Interactive Learning Methods to Increase Students' Motivation in Learning English: Students' Point of View

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Abstract

Interactive learning methods are one of the alternative learning models that help students express their curiosity and understand the knowledge or concepts they are studying. Emphasis on interactive learning methods is very important to increase student engagement and motivation, especially in learning English in junior high schools. Learning motivation is an important factor that influences students' success in mastering a foreign language. This study aims to determine the effectiveness of interactive learning methods in increasing students' motivation and interest in learning English. The method used in this study is descriptive qualitative with the research subjects being class VIIA. Data collection techniques include observation and interviews to explore students' perceptions regarding their experiences during English learning with interactive methods, such as group discussions, educational games, presentations, and technology-based learning media. The results showed that most students responded positively to the use of interactive methods, because it made the learning process more enjoyable, easier to understand, increased self-confidence, trained public speaking, and encouraged active involvement in class. However, some students also conveyed shortcomings, such as the existence of technology so that they rely on the internet to find answers and the interest in book literacy and students decreased. These findings indicate that interactive learning methods can be an effective strategy to increase motivation to learn English, provided that careful planning and adjustments are needed to meet students' needs.

Keywords: *Interactive learning 1; Students motivation 2;*

Introduction

English is an international language used for communication between countries. In this era of globalization, the Ministry of Education has established a new curriculum, namely the independent curriculum (Kemendikbud, 2021), where all schools from elementary to high school have made English a compulsory subject. In the field of education, interactive learning methods have been applied. As stated by(Rachmad, 2022), interactive learning methods are an alternative learning model that helps students express their curiosity and understand the knowledge or concepts they are studying. According to Joyce, a learning model is a pattern or plan used in classroom preparation or as a learning aid, including books, videos, films, curricula, computers, and so on. The learning model serves as a framework for educators in teaching (Dr. Wirawan Fadly, 2022). Emphasizing interactive learning methods is crucial for increasing student engagement and motivation, particularly in junior high school English learning.

The increase in motivation among junior high school students in learning English can be attributed to the use of interactive learning methods. One of the interactive learning methods that enhances student motivation in learning English is utilizing technology as a learning medium, which delivers material in the form of videos, audio, and other multimedia formats (Negoescu & Mitrulescu, 2023). Motivation also plays a crucial role in ensuring students' memory remains stable. As defined by(Pranawengtias, 2022a), motivation is a stimulus that encourages individuals to be enthusiastic about achieving certain goals. With the use of learning videos in junior high schools, students' perceptions improve, leading to increased motivation and active participation in learning English. Besides utilizing technology, various other interactive learning methods, such as storytelling, have been implemented as effective approaches to enhancing students' motivation in learning English.

Previous studies (Erya & Pustika, 2021) have examined increasing students' motivation in learning English through webtoons. Learning methods using webtoons are expected to boost student motivation. As stated by (Filgona et al., 2020) motivation is a critical aspect of the learning process. Increasing students' motivation provides an alternative for students to learn English more effectively. In addition to webtoons, video-based media has also been analyzed as an effective strategy to enhance students' motivation in learning English.

Video-based learning media facilitate students' understanding by making learning more engaging and accessible. As stated by (Selimovic, 2022) students with higher levels of motivation are more likely to understand and achieve their goals while enjoying the learning process. According to (Pranawengtias, 2022), one effective strategy for increasing motivation is to offer rewards or appreciation to students who achieve high success. Although video-based learning media have been proven to enhance students' motivation, previous studies have primarily focused on the role of short stories in encouraging English learning.

Unlike previous studies that concentrated on the impact of webtoons, this study specifically explores students' perceptions of how video-based media increase their motivation to learn English. Observations and interviews conducted with students have revealed that video-based interactive learning methods make it easier for them to understand the material, feel more relaxed, and find the learning process more enjoyable. This increased enthusiasm leads to better focus and comprehension. As explained by (P. Sari et al., 2019) using engaging learning media in English instruction enhances student motivation and interest in the subject. By analyzing students' perceptions of video-based learning, this study aims to determine the effectiveness of interactive learning methods in increasing students' motivation and interest in learning English. Understanding the role of student motivation in language learning is crucial for developing strategies that foster positive language attitudes and improve learning outcomes (Zhou et al., 2023).This study investigates the impact of interactive learning methods, particularly video media, in enhancing students' motivation to learn English.

