

**THE CORRELATION BETWEEN THE USE OF INTERACTIVE MEDIA
AND STUDENT MOTIVATION IN LEARNING ENGLISH AT SENIOR
HIGH SCHOOL**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor's Degree in the field of English Language
Education

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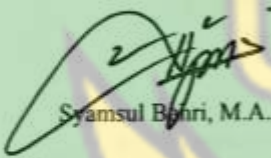
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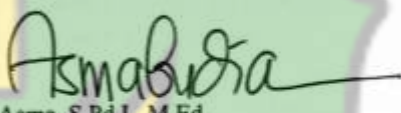
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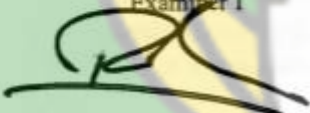
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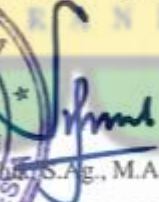
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**The Correlation Between the Use of Interactive Media and Student
Motivation in Learning English at Senior High School**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 06 Juli 2026

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Banda Aceh, June 16th, 2026

The Researcher

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ABSTRACT

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Title : The Correlation Between the Use of Interactive Media and Student Motivation in Learning English at Senior High School
Supervisor : Syamsul Bahri, S.Ag., M.A.
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This study examined how the use of interactive media affects students' motivation to learn English in high school. The use of interactive media in English education is gaining popularity due to its ability to foster learning engagement and motivation. The study aims to determine whether there is a relationship between the use of interactive media and learners' motivation in English language learning. The study is based on Keller's ARCS (attention, relevance, confidence, and satisfaction) motivation model and Mayer's cognitive theory of multimedia learning. The study uses a correlational quantitative research design. A total of 171 Indonesian high school EFL students participated through a purposive sampling technique. Data were collected using a Likert-scale questionnaire consisting of 13 items to measure the use of interactive media and 13 items to measure students' motivation to learn English. The data were analyzed using descriptive analysis. The findings indicate that the relationship between the use of interactive media and students' motivation to learn English are strong. The correlation coefficient ($r = 0.795$) indicates a strong positive and acceptable relationship between the two variables, while the significance value ($p < 0.001$) confirms that the relationship is statistically significant. The study shows that interactive media has an important role in increasing student engagement, helping concept understanding, and creating a more interesting and participatory learning environment, which can support students' motivation to learn English.

