



Students' Perceptions of Duolingo as Interactive English Learning Media

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Article Info	Abstract
Received: 2026-05-29 Revised: 2026-06-05 Accepted: 2026-06-28 Keywords: Digital Learning Media, Duolingo, EFL Learning, Gamified Learning, Students' Perceptions DOI: 10.24256/ideas.v14i1.10900 Corresponding Author: Fitra A. Jaelani fitrahusmandjailani@gmail.com Universitas Negeri Gorontalo	<i>This study explored junior high school students' perceptions of Duolingo as an interactive English learning medium at SMP Negeri 4 Limboto Barat. The study employed a qualitative descriptive approach to examine students' learning experiences in using Duolingo during English learning activities. The data were collected through semi-structured interviews involving 22 learners and were analyzed using thematic analysis by referring to Bimo Walgito's (2010) perception theory and Self-Determination Theory proposed by Ryan and Deci (2000). While previous studies often focus on isolated aspects of digital learning, this study explores students' experiences through five interconnected perceptual dimensions derived from Walgito's perception theory. The findings revealed that students generally had positive perceptions toward the use of Duolingo in English learning, yielding three major themes: Students' Perceptions of Motivation and Engagement, Perceived Support for English Learning, and Learning Experiences and Practical Challenges. The application increased students' interest, supported vocabulary development, and provided immediate feedback that boosted classroom confidence. However, several technical challenges, such as unstable internet connections and limited device capabilities, were found to affect the learning process. The study concludes that Duolingo functions as an effective interactive English learning medium that promotes meaningful learning experiences. Practically, these findings can inform English teachers on how to strategically integrate gamified tools as classroom complements while mitigating technical barriers.</i>

1. Introduction

The development of educational technology has significantly influenced the implementation of English language learning in classrooms. In the digital era, learning activities are no longer limited to conventional teacher-centered instruction, as students can access various forms of technology-based learning media to support their learning experiences. Interactive learning media are considered beneficial because they provide visual support, immediate feedback, and more engaging learning activities that may increase students' participation during the learning process. Mayer (2009) explains that multimedia learning becomes more effective when verbal information is integrated with visual elements, allowing students to understand learning materials more meaningfully. Similarly, Smaldino et al. (2019) argue that well-designed instructional media contribute to more engaging and student-centered learning environments.

One interactive learning application widely used in English language learning is Duolingo. Duolingo is a gamified language learning application that provides interactive exercises, levels, points, badges, and immediate feedback to support language learning activities. Through these features, students can practice vocabulary, pronunciation, reading, and sentence construction in a more flexible and enjoyable way. Interactive applications such as Duolingo are considered capable of supporting students' motivation and engagement because they create learning experiences that are more interactive than conventional classroom activities. Muttaqin and Zuhdi (2025) reported that gamification-based language learning applications positively influenced students' intrinsic motivation and participation in learning activities. Likewise, Dhea and Pangestika (2023) found that interactive digital learning media helped increase students' engagement and interest in English learning.

In English language learning, exploring how students structurally perceive and motivationally respond to such digital media is highly critical. According to Bimo Walgito (2010), perception is a multi-dimensional psychological process in which individuals organize and interpret environmental stimuli based on five core dimensions: cognitive, affective, motivational, conative (behavioral), and evaluative aspects. In educational contexts, positive perceptions encourage students to become more motivated, while negative perceptions can drastically reduce learner participation. In English language teaching, these perceptual responses are fundamentally intertwined with learning motivation. Self-Determination Theory (SDT), proposed by Ryan and Deci (2000), posits that intrinsic drive thrives when an environment satisfies three basic psychological needs: autonomy, competence, and relatedness.

