in learning motivation, which could impact their overall academic performance. This situation highlights the importance of incorporating effective learning media to rekindle their enthusiasm and foster active participation in lessons.

The integration of appropriate learning media in teaching has been shown to have a positive effect on students' engagement and learning outcomes. Through visual, auditory, or interactive aids, students can better understand complex concepts and retain information for longer periods. However, the effectiveness of these media largely depends on their relevance to students' needs and preferences. Therefore, understanding how learning media impacts motivation among grade 9 students at SMPN 14 Kota Serang is a pressing concern that needs to be addressed.

This research employs a qualitative approach through interviews with representatives from grade 9 students to explore their experiences and perceptions of the learning media used in their classrooms. The findings aim to provide insights into the types of learning media that are most effective in enhancing motivation and suggest strategies for optimizing their implementation. By understanding the role of learning media in improving student motivation, this study seeks to contribute to the development of more engaging and effective teaching practices at SMPN 14 Kota Serang.

### Research Problem

In this research, the researcher has formulated several research questions. The research questions include:

1. What types of learning media are currently used at SMPN 14 Kota Serang, and how do these media influence the learning motivation of grade 9 students?
2. What are the challenges faced by teachers and students in implementing and utilizing learning media effectively to enhance motivation?

## METHODOLOGY

This study uses a qualitative research method to examine the effectiveness of learning media in enhancing students' motivation at SMPN 14 Kota Serang. The research employs a descriptive qualitative design to explore the perceptions and experiences of grade 9 students and teachers regarding the impact of learning media on student engagement. Data will be collected through in-depth interviews with 10 students and 3 teachers, selected through purposive sampling, to provide a variety of perspectives on how learning media influences motivation. Thematic analysis will be applied to the interview data to identify key themes and patterns related to the effectiveness of learning media. This approach allows for a detailed understanding of the role of media in motivating students, supported by a literature review to contextualize the findings within existing educational theories

## THEORETICAL REVIEW

### Theory of Learning Motivation

The theory of learning motivation explains various factors that drive students to engage in the learning process and how these factors affect their academic performance. One of the most commonly used theories is the theory of intrinsic and extrinsic motivation. (Lamb & Arisandy, 2020). Intrinsic motivation is the drive that comes from within the student, such as personal interest or the satisfaction derived from the learning process itself. Students who are intrinsically motivated tend to have a strong desire to learn because they enjoy the activity of learning itself. Conversely, extrinsic motivation is triggered by external factors, such as rewards, grades, or recognition from others. Students with extrinsic motivation learn to achieve these external goals. (Aulia & Zainil, n.d.)

### The Influence of Classroom Environment on Learning

The classroom environment significantly influences the learning process and outcomes for students. The physical environment, such as cleanliness, comfort, lighting, and classroom arrangement, can create a conducive atmosphere for learning. A neat and organized classroom can help students feel comfortable and focused, while a cluttered and noisy classroom can disrupt their concentration. Besides physical aspects, the psychological environment is also crucial. This includes the relationship between teachers and students, interactions among students, and the emotional atmosphere in the classroom. A positive classroom atmosphere, where students feel valued and supported, can enhance their motivation and active participation in learning (Pgri et al., 2020).

## FINDING AND DISCUSSION

This study explores the effectiveness of learning media in enhancing students' motivation at SMPN 14 Kota Serang, focusing on the experiences of grade 9 students and teachers. The findings reveal that learning media significantly influences students' motivation to learn, with both positive and negative aspects emerging from the data. Through interviews, students and teachers highlighted the various media used in the classroom and how these tools either increased or decreased engagement and enthusiasm for learning.

The first key finding is that students reported higher motivation when interactive media, such as videos and educational games, were incorporated into lessons. As one student stated, *"... when we watch videos related to the lesson, it feels more interesting and easier to understand the topic."* This response suggests that visual and interactive learning tools help break the monotony of traditional teaching methods and engage students more effectively. Teachers also noted that media like videos and slideshows capture students' attention and help explain complex concepts more clearly, with one teacher commenting, *"Using videos helps students visualize the content, making it easier for them to grasp difficult ideas."*

Another significant finding is that learning media can help cater to different learning styles, thereby increasing student engagement. One student shared, *"... the game-based activities allow me to learn in a fun way, and I can remember the lessons better."* This aligns with the idea that media can be an effective tool for accommodating diverse learning preferences, particularly for kinesthetic and visual learners. Teachers also acknowledged this benefit, stating, *"Games and quizzes help make the learning process more dynamic and give immediate feedback, which keeps students involved."*

However, the study also found that not all learning media are equally effective in motivating students. Some students reported feeling distracted or disengaged when using digital tools that were not well-integrated into the lesson plan. One student mentioned, *"Sometimes the digital media doesn't match the topic, so it's hard to focus on the lesson."* This highlights the importance of ensuring that the media used is relevant and aligns with the lesson objectives.

