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## Junior High School Students' Extrinsic Motivation in Learning English Using Multimedia

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### ABSTRACT

This study focuses on the consistent use of multimedia by student-teachers in English teaching, as it contributes positively to students' motivation and academic achievement. The research aims to investigate students' extrinsic motivation in learning English using multimedia. This research used quantitative approach with survey design. The population of this research were 31 students of grade VII & VIII in one of junior high schools in Batusangkar which was chosen using total sampling technique. Data were collected by distributing questionnaires with five Likert scales. Then data were analyzed using descriptive quantitative using SPSS 30.0 software. The results of this study show that in general, students' extrinsic motivation in learning English using multimedia is average with a percentage of 54.8%. When viewed from the results, students' extrinsic motivation in learning English using multimedia is neither too high nor too low.

**Keywords:** *Learning English; Multimedia; Motivation*

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### INTRODUCTION

At the junior high school level, English learning emphasizes two main aspects: receptive skills, which include listening, reading, and viewing, and productive skills, such as speaking, writing, and presenting. English instruction is also text-based, where students learn different types of texts, including narrative, procedural, descriptive, and other authentic texts like short messages and advertisements, which serve as the main reference in the learning process. The goal of English learning in junior high school is to help students communicate, express their ideas, wishes, and feelings through the texts they study. To achieve these learning objectives, teachers are required to apply various effective



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teaching strategies, including differentiation and the integration of technology in the classroom. One important aspect that supports the teaching and learning process is the use of learning media. According to Sutrisno & Siswanto (2016), learning media is one of the factors that can improve learning outcomes and influence students' achievement. Therefore, the learning process should be supported by multimedia tools, such as YouTube, PowerPoint presentations, and other digital media, to make learning more engaging and effective.

Multimedia refers to the integration of different media formats, such as text, images, videos, animations, and audio, to present information effectively. The combination of these media creates a multi-sensory and interactive experience that is designed to educate or deliver messages in a more engaging and dynamic way (Zhang Zhen, 2016; Vaughan, 2011). In addition, Hofstetter, cited in Siti Aminah (2018) explains that multimedia involves the use of computers to combine text, graphics, audio, and moving images, such as videos and animations, through links and tools that enable users to navigate, interact, create, and communicate. In the learning process, multimedia offers many advantages, particularly in English language learning. According to (Ismail, 2021), the use of multimedia can help students remember and understand lessons more easily. It can also increase students' interest in learning, making the classroom atmosphere more engaging and less monotonous. Furthermore, Jalaluddin (2023) states that multimedia in English language learning provides several benefits, including making learning topics easier to understand, creating a more enjoyable learning experience, and improving students' interest and motivation in learning English. Student teachers from UIN Mahmud Yunus Batusangkar undergone pre-service programs, including at the Junior High School of 3 Salimpaung, consistently applied multimedia in English teaching. This use of multimedia not only increases students' extrinsic motivation but also gradually improves their learning outcomes.

Hornby in Nurbaiti et al., (2023) says that motivation is derived from the word "motive," meaning "a reason for doing something. This idea means that a motive or reason is significantly needed by someone before doing something, as this will influence the Emil Yani, Nina Suzanne, Sirajul Munir and Silfia Rahmi (2026)



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success of the task that will be carried out. Furthermore, Brown (2006) states that motivation places much more emphasis on the individual's decisions, the choices people make as to what experiences or goals they will. There are two types of motivation as quoted by Harmer (2001) namely: Intrinsic motivation and Extrinsic motivation. Intrinsic motivation comes from within a person. A person can be motivated because they enjoy the learning process itself or because a desire to make themselves feel better. Extrinsic motivation is influenced by external factors, such as the need to pass an exam, and the hope of financial reward. Furthermore, Hamzah Uno in Ummah (2019) explains that characteristics of extrinsic motivation is the existence of a conducive learning environment and interesting learning activities. In addition, Ryan & Deci (2020) says that there are several characteristics of a person's extrinsic motivation in achieving goals, namely reward and punishment. Reward or punishment refers to form of external regulation that drives a person to behave based on rewards or punishments set from outside themselves.

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 (Kabooaha & 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). Lectora-based interactive multimedia is effective and engaging in EFL learning (Trapsilo & Science, 2019).