In this regard, Walgito (2010) perception framework and SDT (2000) complement each other within an integrated psychological mechanism. When students interact with Duolingo, the platform's gamified features act as environmental stimuli. How students cognitively process these features and

affectively experience them (Walgito's framework) directly dictates whether their psychological needs for competence and autonomy are fulfilled (SDT framework). A positive cognitive and affective reception satisfies their need for competence, which structurally activates their internal motivation and shapes their conative behavior, leading to autonomous English practice outside school hours.

Several previous studies have discussed students' perceptions toward digital media in English language learning. Elisa (2023) found that university students generally showed positive perceptions toward digital learning media because the media supported flexibility, accessibility, and learner autonomy. Meanwhile, Saefatu et al. (2023) reported that junior high school students demonstrated positive perceptions toward digital reading programs due to the availability of visual support, interactive activities, and engaging learning materials that increased students' motivation and enjoyment in learning English.

However, a critical gap remains in the current literature. Most existing studies evaluate digital learning tools in a fragmented manner, focusing heavily on isolated outcomes, such as examining only the motivational aspect or only the technical ease of use, without examining the complete structural layers of how those perceptions are formed.

The novelty of this study lies in its holistic approach to overcoming this fragmentation. Rather than isolating a single variable, this study simultaneously integrates the five interconnected dimensions of Walgito's perception theory (cognitive, affective, motivational, conative, and evaluative) alongside SDT. At SMP Negeri 4 Limboto Barat, conventional instructional methods often fail to stimulate junior high school students' interest. By examining these five dimensions simultaneously, this research provides a comprehensive and unbroken view of how learners structurally interpret, psychologically process, and behaviorally respond to Duolingo as an interactive English learning medium.

Based on the issues mentioned above, this study addresses the following research question: "What are the students' perceptions of Duolingo as an interactive English learning medium at SMP Negeri 4 Limboto Barat?" Therefore, this study aims to explore students' structural perceptions toward the use of Duolingo in English language learning. This study is expected to contribute to the theoretical synergy of perception and motivation frameworks while providing practical insights into the strategic deployment of gamified digital applications to overcome motivational barriers in secondary classrooms.

2. Method

This study employed a qualitative descriptive design to explore students' perceptions of Duolingo as an interactive English learning medium. A qualitative approach was considered appropriate because the study aimed to understand how students interpreted and assigned meaning to their learning experiences while using Duolingo. According to Creswell (2017), qualitative research is suitable for

exploring participants' experiences, perspectives, and interpretations within a particular context.

The study was conducted at SMP Negeri 4 Limboto Barat during the 2025/2026 academic year. The participants consisted of 22 eighth-grade students from class VIII-1. Purposive sampling was employed because the participants had direct experience using Duolingo during the learning activities and were therefore able to provide relevant information regarding the research topic. The number of participants was considered sufficient because all students who attended the interview sessions were included in the study, allowing the researcher to obtain rich and detailed data from individuals who experienced the learning process directly. Four students were not included because they were absent during data collection. The class was selected based on preliminary consultation with the English teacher, which indicated that students tended to show limited motivation and engagement during conventional English learning activities.

Data were collected through semi-structured interviews consisting of 12 open-ended questions. The interview protocol was developed based on five perception dimensions derived from Bimo Walgito's (2010) perception theory, namely cognitive, affective, motivational, behavioral (conative), and evaluative aspects. The motivational dimension was further supported by Self-Determination Theory (Ryan & Deci, 2000), particularly regarding students' autonomy, competence, and learning motivation. Prior to data collection, the interview questions were reviewed by the research supervisor to ensure their relevance, clarity, and alignment with the research objectives and theoretical framework.

Before conducting the interviews, the researcher introduced Duolingo to the students and obtained permission from the school principal and homeroom teacher. The interviews were conducted in Bahasa Indonesia to allow participants to express their views more comfortably and naturally. Each interview lasted approximately 15–20 minutes and was audio-recorded with participants' consent. The recordings were then transcribed verbatim and translated into English for reporting purposes.