Teachers emphasized the need for thoughtful planning, with one teacher stating, "*Media should complement the lesson, not overshadow it.*"

In addition to digital media, students and teachers also discussed the use of printed materials, such as worksheets and books, in fostering motivation. While some students found these resources helpful, others felt that they lacked engagement. As one student said, "*Worksheets are useful, but they're not as exciting as games or videos.*" This indicates that traditional media may not be as effective in maintaining student motivation compared to more interactive or visual tools.

The study also reveals that teachers play a crucial role in how media is utilized in the classroom. The teachers interviewed indicated that their ability to effectively integrate learning media into lessons had a direct impact on students' motivation. One teacher explained, "*I make sure to adapt the media to the students' needs. If they are more active and interested in something, I incorporate that into the lesson.*" This suggests that the teacher's expertise in using media is a key factor in its effectiveness.

Students also highlighted the role of media in making learning more relevant to real-life situations. One student expressed, "*When we watch videos about things happening in the world, it feels like the lesson is connected to what's happening outside the classroom.*" This connection to real-world contexts can enhance students' intrinsic motivation, as it helps them see the practical application of what they are learning. Teachers supported this idea, saying, "*Real-world examples in media help students understand why the lesson matters.*"

## CONCLUSION

In conclusion, the study underscores the importance of thoughtful integration of learning media in the classroom to boost student motivation. Both students and teachers agreed that when media is carefully selected and aligned with learning objectives, it can significantly enhance engagement and interest in learning. However, it is equally important to ensure that the media used is relevant and well-integrated into the lesson plan to prevent distraction and disengagement. The findings highlight the need for teachers to continuously assess and adapt their use of learning media to keep students motivated and engaged.

## REFERENCES

- Aulia, R. M., & Zainil, Y. (n.d.). Journal of English Language Teaching An Analysis of Students' Reading Motivation in English Subject at Junior High School. *Journal of English Language*, 9(1). <http://ejournal.unp.ac.id/index.php/jelt>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1738184>
- Kılıç, M. E., Kılıç, M. Y., & Akan, D. (2021). Motivation in the classroom. *Participatory Educational Research*, 8(2), 31–56. <https://doi.org/10.17275/per.21.28.8.2>
- Lamb, M., & Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33(1–2), 85–108. <https://doi.org/10.1080/09588221.2018.1545670>
- Pgri, U., Buana, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation Agus Rahardjo. *JELITA: Journal of English Language Teaching and Literature*, 1(2), 2721–1916.
- Ramadhani, N. P. R., & Munfangati, R. (2023). Motivation to Learn English for Junior High School Students in Yogyakarta. *Jurnal Educatio FKIP UNMA*, 9(1), 108–113. <https://doi.org/10.31949/educatio.v9i1.3574>
- Simanjuntak, M. B. (2020). THE EFFECTS OF INTEGRATION BETWEEN KURIKULUM 2013 AND CAMBRIDGE CURRICULUM IN ENGLISH (STUDY CASE TAKEN FROM SAINT PETER'S JUNIOR HIGH SCHOOL). *JOURNAL OF ADVANCED ENGLISH STUDIES*, 3(1). <http://sastra.unifa.ac.id/journal/index.php/jes/index>
- Sriwichai, C. (2020). Students' Readiness and Problems in Learning English through Blended Learning Environment. *Asian Journal of Education and Training*, 6(1), 23–34. <https://doi.org/10.20448/journal.522.2020.61.23.34>
- Tricahyati, S., & Zaim, M. (2023). Journal of English Language Teaching English Teachers' Readiness in Implementing of "Merdeka Belajar" Curriculum in Teaching English at Junior High School in Padang. *Journal Of English Language Teaching*, 12(1), 97–105. <https://doi.org/10.24036/jelt.v12i1.121783>