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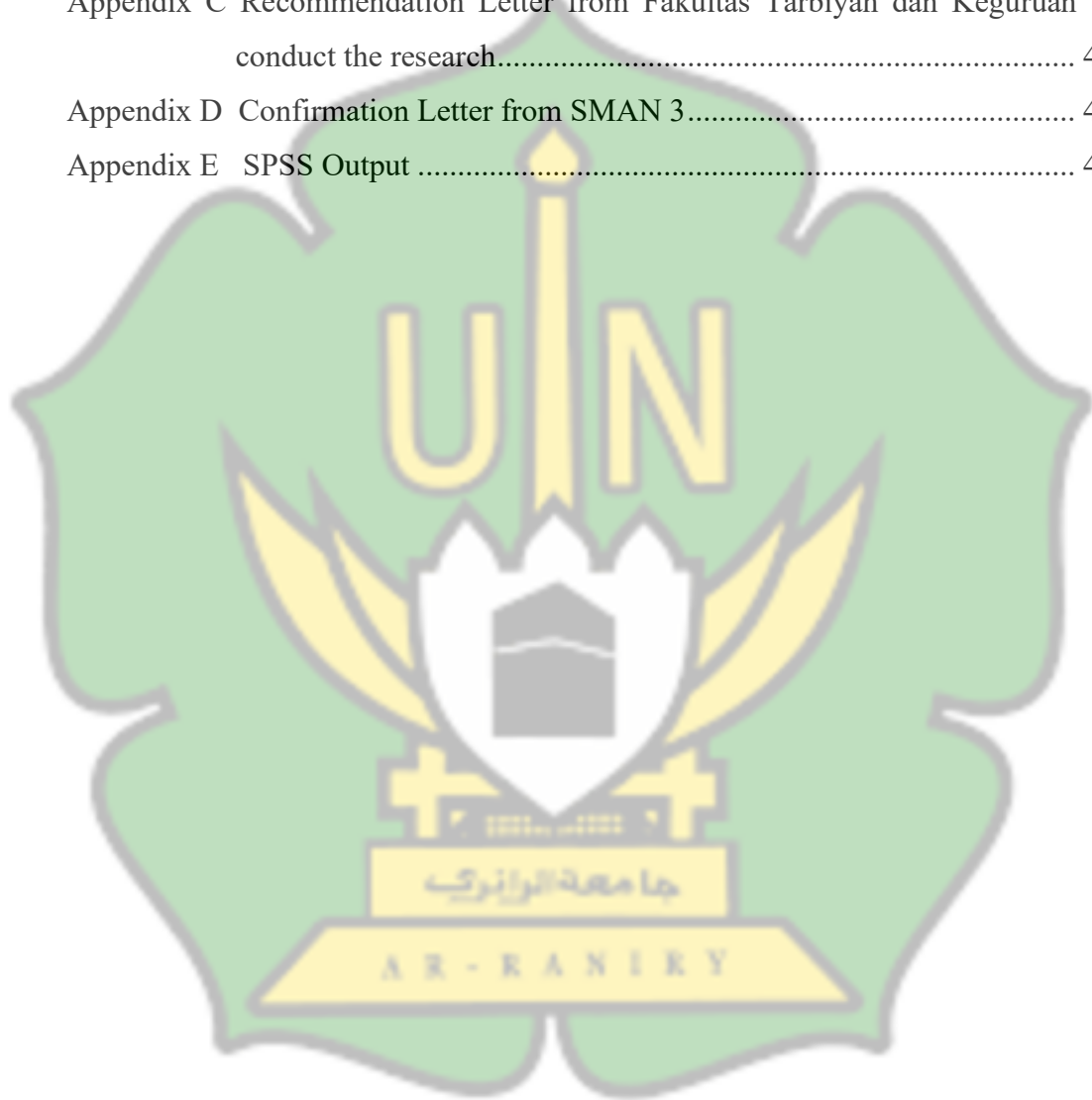


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CHAPTER I

INTRODUCTION

This chapter presents the main components of the research. It covers the research background, research questions, research objectives, and research significance. It also explains the key terminologies used in this study.

A. Background of The Study

The development of educational technology in the current digital era has transformed English language learning, making it more accessible and interactive for students. Nonetheless, many students consider learning English to be a boring, uninteresting, and difficult subject. The level of English learning engagement among senior high school students remains low, indicating that students' motivation to learn English is still a concern. According to Muslim et al. (2020), most high school students in Indonesia learn English to communicate with others and achieve their future goals. Putra and Salsabila (2021) stated that learning media play a crucial role in improving the teaching and learning process more effectively and relevantly. According to Openg et al. (2024), learning media are considered a creative tool used to convey material, making the learning and teaching process more effective, efficient, and fun.

One effective way in today's digital era is to support the learning process through the use of interactive media. The type of media combines audio, video, animation, and interactive features that create a more engaging learning experience. Interactive media serves as a comprehensive instrument, such as interactive multimedia, e-learning modules, interactive videos, mobile apps, and web-based platforms. Duan and Song (2009) defined multimedia as “the combination of diverse components such as text, images, audio, video, animation, and interactivity, which collectively improve the effectiveness of information dissemination.” Interactive multimedia helps increase student engagement, explain concepts clearly, and make learning more active and interactive. It also provides immediate feedback and encourages students to participate more actively than in conventional

learning. The digital tools help teachers actively involve students and facilitate the learning process.

Learning motivation is one of the non-cognitive elements that influence student language ability. Quan (2014) found that learning motivation is a crucial factor in determining the success of the EFL learning process. In addition, motivation encourages students to be proactive, vigilant, and persistent in the face of learning problems. Muslim et al. (2020) found that learning motivation has a strong positive relationship with English learning results. Students who are not only highly motivated but also active are capable of overcoming the challenges of learning English and consistently reaching excellent learning outcomes. Therefore, maintaining students' motivation is important, especially for senior high school students who are expected to develop their English skills for academic and future purposes. In this context, the use of appropriate learning media may support students' interest and participation in English language learning.