The data were analyzed using thematic analysis proposed by Braun and Clarke (2006). The analysis began with data familiarization, during which the researcher repeatedly read the interview transcripts and recorded initial observations. The second stage involved generating initial codes by identifying meaningful statements related to students' perceptions of Duolingo. Similar codes were then grouped into broader categories reflecting recurring patterns within the data. Subsequently, these categories were organized into themes and reviewed to ensure coherence and consistency with the dataset.

Although the interview questions were constructed based on five perception dimensions, the analysis revealed broader patterns that were ultimately synthesized into three major themes: Students' Perceptions of Motivation and Engagement, Perceived Support for English Learning, and Learning Experiences

and Practical Challenges. These themes represented the integration of the cognitive, affective, motivational, behavioral, and evaluative dimensions identified in the theoretical framework.

To enhance the trustworthiness of the findings, member checking and source triangulation were applied. Member checking was conducted by confirming participants' responses during the interview process to ensure the accuracy of their intended meanings. Source triangulation was carried out by comparing responses across different participants to identify recurring patterns and consistent themes within the dataset. Ethical considerations were also observed throughout the study. Permission to conduct the research was obtained from the school, participants were informed about the purpose of the study, participation was voluntary, and confidentiality was maintained by replacing participants' names with coded identifiers (e.g., Student1, Student2, Student3) during data analysis and reporting.

3. Result

The findings of this study are based on semi-structured interviews conducted with 22 eighth-grade students of class VIII-1 at SMP Negeri 4 Limboto Barat during the 2025/2026 academic year. The data were analyzed using thematic analysis following the procedures outlined by Braun and Clarke (2006). Guided by Bimo Walgito's (2010) five perception dimensions, cognitive, affective, motivational, conative (behavioral), and evaluative, alongside Self-Determination Theory (Ryan & Deci, 2000), the analysis yielded three major themes: (1) Students' Perceptions of Motivation and Engagement, (2) Perceived Support for English Learning, and (3) Learning Experience and Practical Challenges. These themes are presented below, with each supported by multiple participant quotations and frequency data derived from the interviews.

Theme	Subtheme	Perception Dimension	Frequency (n=22)
1. Students' Perceptions of Motivation and Engagement	a. Enjoyment in learning	Affective;	22/22
	b. Increased motivation	Motivational;	22/22
	c. Persistence and autonomy	Conative	10/22
2. Perceived Support for English Learning	a. Vocabulary development	Cognitive;	20/22
	b. Pronunciation and translation support	Evaluative	4/22
	c. Practice and		22/22

	immediate feedback		
3. Learning	a. Ease of use	Evaluative;	22/22
Experience and	b. Learning	Cognitive;	22/22
Practical	method	Conative	10/22
Challenges	preference		
	c. Technical constraints		

Students' Perceptions of Motivation and Engagement

This theme captures how students affectively and motivationally responded to Duolingo as an interactive English learning medium. Within the integrated theoretical framework of this study, the affective and conative dimensions are primarily explained through Walgito's (2010) perception theory, while the motivational dimension is specifically supported by Self-Determination Theory (SDT) proposed by Ryan and Deci (2000), which posits that intrinsic motivation develops when the learning environment satisfies three basic psychological needs: autonomy, competence, and relatedness. All 22 participants (100%) expressed positive emotional responses and reported increased motivation. The theme is organized into three subthemes: (a) enjoyment in learning, (b) increased intrinsic motivation, and (c) persistence and autonomous learning.

Enjoyment in Learning

All 22 students expressed that learning English through Duolingo was enjoyable and more engaging compared to conventional classroom methods. This finding reflects the affective dimension of perception (Walgito, 2010), as students consistently reported positive emotional responses triggered by the gamified features of the application. Many participants described the experience as exciting, fun, and not boring, which was frequently linked to the game-like nature of the exercises.