Method
Research Design

The research method used in this study is descriptive qualitative. As stated by Meolong (2020), qualitative methods are research procedures that produce descriptive data in the form of words or spoken expressions from observed behavior. This study aims to determine students' perceptions that can influence their interest in learning English. According to (Sue Turale, 2020) qualitative descriptive research generates data that describes who, what, or which factors and experiences influence a phenomenon from a subjective perspective. This study applies observation, interviews, and documentation methods as instruments to collect data and select respondents recommended as participants (Villamin et al., 2024).

Participants

The sampling technique applied in selecting participants is purposive sampling. The researcher selected four students from class 7A based on specific considerations aligned with their characteristics. Among the eight classes seventh grade, class 7A was chosen because its students represent a group with a strong interest in learning English. Most students in this class have high English scores and show increasing motivation in learning English, as they are more focused and engaged in classroom learning activities. Therefore, the participants of this study on junior high school students in grade 7A from MTSN Model Palopo.

Data Collection Techniques and Instrument Development

Tools This study utilizes observation, interviews, and documentation as data collection instruments. The researcher used the observation method to collect data by directly observing the class conditions and students' learning

activities during English lessons, as stated by (Iba & Wardhana, 2024).The observation was conducted over two days to gather sufficient information.

The data obtained consists of verbal and written information derived from interactions and documentation. The researcher applied interview techniques, which, according to (Fadhallah, 2021)are one of the primary data collection methods. This study employed semi-structured interviews, allowing researchers to adjust questions based on respondents' characteristics and understanding levels. This approach facilitated deeper insights compared to structured interviews that are limited to closed-ended questions. According to(Pahleviannur et al., 2022), the documentation method in qualitative research involves using various documents such as written records, images, and recordings as sources of information.

The researcher conducted interviews using an unstructured approach to obtain in-depth answers. This method allowed researchers to interact more openly with students, enabling additional questions beyond the pre-prepared ones. The interviews were conducted with seventh-grade students who exhibited a strong interest in learning English. This approach helped the researcher better understand students' perceptions of their motivation to learn English.

Data Analysis Technique

During the interview stage, the researcher selected four students as participants. The interviews were recorded using a voice recorder. The interview process began with five pre-prepared questions, identical for all students. The researcher used Indonesian to ensure clarity, reduce misunderstandings, and facilitate students in responding effectively. Important points from students' answers were noted.

Once all responses were recorded, the researcher transcribed the audio into written form. This transcript was analyzed to align students' answers with the research questions, including both pre-prepared and spontaneous inquiries.

Based on students' perceptions obtained from interviews, the researcher aimed to identify interactive learning methods to enhance students' motivation in learning English. This study seeks to ensure that the resulting strategies meet students' needs while providing teachers with effective tools and methodologies. By integrating students' viewpoints and instructional strategies, this research aims to design a learning method that increases student engagement while supporting teachers with innovative and flexible teaching techniques to enhance the overall learning experience.

Results

1.1 Students preferred learning English using interactive learning methods compared to traditional methods.

Most respondents gave explanations about their feelings when they participated in interactive learning methods. The majority of students felt more interested and found it easier to understand the material when they used this method because it presented the content in the form of images, audio, videos, and also allowed for direct practice.

The researcher (R) asked Participant 2 (P2) about the reason why they had preferred learning English through interactive methods. P2 acknowledged that the interactive learning method, which involved more visual aids such as LCDs displaying videos, images, and practice activities, made the material easier to understand.

> **Extract P2**
>
> R: *"Yang pertama itu dek, bagaimana perasaan anda saat belajar bahasa inggris menggunakan metode pembelajaran interaktif dibandingkan dengan metode tradisional?"* **(The first one is, how do you feel when learning English using interactive learning methods compared to traditional methods?)**
> P2: *"Perasaan saya senang ketika menggunakan metode interaktif dibandingkan metode tradisional karena metode tersebut lebih canggih menampilkan vidio vidio dan gambar sehingga dapat lebih bisa dipahami."* **(I feel happy when using interactive methods compared to traditional methods because these methods are more sophisticated in displaying videos and images so they can be better understood.)**

Where [P2] had the same preference, as they preferred to use interactive learning methods that displayed materials in the form of images, sound, videos, and practice. Meanwhile, P[5] expressed a different opinion.