Several studies (e.g., Li et al., 2024; Prasetya et al., 2025) have shown that interactive media is related to increased learning motivation. Prasetya et al. (2025) found that interactive media is a very effective tool for supporting student motivation in a learning environment, as it effectively and engagingly presents information while providing students with opportunities to actively participate during the educational process. Supported by Li et al. (2024), who explain that digital game-based learning, as a form of interactive media, can increase their interest, fun, challenge, and competitive activities. In another study, Mayer (2014) found that learning that integrates visual and auditory elements through digital media can help students understand learning material and increase their interest in learning. Kusuma et al. (2022) also found in their study that students who learned through interactive applications showed a high level of intrinsic motivation and curiosity compared with those who learned through conventional methods. Meanwhile, Muslim et al. (2020) showed that motivation is positively related to learning outcomes, although the motivation of high school students in Indonesia remains relatively low.

However, the study has shown that interactive media can support and increase students' learning motivation; limited studies have specifically examined the relationship between the use of interactive media and students' motivation to learn English, particularly among senior high school students. Previous research has often focused on different subjects, such as science, or different levels of education, such as primary schools and universities. For example, Budiarto and Jazuli (2021) examined the use of learning media to increase students' motivation in science learning at the elementary school level. Other studies have also focused on improving language skills or used experimental and pre-experimental designs rather than examining the relationship between interactive media use and learning motivation. Therefore, there is still a need for research that quantitatively examines the strength of the relationship between interactive media use and student motivation to learn English at the senior high school level. Based on this gap, the objective of the study is to directly determine whether high school students' use of interactive media is correlated with their motivation to learn English.

B. Research Questions

1. Does the use of interactive media correlate with student motivation in learning English?
2. To what extent does the frequency of interactive media use predict English learning motivation among senior high school students?

C. Objective of the Study

1. To identify the relationship between students' motivation to learn English at the senior high school level and the use of interactive media.
2. To determine the extent to which the frequency of interactive media use predicts English learning motivation among senior high school students.

D. Significance of the Study

1. Theoretical Significance

The study contributes to research on technology-based language learning in English language teaching by providing empirical support for the relationship between interactive learning media and student motivation. The findings of the study strengthen existing theories on technology-based learning and support the effective integration of digital media in English language learning to enhance students' motivation in the digital era.

2. Practical Significance

The study provides practical benefits for students by highlighting the role of media in supporting their motivation to learn English. The use of interactive media can provide a more engaging and active learning experience, which may encourage students to participate and maintain their interest in learning English. For schools, this study provides information about the potential of interactive media to support students' motivation and create a more engaging learning environment. Additionally, this study can serve as a useful reference for future researchers who are interested in studying interactive media and students' motivation in English language learning.