For instance, Student14 described the experience as "fun and makes me more enthusiastic" ("*seru dan bikin tambah semangat*"), while Student22 stated that the application was "not boring" ("*tidak bikin bosan*"). Similarly, Student9 noted that it felt "like a game" ("*seperti game*"), and Student2 described the reading activities as "fun, like playing a game" ("*seru seperti bermain game bacaannya*"). Student3 added that the application made learning more exciting and "easier to understand from the beginning" ("*seru si karena gampang sekali ditau dan bikin lebih semangat*").

Several students also linked their enjoyment specifically to interactive moments within the application, such as answering questions or receiving correct responses. Student18 noted it was "very exciting when guessing the answers" ("*sangat seru saat menebak-nebak jawaban*"), and Student22 added that learning

became "very interesting when answering and the answer is correct" ("*sangat menarik saat menjawab dan jawaban itu benar*"). These responses consistently indicate that the application's interactive design created an affectively stimulating learning environment that contrasted sharply with monotonous conventional instruction.

Increased Motivation

All 22 participants (100%) reported that using Duolingo increased their motivation to learn English. This finding is primarily explained through the motivational dimension of the study's theoretical framework, which is supported by Self-Determination Theory (Ryan & Deci, 2000). According to SDT, intrinsic motivation arises when the learning environment satisfies students' needs for autonomy (freedom to navigate tasks at one's own pace), competence (experiencing gradual progress through gamified milestones), and relatedness (engaging in a low-stakes, supportive classroom context). The students' responses suggest that all three needs were meaningfully addressed by Duolingo, resulting in motivation that was not driven by external pressure but by internal satisfaction from the learning activities themselves.

Several participants explicitly confirmed this motivational impact. Student1 stated, "yes, it increases motivation" ("*iya meningkatkan motivasi*"), a sentiment echoed by Student20: "yes, it increases my motivation" ("*iya meningkatkan motivasi*"). Student13 observed that using Duolingo in class would help to "increase motivation in learning" ("*supaya lebih meningkat motivasi saat belajar*"). Student9 confirmed the motivational increase, noting that using Duolingo made them want to "keep learning" ("*iya meningkatkan*"), while Student8 similarly reported becoming "more eager to learn and wanting to advance to the next level" ("*jadi lebih ingin belajar dan ingin naik level*").

These responses are consistent with the SDT framework, demonstrating that interactive gamified media can foster intrinsic motivation by creating an environment where learning feels personally rewarding rather than obligatory..

Persistence and Autonomy in Learning

Ten out of 22 students (45%) explicitly expressed a desire to continue using Duolingo independently, progress to higher levels, or engage in self-directed practice beyond classroom hours. This pattern reflects the conative (behavioral) dimension of perception (Walgito, 2010), indicating that students' positive affective and motivational responses translated into behavioral intentions toward autonomous learning.

Some students expressed ambition to advance within the application. Student12 stated, "I want to continue to the next level" ("*ingin lanjut level*"), and Student5 similarly noted, "I want to keep advancing to the next level" ("*ingin lanjut level terus disitu*"). Student6 and Student8 also reported the same desire to reach

higher levels, reflecting a gamified progression mindset that sustained engagement.

Other students described a broader willingness to keep learning independently. Student21 mentioned, "I want to keep opening the application" ("*ingin buka aplikasinya terus*"), while Student7 said, "I want to keep using it" ("*pengen pakai terus*"). Student11 expressed that the media made them want to "frequently learn" ("*ingin sering belajar*"), and Student16 similarly stated wanting to "keep learning" ("*ingin belajar terus*"). These responses demonstrate that the application's design successfully cultivated self-directed learning tendencies among students.

Perceived Support for English Learning

This theme reflects the cognitive and evaluative dimensions of students' perceptions (Walgito, 2010). It examines how students interpreted Duolingo's instructional features as meaningful support for their English learning. The theme encompasses three subthemes: vocabulary development, pronunciation and translation support, and practice and immediate feedback.