> **Extract P5**
>
> R: *"Eee yang pertama bagaimana perasaan anda saat belajar bahasa inggris menggunakan metode pembelajaran interaktif dibandingkan dengan metode tradisional?"* **("Eee, the first one, how do you feel when learning English using interactive learning methods compared to traditional methods?)**
> P5: *"Menurut pandangan dan perasaan saya belajar bahasa inggris menggunakan metode pembelajaran interaktif lebih menyenangkan dan membuat kita cepat memahami materi karena beberapa siswa di kelas ku itu lebih suka ketika ada prakteknya yang memberikan kita kesempatan untuk berbicara, menjawab pertanyaan dan lain lain. Selain itu juga mengembangkan public speaking dari kita."* **(In my opinion and feeling, learning English using interactive learning methods is more**

fun and makes us understand the material quickly because some students in my class prefer it when there is practice that gives us the opportunity to speak, answer questions and so on. In addition, it also develops our public speaking.)

In contrast to the answers of [P2], the reason put forward by [P5] was that he liked learning English using interactive learning methods because of the practice that trained public speaking skills and self-confidence, and also developed their public speaking.

2.2 Interactive learning methods used by teachers in the classroom helped

increase students' motivation to learn English

Most of the respondents gave similar explanations, admitting that their motivation to learn had increased, especially due to the teacher's teaching style, which involved the use of more visual media and interactive activities during the learning process.

The researcher (R) asked Participant 1 (P1) about the reasons behind their increased motivation to learn English. P1 acknowledged that their motivation had increased mainly because the teacher's teaching style involved more visual aids and interactive practice.

Extract P1

R: " Oke baik selanjutnya, Apakah metode pembelajaran interaktif yang digunakan guru di kelas membantu anda lebih termotivasi dalam belajar bahasa inggris, mengapa?"

(Okay, next, does the interactive learning method used by the teacher in class help you be more motivated in learning English, why?)

P1: "Karena menggunakan metode pembelajaran interaktif membantu saya termotivasi dalam pembelajaran karena guru yang melakukan pembelajaran itu menjelaskan dengan baik dan mudah dipahami eeee lebih banyak menggunakan praktek terus kita jadi semangat menarik." ***(Because using interactive learning methods helps me to be motivated in learning because the teacher who is teaching explains it well and is easy to understand, eeee using more practice, it makes us enthusiastic and interesting.)***

Where [P1] had similarities in terms of increased motivation because the teacher's learning style in the classroom implemented interactive learning methods such as showing videos and images. Meanwhile, P[5] expressed a different opinion.

Extract P5

R: *"Selanjutnya, Apakah metode pembelajaran interaktif yang digunakan guru dikelas membantu anda lebih termotivasi dalam belajar bahasa inggris? Mengapa?"* **(Next, do the interactive learning methods used by teachers in class help you be more motivated in learning English? Why?)**

P5: *"Iyah, karena kita diberikan juga kesempatan untuk mengeluarkan kalimat bahasa inggris yang tidak cuma dikeluarkan oleh guru di sekolah. Jadi, bisaki ekspresikan dan kembangkan action yang dipunyai, karena kan metode tradisional itu memprioritaskan guru untuk berbicara, jadi kapanki siswa mau mampu untuk belajar bahasa inggris kalau begitu terus."* **(Yes, because we are also given the opportunity to issue English sentences that are not only issued by teachers at school. So, be able to express and develop the actions that you have, because the traditional method prioritizes teachers to speak, so when will students be able to learn English if so, then continue.)**

In contrast to the answers of [P1] and [P3], the reason put forward by [P5] was that his motivation increased because the teacher taught in class by involving students more actively in speaking and developing the actions they had.

3.3 Advantages and disadvantages of interactive learning methods in increasing student motivation

Most of the respondents explained the advantages and disadvantages of interactive learning methods that helped boost their learning motivation, particularly through the use of LCDs and engaging videos.