E. Terminology

1. Interactive Media

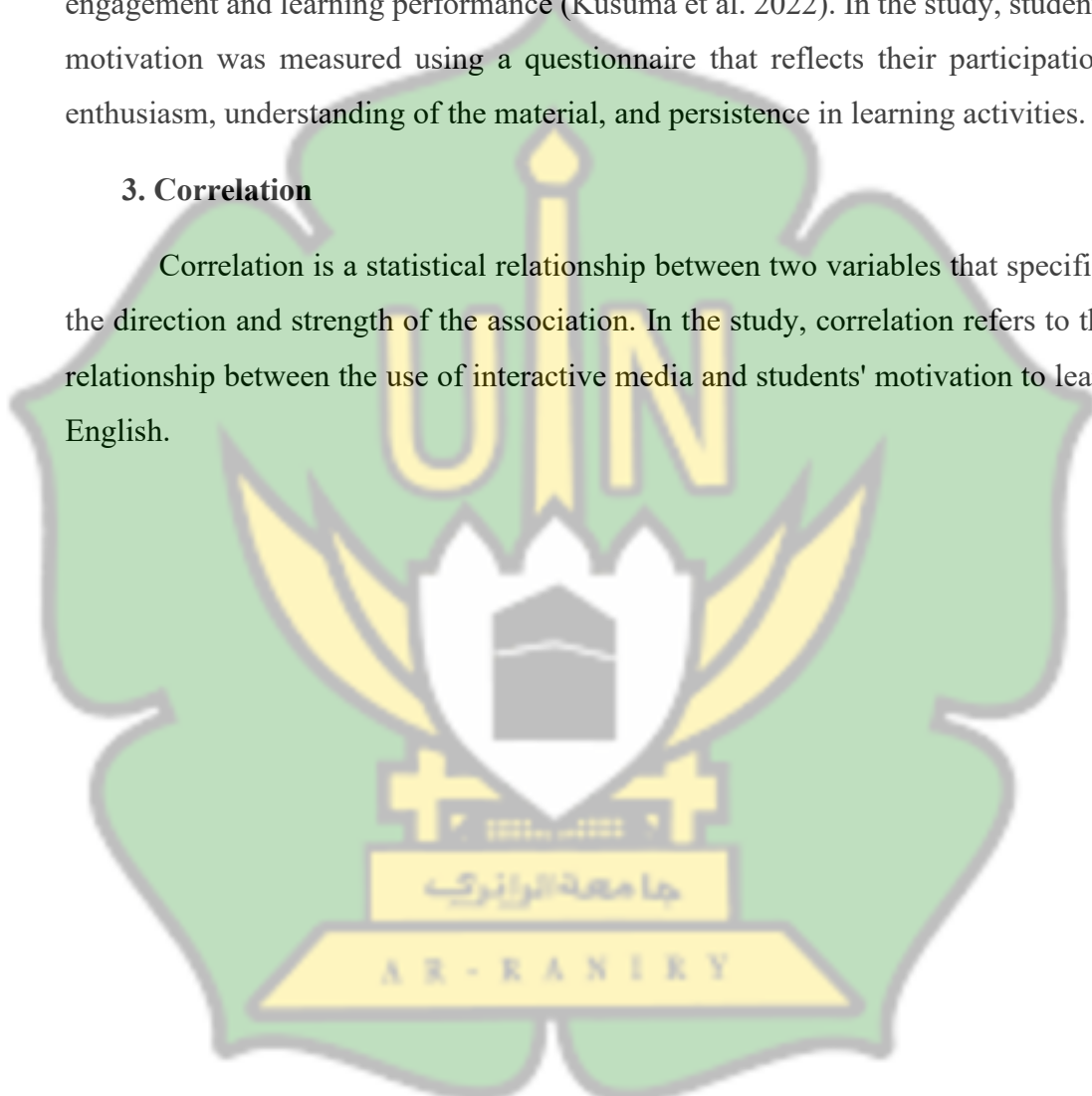
Interactive media refers to technology-based or digital learning media that enable two-way interaction between students and learning content. According to Mayer (2024), interactive media supports learning through the integration of visual and audio elements that encourage active student participation. In this study, interactive media includes digital applications, web-based platforms, (<https://www.Canva.com>),(<https://www.Mentimeter.com>),(<https://Kahoot.com>),(<http://quizizz.com>), and other interactive learning tools used in English learning activities.

2. Student Motivation

Student motivation is defined as internal and external elements that motivate students to participate actively in the learning process. Motivation in learning English comprises intrinsic and extrinsic components that affect students' engagement and learning performance (Kusuma et al. 2022). In the study, students' motivation was measured using a questionnaire that reflects their participation, enthusiasm, understanding of the material, and persistence in learning activities.

3. Correlation

Correlation is a statistical relationship between two variables that specifies the direction and strength of the association. In the study, correlation refers to the relationship between the use of interactive media and students' motivation to learn English.



CHAPTER II

LITERATURE REVIEW

The chapter discusses the theoretical and empirical basis for the study. It examines the key concepts related to the use of interactive media and students' motivation in learning English, as well as relevant theories. The chapter reviews past research on the use of interactive media on learning motivation, finds research gaps, and proposes a conceptual framework.

A. Interactive Media

Interactive media is an important innovation in the language learning process that uses digital technology to create two-way communication between students and teaching materials. Heinich et al. (2002) define interactive media as a means of learning tools that allow students to respond, control, and interact through digital features. According to Smaldino et al. (2012), interactive media serves as a communication bridge between educators and learners by providing direct feedback and supporting visual and auditory engagement. Based on these perspectives, interactive media can be understood not only as a tool for delivering learning materials but also as a tool that facilitates interaction and student participation. Mayer (2012) found that the cognitive theory of multimedia learning emphasizes the important role of interactive media in building students' conceptual understanding through the complementary integration of visual and audio information. In line with that, Putra and Salsabila (2021), explain that interactive multimedia is a collection of elements such as text, photos, audio, video, animations, and interactive features that create a more engaging and participatory learning experience.