Vocabulary Development

Twenty out of 22 students (91%) identified vocabulary as the primary area in which Duolingo supported their learning. This finding reflects the cognitive dimension of perception, as students actively processed and interpreted vocabulary items presented through exercises and visual interactions. Unlike passive text-based memorization, students reported that the application helped them understand and retain new words through practice-embedded learning.

Student1 stated that the application "helps me understand new vocabulary" ("*membantu saya mengerti kosakata baru*"), while Student9 confirmed that "the vocabulary exercises are helpful" ("*latihan kosakatanya membantu*"). Student11 noted that it was "easy to learn vocabulary" ("*mudah belajar kosakata*"), and Student7 highlighted that the application could "help us learn English and vocabulary" ("*bisa membantu kita mempelajari bahasa Inggris dan kosakata*"). Student4 specifically pointed to the guided answer selection as an effective vocabulary learning mechanism, describing support "in vocabulary, when directed to answer" ("*di bagian kosakata, saat diarahkan menjawab*"). Student21 added that the application made it so that students could "understand more easily when learning English" ("*lebih mudah memahami saat belajar bahasa Inggris*").

Pronunciation and Translation Support

Four students explicitly mentioned pronunciation and translation features as supportive tools for their language learning. Although a smaller proportion compared to vocabulary mentions, these responses reflect a meaningful cognitive and evaluative recognition of the application's multi-modal design.

Student3 described the application as helpful because it offered "sounds and how to pronounce them" ("*ada suara dan cara pengucapannya*"), indicating that audio-based modeling of pronunciation was valuable for beginners. Student13 appreciated that the application provided "direct translation" ("*sudah ada terjemahannya langsung*"), which reduced the cognitive burden of looking up unknown words independently.

Students noted support when "selecting word answers such as greetings" ("*saat memilih-milih jawaban kata seperti selamat datang*"), and Student15 reported that students could understand the tasks "from the instructions provided" ("*dari instruksi yang diberikan*"). These features collectively functioned as scaffolding tools that helped students access and comprehend language input more effectively.

Practice and Immediate Feedback

All 22 students (100%) implicitly or explicitly responded to questions about practice activities and the evaluative role of immediate feedback in their learning. While not all students used the term "feedback" directly, their descriptions of recognizing correct and incorrect answers in real time reflect an evaluative perception of the learning process (Walgito, 2010).

Student2 stated that "the exercises are helpful" ("*latihannya membantu*"), and Student3 similarly confirmed that "the exercises help a lot" ("*banyak membantu latihannya*"). Student22 described how learning felt rewarding because "it is very interesting when the answer is correct" ("*sangat menarik saat menjawab dan jawaban itu benar*"), while Student2 explained that the question-and-answer format helped them "gradually begin to understand" ("*sedikit-sedikit mulai paham*"). Student14 also noted the value of clear instructions: "the instructions there are very clear" ("*karena disitu sangat jelas instruksinya*"). These responses suggest that the combination of structured practice and real-time feedback helped students build comprehension and self-confidence during the learning process.

Learning Experience and Practical Challenges

This theme reflects the evaluative and cognitive dimensions of students' perceptions (Walgito, 2010), focusing on how students assessed Duolingo in terms of usability, learning preferences, and technical limitations. The theme is organized into three subthemes: (a) ease of use, (b) learning method preference, and (c) technical constraints.

Ease of Use

All 22 participants (100%) perceived Duolingo as easy to use. This evaluative judgment reflects students' cognitive interpretation of the application's interface and navigational design. Most students indicated that they could understand how to operate the application quickly, even during their first attempt, which reduced

the cognitive barrier to entry and allowed attention to be directed toward the language content itself.