The researcher (R) asked Participant 3 (P3) for their opinion on the advantages and disadvantages of interactive learning methods in increasing their motivation to learn English. P3 stated that the advantage lay in the use of LCDs and practical activities, which made it easier to understand the learning material. However, the disadvantage was the reliance on

Extract P3

R: *"Okeh baik selanjutnya, menurut anda apa kelebihan dan kekurangan dari metode tersebut?"* **(Okay, next, in your opinion, what are the advantages and disadvantages of this method?)**

P3: *"Menurut saya kelebihan dan kekurangan dari metode tersebut, kelebihannya menurut saya kelebihan dari metode tersebut yaitu dapat meningkatkan motivasi saya*

untuk belajar karena menggunakan vidio vidio dan gambar yang menarik." ***(In my opinion, the advantages and disadvantages of this method are that the advantages of this method are that it can increase my motivation to learn because it uses interesting videos and images.)***

R : " Kekurangannya? ***(The downside?)***

P3: "Kekurangannya dengan adanya metode tersebut kita berkegantungan ke metode tersebut karena adanya teknologi yang canggih kita bisa mengandalkan metode tersebut ke jawaban jawaban yang ada." ***(The downside of this method is that we depend on this method because with sophisticated technology we can rely on this method to get the answers we need.)***

Where [P3] have the same opinion regarding the advantages and disadvantages of interactive learning methods, namely the advantages were due to the LCD that displayed interesting images or videos which made it easier to understand the material, and the disadvantages were that the technology made people addicted or dependent on answers from the internet. Meanwhile, P[2] and P[5] expressed different opinions.

Extract P2

R: "Baik selanjutnya menurut anda apa kelebihan dari metode pembelajaran interaktif dalam meningkatkan pemahaman dan motivasi anda dalam belajar bahasa inggris?"

(Well, next, what do you think are the advantages of interactive learning methods in improving your understanding and motivation in learning English?)

P2: "Kalau kelebihannya itu ee kayak tadi ji bisa mi melihat berbagai contoh dan bisa juga ee.. ee mendengarkan contohnya secara langsung. Kalau kekurangannya itu eeh… kayaknya… tidak ada ji kak" ***(The advantages are like before, you can see various examples and you can also listen to the examples directly. The disadvantages are, well... I don't think there are any.)***

Extract P5

R: "Iye.. okey selanjutnya, menurut anda apa kelebihan dan kekurangan dari metode pembelajaran interaktif dalam meningkatkan pemahaman dan motivasi anda dalam belajar bahasa inggris?" ***(Yes… okay, next, in your opinion, what are the advantages and disadvantages of interactive learning methods in improving your understanding and motivation in learning English?)***

P5: "Kalau untuk kelebihan yang pertama itu menyediakan kesempatan untuk siswa berbicara di depan, mendengarkan dan menulis secara langsung. Yang kedua, memberikan umpan balik langsung dan memungkinkan penyesuaian belajar sesuai kebutuhan. Yang ketiga itu mendorong kolaborasi dan kerja sama antar siswa. Dan yang terakhir, membuat proses belajar lebih fleksibel dan dapat disesuaikan dengan gaya

belajarnya siswa." ***(If for the first advantage, it provides an opportunity for students to speak in front, listen and write directly. The second, it provides direct feedback and allows learning adjustments as needed. The third is to encourage collaboration and cooperation between students. And the last, it makes the learning process more flexible and can be adjusted to the student's learning style.)***

R: "Okeh kalau kekurangannya?" ***(Okay, if there are any shortcomings?)***

P5: "Kekurangannya... ee mungkin takutnya siswa siswi itu lebih bergantung pada teknologi, terus minat literasi buku dan siswa itu berkurang." ***(The downside... eh, maybe I'm afraid that students will become more dependent on technology, and then their interest in book literacy will decrease.)***

In contrast to the answers of [P3], the reasons put forward by [P2] were that the advantages of this learning method were its learning style that often used examples so that motivation increased, while the disadvantage he said was that he felt there were no disadvantages to the interactive learning method. Meanwhile, [P5] also had a different opinion, namely that the advantages of this interactive learning method made students more active in class so that the learning process was more flexible and could be adjusted to the student's learning style. The disadvantages were that with increasingly sophisticated technology, interest in book literacy decreased.

4.4 Students' understanding of the interactive learning method itself

Most of the respondents provided explanations about their understanding of the interactive learning method itself, which they believed could increase their motivation to learn English.

The researcher (R) asked Participant 5 (P5) about their understanding of what the interactive learning method was like. P4 stated that this method involves the use of LCDs and increasingly advanced technology.

Extract P5

R: "Eee selanjutnya menurut anda metode pembelajaran interaktif itu seperti apa? ***(Eee, what do you think the interactive learning method is like?)***

P5: " Kalau menurut saya pembelajaran interaktif itu seperti apa, seperti belajar menggunakan teknologi teknologi modern." ***(In my opinion, what is interactive learning like, like learning using modern technology?)***

R: " Seperti?" ***(?)***

P5: " Seperti.. Lcd, ee memperlukan internet, dan handphone." ***(Like.. LCD, ee needs internet, and cellphone.)***

Where [P5] had the same opinion regarding their understanding that the interactive learning method was like using an LCD to display videos and other modern technologies. Meanwhile, P[2] stated a different opinion.