Interactive media in English language learning helps students practice listening, speaking, reading, and writing abilities through simulation-based activities, online quizzes, and mobile applications. The level of media interactivity has the potential to affect students' psychological dimensions, including

motivation, interest, and academic performance; higher levels of interactivity are associated with increased student motivation and participation in the learning process. Furthermore, interactive media offers flexibility by enabling learning to take place anytime and anywhere. Multimedia based digital tools facilitate active engagement between students and learning content, provide rapid feedback, and support the development of cognitive and affective skills independently. reflecting the application of contemporary student-centred learning theories that emphasise active participation, collaboration, and technology integration, thereby contributing to an engaging, effective, and motivating learning experience in English language learning.

1. Types of Interactive Media

Interactive media can be presented in different forms to support students' learning activities. Rieber (2005) explains that interactive educational multimedia includes games, simulations, and microworlds, which allow learners to participate in and control the learning environment. In addition, multimedia learning can involve different forms of information, such as words, pictures, audio, animation, and video, which can support students in processing and understanding learning materials (Mayer 2012). In English language learning, these forms of interactive media can be applied through educational games, interactive quizzes, interactive videos, and digital learning activities. For example, educational games and quizzes allow students to respond to questions and receive feedback, while interactive videos can combine visual and auditory information with activities that require students to participate. Therefore, interactive media can provide students with opportunities to interact with learning materials, participate actively, and receive feedback during the English learning process. These characteristics make interactive media relevant to the present study, which examines the relationship between the use of interactive media and students' motivation to learn English at the senior high school level.

2. Functions and Benefits of Interactive Media

Interactive media functions as an instructional tool that supports interaction, collaboration, and continuous learning motivation. Quizzes, simulations, and instructional games are examples of interactive media activities in English language learning that improve student engagement across behavioral, cognitive, and emotional aspects (Noor & Aisyah, 2018). Study by Salsabila and Apoko (2024) shows that platforms such as Kahoot and Quizizz significantly enhance students' motivation, participation, and confidence by providing immediate feedback. In addition, interactive media supports independent and collaborative learning by encouraging learner autonomy through digital platforms. By integrating visual, auditory, and interactive elements, interactive media improves comprehension, retention, and intrinsic motivation (Openg et al. 2024). Overall, the use of interactive media creates a more engaging, effective, and meaningful learning experience.

3. Theoretical Framework of the Use of Interactive Media

The theoretical framework for interactive media in the study is based on the Cognitive Theory of Multimedia Learning proposed by Mayer (2012). This theory explains that multimedia elements, such as words, images, audio, and video, can support students' learning and understanding of learning materials. In English language learning, these elements can be presented through interactive digital media that allow students to interact with learning materials and participate actively in the learning process. The integration of multimedia elements can support effective information processing, reduce unnecessary cognitive load, and improve students' understanding of learning materials. Therefore, this theory provides a basis for understanding how interactive media can effectively support student participation, motivation and engagement in English language learning.

B. Student motivation

Motivation is an important factor in language learning like talent, intelligence, and attitudes can greatly affect achievement in acquiring or learning a foreign language for students (Quan 2014). According to Schunk et al. (2012), motivation is an action directed toward and sustained by a proposed learning goal. In English language learning, motivation can encourage students to participate in learning activities, continue practicing their language skills, and achieve their learning goals. Chhor et al. (2024) classified motivation into two types: intrinsic and extrinsic motivation. Intrinsic motivation comes from students' personal interest, curiosity, and satisfaction in learning, while extrinsic motivation is influenced by external factors such as rewards, grades, or other outcomes. Types of motivation can influence students' interest and engagement in learning English. Yuzulia (2021) found that motivation is an important factor in foreign language learning, as language learning requires continuous effort and commitment.