Student11 described the application as "very easy to use" ("*iya sangat mudah digunakan*"), while Student10 noted it was "easy to use and not confusing" ("*mudah digunakan, tidak bikin bingung*"). Student4 reported that "when first trying it, I also understood immediately" ("*saat awal mencoba juga langsung paham*"), and Student7 confirmed it was "very easy" from the first try ("*pertama kali coba tidak bikin bingung, langsung paham*"). Student17 described the interaction simply: "just click it" ("*tinggal klik saja*").

However, several students noted initial confusion that was quickly resolved. Student6 explained, "initially, I was a bit confused, but toward the end I understood better" ("*awalnya sedikit bingung, tapi pas terakhir-terakhir sudah lebih paham*"), and Student9 similarly described a brief adjustment period: "at first, I was a bit confused, but after that, it was fine" ("*pertama agak bingung tapi seterusnya sudah aman*"). Student14 also acknowledged being "a bit confused at first" but found it manageable afterward. These responses indicate that ease of use was broadly perceived, even though a minority required a brief adaptation period.

Learning Method Preference

All 22 students responded to the question of learning method preference, revealing a distribution of attitudes that reflects the evaluative and conative dimensions of perception (Walgito, 2010). Fifteen out of 22 students (68%) expressed a preference for Duolingo over traditional methods. Five students (23%) preferred a blended approach combining both Duolingo and conventional learning. Two students (9%) preferred traditional methods, citing limited phone access or personal habit.

Among those who preferred Duolingo, Student6 noted it was "easier to understand" ("*lebih mudah dimengerti*"), and Student5 similarly chose it as their preferred method. Student22 stated that Duolingo was preferred because it "is not boring" ("*karena tidak bikin bosan*"), while Student8 explained that it "makes it easier to understand" ("*pakai duolingo bikin lebih mudah mengerti*").

Among students who expressed a preference for both approaches, Student13 stated, "both, I am also comfortable with traditional learning" ("*dua-duanya, saya juga nyaman belajar biasa*"), and Student14 noted: "using the application, but still like traditional learning" ("*pakai aplikasi itu, tapi tetap suka belajar biasa*"). Student3 also suggested that "it could also be both—books and the application". In contrast, Student15 preferred traditional learning, explaining: "I prefer traditional learning because I rarely use a mobile phone" ("*saya suka belajar biasa, karena saya jarang pegang hp*").

Technical Constraints

Ten out of 22 students (45%) reported technical challenges that disrupted their learning experience. These reports reflect the evaluative dimension of perception (Walgito, 2010), as students critically assessed the application's limitations in their real-world learning context. The most commonly identified challenge was internet connectivity, mentioned by eight students (36%), while two students (9%) reported audio-related issues.

Regarding network problems, Student13 stated that "the weakness is in the network" (*"kekurangannya di jaringan"*), and Student6 similarly reported that "when the network is not good" (*"pas lagi senang-senangny pakai jaringannya tidak bagus"*) it disrupted the experience. Student15 noted a more severe limitation: "if the data runs out, the application cannot be opened" (*"kalau habis data tidak bisa dibuka aplikasinya"*). Students 12, 17, 18, and 19 also mentioned network issues as the main weakness of the application.

Two students reported audio difficulties. Student1 described "faint audio" (*"audionya samar"*) as a weakness, and Student21 noted that the audio volume was "not loud enough" (*"suaranya kurang besar"*). Despite these challenges, 13 out of 22 students (59%) reported no significant weaknesses. Student3 stated, "there are no weaknesses" (*"kekurangannya tidak ada"*), and Student11 confirmed: "in my opinion, there are no weaknesses" (*"kekurangannya menurut saya tidak ada"*). Student2 also expressed no complaints, indicating that the overall learning experience outweighed any technical difficulties for the majority of participants.

4. Discussion

Students' Perceptions of Motivation and Engagement

The findings show that Duolingo positively influenced students' motivation and engagement by making English learning more enjoyable and interactive. Most students reported increased interest and willingness to continue learning, indicating that gamified features can stimulate intrinsic motivation.