Extract P2

R: " Eee sepengetahuan ta mengenai metode pembelajaran interaktif itu bagaimana?"
(Eee, to my knowledge, what is the interactive learning method?)
P2: " Eee caranya kalau apa ya… misalkan disuruh ee maju kedepan untuk ee memperkenalkan diri dalam bahasa inggris, atau bisa juga memperkenalkan teman atau bermain quis quisan gitu kak." *(Eee, what's the way to do it? For example, if you're asked to come forward to introduce yourself in English, or you can also introduce your friends or play a quiz.)*
R: " Okeh, lebih banyak anunya prakteknya ya?" *(Okay, more of the practical stuff, huh?)*
P2: " Iye." *(Yes.)*

In contrast to the answers of [P5], the reason put forward by [P2] according to his understanding was that the interactive learning method was like a teaching method that involved students being active in class, such as playing quizzes, asking questions and also practicing

5.5 Students' experience using technology: Was this method more effective in interactive English learning?

Most of the respondents gave similar explanations regarding their experience using technology, and it was proven that this method was more effective in increasing their motivation to learn English.

The researcher (R) asked Participant 4 (P4) about their experience using technology in the interactive learning method and whether it was more effective in boosting their motivation to learn English. P4 stated that the method was more effective due to increasingly advanced technology and the use of LCDs that displayed engaging images and videos, which helped increase their motivation.

Extract P4

R: "Okey. selanjutnya, bagaimana pengalaman anda ketika menggunakan teknologi dalam pembelajaran interaktif bahasa inggris? Apakah metode ini lebih efektif?" *(Okay.. next, how is your experience when using technology in interactive English learning? Is this method more effective?)*
P4: " Iyah, karena kita juga tau cara penyebutan kata tersebut lewat vidio yang kita lihat, kita tonton." *(Yes, because we also know how to pronounce the word from the videos we watch.)*

Where [P4] had the same opinion that this interactive learning method was more effective in increasing motivation because, with increasingly sophisticated technology that displayed videos, was easier to understand the English material. Meanwhile, P [5] expressed a different opinion.

Extract P5

R : *"Itu saja, okeh.. eee, bagaimana pengalaman anda ketika menggunakan teknologi dalam pembelajaran interaktif bahasa inggris? Apakah metode ini lebih efektif? **(That's all, okay.. eh, how is your experience when using technology in interactive English learning? Is this method more effective?)**

P5: "Iyah tentu lebih efektif karena ketika mengguakan teknologi dalam pembelajaran itu semangat siswa dalam hal pembelajaran, karena saya juga sudah alami dan hasilnya memang meningkatkan semangat saya dan mengembangkan saya dalam berbahasa inggris. Pertanyaan pertanyaan yang ditanyakan tentu memberikan kesempatan untuk berbicara." **(Yes, of course it is more effective because when using technology in learning, it increases students' enthusiasm in learning, because I have also experienced it and the results have indeed increased my enthusiasm and developed me in speaking English. The questions asked certainly provide an opportunity to speak.)**

In contrast to the answers of [P4], the reasons put forward by [P5] according to his experience with technology had proven to increase and develop his motivation further.

The interview results showed that while some participants shared similar views regarding the increase in student motivation to learn English, there were also differing opinions.

In section **1.1**, [P2] both stated that they preferred using interactive learning methods over traditional ones because the use of LCDs displaying videos and images made it easier for them to understand the material, which in turn increased their motivation. Meanwhile, [P5] had a different opinion, stating that their motivation increased through interactive learning methods that involved practice, as it helped improve speaking skills and develop public speaking abilities.

In section **2.2**, [P1] shared the same reason behind their increased motivation to learn English, which was the teacher's use of interactive methods such as presenting lessons through LCDs that displayed videos, making learning more engaging, and incorporating practical activities that were easy to understand. On the other hand, [P5] offered a different perspective, stating that their motivation increased because the teacher's teaching style actively involved students in the classroom to develop their skills and take more action.