Previous studies have focused on the use of multimedia in English language learning, which has been shown to reduce student anxiety, increase motivation, and improve academic performance. Several studies highlighted the effectiveness of Android-  
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based interactive multimedia in improving students' learning achievement and motivation at the junior high school level. In addition, the use of YouTube was also found to have a positive effect on students' vocabulary acquisition as well as increasing their motivation in learning English. However, no one has specifically examined the level of students' intrinsic motivation in learning English using multimedia. Therefore, this research focuses on students' extrinsic motivation in learning English using multimedia. Multimedia in this study includes the use of YouTube and PowerPoint (PPT) as learning media in English learning. Therefore, the main question in this study is: what is the level of students' extrinsic motivation in learning English using multimedia? The aim of this study is to investigate the level of students' extrinsic motivation in learning English using multimedia. The use of multimedia in teaching by student teachers has made students more engaged, enthusiastic, motivated, and interested in learning through external factors such as rewards, teacher support, and interactive learning activities. This has gradually contributed to the improvement of their learning outcomes. Therefore, this study aims to measure students' extrinsic motivation levels in the categories of very high, high, medium, low, or very low when learning with multimedia.

### **RESEARCH METHOD**

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 the Junior High School of 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 were sampled. The total sample in this study was 31 students, consisting of 19 students of class VII and 12 students of class VIII. To determine the level of students' extrinsic motivation in learning English using multimedia, the research used a questionnaire. The questions in the questionnaire are based on the theory of extrinsic motivation and advantages of multimedia. To check whether the data used were valid or not, the research used content validity. After applying the formula, it had gotten 0.84 which is Valid, can be used with small revision. This means

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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 30.00 program 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 Sari et al., (2023). 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             | Cateryory 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 |
|----------------------------------|------------|
| $(M + 1,5 SD) < X$               | Very high  |
| $M + 0,5 SD < X \leq M + 1,5 SD$ | High       |
| $M - 0,5 SD < X \leq M + 0,5 SD$ | Average    |
| $M - 1,5 SD < X \leq M - 0,5SD$  | Low        |
| $(X < M - 1,5 SD)$               | Very low   |

Where:

M = Mean  
SD = Standard Deviation  
X = Score from each student's questionnaire answers

## FINDING AND DISCUSSION

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### Finding

The research results in the form of data will be further analyzed or critically interpreted with relevant theoretical approaches. In addition, the data can also be supported by presenting tables to clarify the research findings. This study aims to answer questions dealing with students' extrinsic motivation level in learning English using multimedia at junior high school of 3 Salimpaung. Specifically, this study categorizes students' extrinsic motivation into five types: rewards, the need to pass an exam, conducive learning environment, interesting learning activities, and punishment.

### *Students' Extrinsic Motivation Level in Learning English Using Multimedia*

**Table 3. Class Interval and Categories of Students' Extrinsic Motivation Level in Learning English Using Multimedia**

| Formulas                         | Class Interval           | Interpretation | F  | %     |
|----------------------------------|--------------------------|----------------|----|-------|
| $(M + 1,5 SD) < X$               | $191,29 < X$             | Very High      | -  | -     |
| $M + 0,5 SD < X \leq M + 1,5 SD$ | $178,88 < X \leq 191,29$ | High           | 10 | 32.3% |
| $M - 0,5 SD < X \leq M + 0,5 SD$ | $166,47 < X \leq 178,88$ | Average        | 17 | 54.8% |
| $M - 1,5 SD < X \leq M - 0,5SD$  | $154,06 < X \leq 166,47$ | Low            | 2  | 6.5%  |
| $(X < M - 1,5 SD)$               | $X < 154,06$             | Very Low       | 2  | 6.5%  |
| <b>Total</b>                     |                          |                | 31 | 100%  |

Based on the table above, it can be concluded that students in grades VII and VIII have an average level of extrinsic motivation with a percentage of 54.8% in learning English using multimedia. Extrinsic motivation is influenced by external factors, such as the need to pass exams and the expectation of rewards. Although multimedia can encourage students' motivation to learn, there are still a small number of students who have very low motivation (6.5%), which indicates that the use of multimedia has not been maximized useful for all students.