However, this response was not uniform. A small number of students still preferred traditional or blended learning due to limited digital familiarity and access constraints. This suggests that learner engagement is shaped not only by instructional design but also by digital readiness and learning habits. In line with SDT (Ryan & Deci, 2000), autonomy and competence were generally supported, but not all students experienced these needs equally, particularly those with lower technological exposure.

Compared with Saefatu et al. (2023) and Marlina et al. (2021), the findings are consistent in showing increased engagement through digital media. However, this study adds that engagement varies depending on students' access and comfort with technology, indicating that gamified tools are more effective as complementary rather than sole instructional media.

Perceived Support for English Learning

Students perceived Duolingo as most effective in supporting vocabulary acquisition and basic comprehension. The integration of visual cues, repetition, and structured tasks helped reduce cognitive load, supporting Mayer's Multimedia Learning Theory (2009). Immediate feedback also strengthened students' sense of competence and learning confidence.

However, the data suggest limited contribution to productive skills such as speaking and writing. This indicates that Duolingo mainly supports receptive language development rather than full communicative competence. Compared with Elisa (2023) and Saefatu et al. (2023), the findings align in vocabulary improvement but differ in scope, as broader skill development was not strongly evidenced in this study.

Therefore, Duolingo should be viewed as a supplementary learning tool that requires teacher mediation to connect receptive learning with productive classroom practice.

Learning Experience and Practical Challenges

Students generally found Duolingo easy to use and accessible, which reduced barriers to independent learning. However, technical issues such as unstable internet connections and device limitations frequently disrupted learning activities.

Interestingly, these challenges did not fully diminish positive perceptions, indicating that perceived usefulness can partially offset technical difficulties. Nevertheless, persistent infrastructure issues influenced some students' preference for traditional learning, showing that access conditions significantly shape learning attitudes.

This finding supports Ghavifekr and Rosdy (2015), emphasizing that technology effectiveness depends heavily on infrastructure readiness. It also highlights that digital inequality remains a key factor influencing classroom implementation in real contexts.

5. Conclusion

This article has analyzed students' perceptions of using Duolingo as an interactive English learning media at SMP Negeri 4 Limboto Barat through the conceptual lenses of Bimo Walgito's perception theory and Ryan and Deci's Self-Determination Theory. Three main conclusions can be formulated.

First, the integration of interactive digital media successfully reshapes classroom dynamics by driving student motivation and emotional engagement. The gamified framework of the application lowers conventional classroom boredom and fosters intrinsic motivation, where junior high school learners engage with language tasks because the process itself feels rewarding rather than obligatory.

This emotional shift manifests in a strong conative behavioral tendency, sparking independent learning initiatives and a willingness to continue practicing English outside formal school hours.

Second, the platform serves as an effective cognitive and pedagogical support system for language acquisition. Rather than encountering text-heavy vocabulary lists, students experience meaningful scaffolding through combined visual cues, structured lesson delivery, and interactive drills. Furthermore, the immediate feedback loop satisfies the learner's psychological need for competence, replacing academic anxiety with confidence and allowing students to recognize and correct their errors in real-time.

Third, the implementation of interactive learning media in a real-world classroom context reveals a distinct dual nature between pedagogical utility and infrastructural dependency. While the application offers immense operational flexibility and a user-friendly interface, the actual learning flow is fundamentally bound to external technical conditions. Structural hurdles such as erratic internet connections, audio glitches, and hardware limitations act as critical barriers that can actively undermine the platform's educational benefits if left unaddressed.

The limitation of this research lies in its limited focus on exploring subjective qualitative perceptions within a single school setting, without experimentally measuring quantified fluency gains or academic achievement scores. Further research can expand this scope by adopting quantitative or mixed-method designs to directly measure how these positive perceptions translate into actual learning outcomes, or by conducting comparative studies across diverse demographic regions and different educational levels to provide a broader understanding of digital language learning.

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