In section 3.3, [P3] agreed on the advantages and disadvantages of interactive learning methods. The advantages included the use of LCDs displaying images and videos that made it easier to understand the material and boosted

motivation. However, they also noted a disadvantage: advanced technology could lead to dependency and over-reliance on the internet for answers. In contrast, [P2] and [P5] had different opinions. [P2] believed the advantage of the method lay in its frequent use of examples, which increased motivation, while they felt there were no disadvantages. [P5] stated that the advantage of interactive learning was that it made students more active in class, allowing the learning process to be more flexible and adaptable to each student's learning style. The disadvantage, however, was that with the rise of advanced technology, students' interest in reading books declined.

In section **4.4**, [P5] both expressed that interactive learning involves using LCDs to display images or videos and relied on increasingly modern technology. In contrast, [P2] had a different view, stating that interactive learning referred to methods that actively engage students in class, such as quizzes, Q&A sessions, and practical activities.

In section **5.5**, [P4] agreed that interactive learning was more effective because of the use of advanced technology and LCDs that showed images and videos, making the material easier to understand. Meanwhile, [P5], who held a slightly different opinion, stated that the use of technology in this method had proven to increase their motivation to learn and helped them progress further.

The results of the study indicated that the increase in junior high school students' motivation to learn English was closely related to the implementation of interactive learning methods. There are two types of interactive learning methods that had been proven effective in enhancing students' motivation: the use of technology and engaging learning activities.

One such method was utilizing technology as a learning medium, delivering material through videos, audio, and other multimedia formats (Negoescu & Mitrulescu, 2023). In addition to technology, various other interactive approaches such as storytelling, quizzes, and hands-on practice were implemented as effective strategies to boost students' enthusiasm for learning English.

Based on interview results, students expressed that the interactive learning methods used by teachers were engaging and in line with current developments. The use of tools like LCD projectors made them feel more motivated and helped them better understand the material, as lessons became more visually appealing through images and videos. Teachers also fostered an active classroom environment by incorporating quizzes, concrete examples, and practical activities. The improvement of school facilities in terms of digital learning media, such as LCD projectors, also supported teachers in delivering interactive learning materials through videos, PowerPoint presentations, and other modern media. This significantly contributed to students' motivation to learn. Video-based learning media, in particular, help students grasp content more easily by making lessons more interesting and accessible. As stated by

(Selimovic, 2022), students with higher levels of motivation tend to understand the material better, achieve their learning goals more effectively, and enjoy the learning process.

Discussion

After interviewing students about interactive learning methods to enhance learning, five students stated that they preferred using interactive learning methods over traditional ones. They explained that this method, which involves visual aids such as LCDs displaying videos and images, made it easier for them to understand the material and made learning English more enjoyable. This was supported by (Muhammad Rezki Fadillah, Hamsi Mansur, 2019) who stated that the use of interactive learning media as an aid in the learning process helped students better understand English material, which was previously considered difficult due to limited comprehension of the language. The use of interactive learning media such as LCDs, laptops, mobile phones, speakers, and others significantly increased students' learning motivation. They became more enthusiastic and enjoyed the process of learning English. Thus, interactive media proved to be effective in stimulating students' enthusiasm for learning. It not only increased motivation but also had a positive impact on improving their academic performance

After learning about some of the students' perceptions, it was seen that there was an increase in interactive learning methods such as doing practical activities in the classroom, which became something something fun, easier to understand, and provide motivation for students to be more active in class so that the learning process is more flexible and can be adjusted to the students' learning style, train speaking skills and develop public speaking. This is supported by the theory of (Richards & Rodgers, 2021), which states that the implementation of interactive learning methods emphasizes the use of various activities and games that stimulate students to actively speak during the learning process. Furthermore, this method also highlights the importance of interaction and collaboration among students as part of the learning experience. In addition, students are given the opportunity to practice their speaking skills in real-life contexts, which helps to improve their fluency and speaking abilities more naturally.

This study showed that interactive learning methods involving fun activities such as quizzes and guessing games served as reinforcement to make learning more effective and to boost students' motivation. These methods also created a more cheerful, memorable, enjoyable, and productive classroom atmosphere. This was supported by (Asma & Sahur, 2024), The stages of implementing Joyful Learning included the preparation, delivery, and practice phases, each of which was designed to strengthen understanding, practical application of knowledge, and participant feedback for refining teaching methods. From this study, it was evident that Joyful Learning had significant potential in increasing both

motivation and learning outcomes. In practice, the learning strategy involved the use of games and fun activities that actively engaged both students and teachers in the learning process. The delivery of material was supported by in-class quizzes and Q&A sessions. This approach emphasized active and meaningful learning, where participants were not just passive recipients of information, but also were involved in improving the effectiveness of learning and facilitating more efficient understanding of the material.