### *Students' Motivation Level in Learning English Using Multimedia in Term of Reward*

**Table 4. Class Interval and Categories of Students' Extrinsic Motivation Level in Learning English Using Multimedia in term reward**

| Formulas | Class Interval | Interpretation | F | % |
|----------|----------------|----------------|---|---|
|----------|----------------|----------------|---|---|



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|                                                  |                        |           |    |       |
|--------------------------------------------------|------------------------|-----------|----|-------|
| $(M + 1,5 \text{ SD}) < X$                       | $38,40 < X$            | Very High | -  | -     |
| $M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$ | $35,77 < X \leq 38,40$ | High      | 12 | 38,7% |
| $M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$ | $33,14 < X \leq 35,77$ | Average   | 11 | 35,5% |
| $M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$ | $30,50 < X \leq 33,14$ | Low       | 6  | 19,4% |
| $(X < M - 1,5 \text{ SD})$                       | $X < 30,50$            | Very Low  | 2  | 6,5%  |
| <b>Total</b>                                     |                        |           | 31 | 100%  |

Based on the table above, it can be concluded that students' motivation level in learning English using multimedia is in the high category, with a percentage of 38.7%. This reward is the reason for students to learn English using multimedia, because they want to get rewards. However, there are still students who have very low motivation in the reward section, which is 6.5%.

### *Students' Motivation Level in Learning English Using Multimedia in Term the Need to Pass Exam*

**Table 5. Class Interval and Categories of Students' Extrinsic Motivation Level in Learning English Using Multimedia in term of the Need to Pass Exam**

| Formulas                                         | Class Interval         | Interpretation | F  | %     |
|--------------------------------------------------|------------------------|----------------|----|-------|
| $(M + 1,5 \text{ SD}) < X$                       | $38,48 < X$            | Very High      | -  | -     |
| $M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$ | $35,94 < X \leq 38,48$ | High           | 12 | 38.7% |
| $M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$ | $33,41 < X \leq 35,94$ | Average        | 13 | 41.9% |
| $M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$ | $30,88 < X \leq 33,41$ | Low            | 4  | 12.9% |
| $(X < M - 1,5 \text{ SD})$                       | $X < 30,88$            | Very Low       | 2  | 6.5%  |
| <b>Total</b>                                     |                        |                | 31 | 100%  |

Based on the table above, it can be concluded that students' motivation related to the need to pass exams in learning English using multimedia is in the average category (41.9%). This shows that the drive to pass the exam is an external factor that motivates students to learn. However, although multimedia can help, there are still a small number of students (6.5%) who have very low motivation, which indicates that the use of multimedia has not been effective enough to encourage all students to achieve their exam goals.

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## *Students' Motivation Level in Learning English Using Multimedia in Term Conducive Learning Environment*

**Table 6. Class Interval and Categories of Students' Extrinsic Motivation Level in Learning English Using Multimedia in term Conducive Learning Environment**

| Formulas                         | Class Interval         | Interpretation | F  | %     |
|----------------------------------|------------------------|----------------|----|-------|
| $(M + 1,5 SD) < X$               | $39,37 < X$            | Very High      | 1  | 3.2%  |
| $M + 0,5 SD < X \leq M + 1,5 SD$ | $36,11 < X \leq 39,37$ | High           | 3  | 9.7%  |
| $M - 0,5 SD < X \leq M + 0,5 SD$ | $32,86 < X \leq 36,11$ | Average        | 22 | 71.0% |
| $M - 1,5 SD < X \leq M - 0,5 SD$ | $29,60 < X \leq 32,86$ | Low            | 3  | 9.7%  |
| $(X < M - 1,5 SD)$               | $X < 29,60$            | Very Low       | 2  | 6.5%  |
| <b>Total</b>                     |                        |                | 31 | 100%  |

Based on the table above, it can be concluded that students' motivation related to Conducive Learning Environment in learning English using multimedia is in the average category (71.0%). This shows that a conducive learning environment, which includes the use of multimedia as a learning tool, can support and facilitate the learning process well. However, there are still a small number of students (6.5%) who have very low motivation, which indicates that the use of multimedia is not effective enough in creating a conducive learning environment for all students.