Learning motivation in learning English as a Foreign Language (EFL) is formed through the interaction of internal factors and external factors, such as teacher support and learning environments that encourage active participation (Chhor et al. 2024). Motivation can develop through positive learning experiences that encourage students to participate and continue learning English. This idea is supported by Sari Ayu and Dwi Prastyo (2023), who found that a conducive, technology-supported learning environment, including the use of interactive digital media, significantly increases students' engagement and persistence. In addition, Asih (2012) found that interactive and visually engaging learning tools can increase confidence and reduce anxiety, allowing students to participate more actively in English learning. Overall, motivation in EFL learning can be strengthened through supportive environments and engaging learning environments and engaging learning experiences that encourage students to participate and be involved in the learning process.

As a result, motivation in English as a foreign language (EFL) is a complex process influenced by both internal and external factors. Students' interest, curiosity, confidence, and positive learning environment experiences can encourage them to participate and continue learning English. At the same time, a supportive learning environment and the use of relevant and interactive learning media can strengthen students' engagement and reduce anxiety during the learning process. Therefore, EFL learning motivation does not depend only on students' internal drives but is also supported by the learning environment and appropriate learning approaches. Understanding these factors is important for creating meaningful learning experiences that encourage students to remain motivated and actively involved in learning English. Thus, it can be concluded that EFL learning motivation does not only depend on internal drives but is also strongly influenced by pedagogical interventions and relevant learning media, so the integration of a comprehensive approach is key in improving the success of English language learning.

C. The Relationship Between Interactive Media and Student Motivation

The use of media in learning has long been associated with student motivation to learn. As a digital tool, interactive media is one of the most relevant forms of media because it combines elements such as text, visuals, audio, video, animation, and interactive activities to create a more engaging learning experience (Mayer 2012). These features can attract students' attention, encourage active participation, and provide opportunities for students to interact with learning materials and receive immediate feedback. In English language learning, interactive quizzes, videos, games, and digital activities can make learning more enjoyable and encourage students to participate in language practice and help the teaching and learning process increase students' enthusiasm to study.

Empirical studies show that the use of interactive animation media can support students' interest, attention, and knowledge at the primary level (Asperina et al. 2024). In the effective realm, interactive media contributes to increasing student interest, enthusiasm, and confidence. A fun learning environment through

virtual game features, points, challenges, and rewards encourages students to be more emotionally engaged. This is evident in the use of Kahoot, which has been found to increase the enthusiasm and motivation of high school students in English language learning evaluations (Salsabila & Apoko 2024). In addition, platforms like Quizizz also provide a more engaging and competitive learning experience, so students show greater readiness and willingness to participate (Dame et al. 2022). Another study confirms that the combination of audio-visual elements in interactive multimedia results in a learning experience that sparks excitement as well as curiosity, which further reinforces intrinsic motivation (Openg et al. 2024).

The ARCS model (attention, relevance, confidence, and satisfaction) by Keller (2010) provides a framework for understanding students' motivation in English language learning. Motivation can be supported by the four ARCS components by attracting students' attention, increasing relevance, building confidence, and creating satisfaction in the learning process. Self-Determination Theory Deci and Ryan (1985), learning motivation increases when students' needs for autonomy, competence, and relatedness are satisfied through features such as immediate feedback and digital collaboration.

1. Attention

Interactive media can attract and maintain students' attention through visuals and audio. Based on the Cognitive Theory of Multimedia Learning (Mayer 2012), students' attention increases when material is presented using multimedia that follows principles such as contiguity, coherence, and modality. This is supported by Trinawindu et al. (2016), who found that dynamic and interactive visualizations enhance student engagement

2. Relevance

The relevance refers to connecting learning materials and students' needs and experiences in real-life contexts. Interactive media supports English learning more relevant by using digital tools familiar to students. Abror and Setiawan