This study showed that the used of interactive learning methods increased students' motivation to learn English. However, some schools still lacked adequate facilities and infrastructure. This was explained in the research by (Melisa Khoyyiroh Harahap, 2024), which stated that although interactive methods enhanced students' learning motivation, some students still required special guidance to cope with increasingly advanced technology. One of the challenges mentioned was the lack of facilities and infrastructure in certain schools in Medan. Before teachers implemented this method with students, training was needed for educators so that they could master the advanced technology involved. Furthermore, interactive learning methods required support from parents to evaluate their children's learning progress after school. However, the challenge lay in the fact that many parents are busy, which meant this method had not yet been fully optimized for students.

The difference between Melysa's research and this study lay in the subjects who used interactive learning methods to enhance their motivation. Melysa's research involved elementary school students, while this study involved respondents from junior high school. Another difference was in the testing tools used: Melysa used experimental methods with pretests and posttests, whereas this researcher used interviews to explore students' perceptions. Additionally, the research instruments differed Melysa used questionnaires, while this study focused on interviews using recording devices and documentation as media.

Another challenge was highlighted in the research by (Hidayat & Devi, 2024), which states that the main factors contributing to students' low interest in learning English included unengaging teaching methods, lack of environmental support, and limited opportunities to practice English in daily life. The challenges faced included low intrinsic learning motivation, limited educational resources, and negative attitudes toward foreign languages. This became a limitation for interactive learning method despite the method being effective, if the teacher lacked creativity and delivered monotonous material, students became bored and found it difficult to understand the lesson due to the lack of enjoyment.

Student learning motivation was formed from within, wich provided enthusiasm in doing everything. This also had a very significant influence in improving the process and learning outcomes of students in learning English. Interactive learning methods so far provided effectiveness in terms of extrinsic factors which influenced attitudes, actions, and motivation from outside

providing support for students who wanted to learn and improve their English lessons in a fun way and according to their respective learning styles. If students who were taught with any method did not want to know and were not enthusiastic about learning the English that was taught, then there was no effective and efficient method that could be done in improving student learning motivation. So, as a researcher I concluded that the interactive learning method in improving student motivation is quite effective and efficient in its implementation which was fun, the content was quite interesting, and the results are improved.

Conclusion

English was a very important subject in life as a basic capital in providing a more secure future. In learning English, interactive learning methods had been applied to students. Interactive learning methods were one alternative learning model that helped students express their curiosity and understand the knowledge or concepts they were studying. With this interactive learning method, it could effectively increase students' motivation to learn English which was applied in class. Several factors contributed to this increase in motivation, including students' positive perceptions of English such as feeling fun or easy to understand which created a more conducive learning environment. Motivation also increased by the relevance of English to students' daily lives and habits that had been formed.

In addition, an interesting teaching approach that was in accordance with the individual learning style of students greatly supported their enthusiasm in learning. The availability and improvement of educational facilities and learning resources also further enhanced students' motivation. All of these interrelated elements played an important role in encouraging greater motivation among students in learning English. This provided the effectiveness of interactive learning methods in increasing students' motivation and interest in learning English, making English easier to learn, fun to implement in everyday life and giving students the spirit to improve English with more varied methods according to each student's learning method in visual, auditory, and kinesthetic directly practicing the English language learning that was being learned.

After collecting data, the researcher concluded that this interactive learning method is effective in increasing students' motivation in learning English. The researcher realized that this study had several limitations that were important to note as a basis for further research. One of the main limitations was the limited number of participants who only came from one educational institution, so that the findings could not be generalized widely to a more diverse student population. In addition, because it only relied on interviews, the data collection process tended to be influenced by the students' personal perspectives, so that the results did not reflect reality as a whole.

This study also did not examine the extent to which interactive learning methods had an impact on students' academic achievement. Therefore, further research was recommended to involve participants from various types of schools with more diverse backgrounds, utilize a mixed methods approach to gain a deeper understanding, and explore the relationship between learning motivation and academic outcomes in more detail. No less important, examining the effectiveness of each interactive method separately could also help identify the most effective approach in increasing students' motivation in learning English.

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