## *Students' Motivation Level in Learning English Using Multimedia in Term interesting learning activities*

**Table 7. Class Interval and Categories of Students' Extrinsic Motivation Level in Learning English Using Multimedia in term Interesting Learning Activities**

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| Formulas                         | Class Interval         | Interpretation | F  | %     |
|----------------------------------|------------------------|----------------|----|-------|
| $(M + 1,5 SD) < X$               | $38,51 < X$            | Very High      | 1  | 3.2%  |
| $M + 0,5 SD < X \leq M + 1,5 SD$ | $35,87 < X \leq 38,51$ | High           | 13 | 41.9% |
| $M - 0,5 SD < X \leq M + 0,5 SD$ | $33,23 < X \leq 35,87$ | Average        | 8  | 25.8% |
| $M - 1,5 SD < X \leq M - 0,5SD$  | $30,58 < X \leq 33,23$ | Low            | 7  | 22.6% |
| $(X < M - 1,5 SD)$               | $X < 30,58$            | Very Low       | 2  | 6.5%  |

Based on the table above, it can be concluded that students' motivation related to interesting learning activities in learning English using multimedia is in the high category (41.9%). This shows that learning activities designed to make students interested and happy to participate, such as the use of multimedia, can increase students' learning motivation. However, there are still a small number of students (6.5%) who have very low motivation, which indicates that the use of multimedia is not effective enough to increase learning motivation for all students.

### Discussion

The aims of this study was to investigate the level of students' extrinsic motivation in learning English using multimedia at junior high school 3 Salimpaung. Based on the results of the study, the level of students' extrinsic motivation in learning English using multimedia is generally in the "medium" category. 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' extrinsic 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.

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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 perticipation, help students remember the material more easily, and enrich their vocabulary. In additation, Husna & Supriyadi, (2023) says 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' extrinsic 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, based on the research results, there are four types of extrinsic motivation in learning English with the using of multimedia. The types of extrinsic motivation found were reward, the need to pass exam, a conducive learning environment, and interesting learning activities. Based on the findings, it was found that for extrinsic motivation types, there are the need to pass the exam, and a conducive learning environment. The level of students' motivation in learning English using multimedia is at the “average” level, which means that the use of multimedia has a fairly good effect on students in increasing their motivation in learning English. Although not at the highest level, multimedia can influence students to be more involved in learning and increase their enthusiasm, especially in the context of achieving exam objectives and creating a more supportive learning environment.

However, when viewed from other types of extrinsic motivation, namely rewards and interesting learning activities, it is found that students' motivation in learning English using multimedia is in the “high” category. This shows that the use of multimedia in the English learning process in the classroom can make learning activities more interesting. Coupled with the rewards given by the teacher during the learning process, students' motivation increases even more. The combination of video, audio, sound, images, text, graphics and animation in multimedia makes learning activities more interesting and fun. Thus, students

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are more motivated in learning, because learning topics become easier to understand and enjoy. The use of multimedia also helps students switch from passive learning to active learning, increase students' independence in learning, and make it easier for them to remember and understand learning materials. All this proves that the use of multimedia has a positive effect on students' motivation in learning English.

This finding was in line with previous study which pointed out that the use of multimedia can increase student motivation due to the interactive and interesting nature of the activities Mayoran in (Bimo et al., 2021). Furthermore, Husein (2024) said that the use of multimedia can increase student motivation by combining engaging visuals, audio, and educational games. These features make learning fun, foster positive competition, and encourage active participation, leading to faster vocabulary improvement.

### **CONCLUSION AND SUGGESTION**

Students' extrinsic motivation level in learning English using multimedia is generally categorized as moderate. However, when viewed based on the indicators of extrinsic motivation, namely rewards and interesting learning activities, students show a high level of motivation. Meanwhile, indicators such as the need to pass exams and a conducive learning environment are still in the moderate category. The use of multimedia in English learning can enhance students' extrinsic motivation because it creates a more enjoyable and interactive learning atmosphere, encourages students to participate actively, motivates them to achieve better academic results, and increases their interest in learning English. This study is limited to examining students' extrinsic motivation in multimedia-based English learning. Therefore, future research is recommended to investigate other aspects of motivation, such as intrinsic motivation or other psychological factors related to the use of multimedia in English language learning.

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