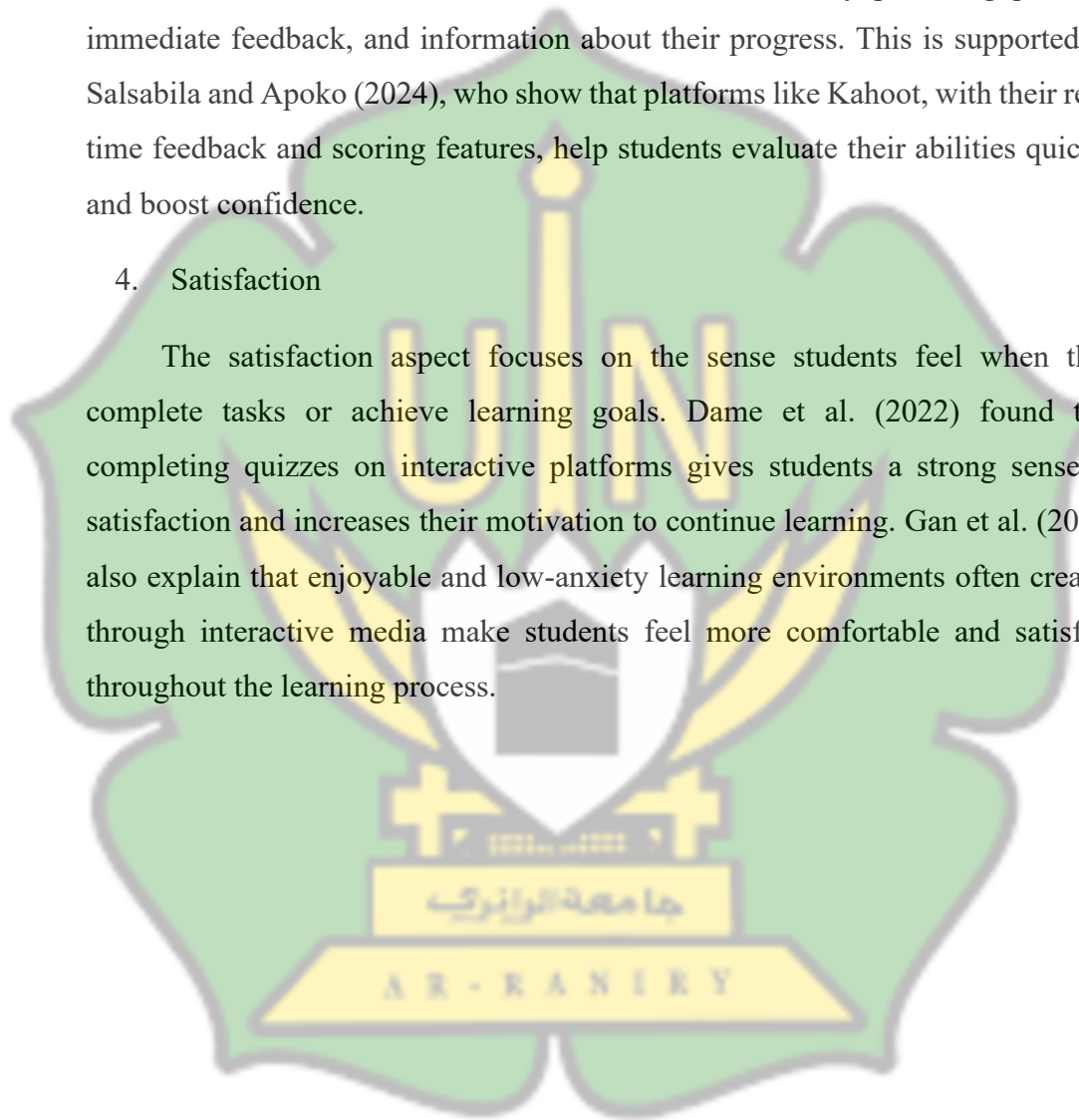
(2024) found that using social media as a learning tool increases relevance because these platforms are already part of students' daily routines.

3. Confidence

Interactive media can build students' confidence by providing practice, immediate feedback, and information about their progress. This is supported by Salsabila and Apoko (2024), who show that platforms like Kahoot, with their real-time feedback and scoring features, help students evaluate their abilities quickly and boost confidence.

4. Satisfaction

The satisfaction aspect focuses on the sense students feel when they complete tasks or achieve learning goals. Dame et al. (2022) found that completing quizzes on interactive platforms gives students a strong sense of satisfaction and increases their motivation to continue learning. Gan et al. (2015) also explain that enjoyable and low-anxiety learning environments often created through interactive media make students feel more comfortable and satisfied throughout the learning process.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology used in this study. It covers the research design, population and sample, data collection technique, and research instrument. It also presents the hypothesis formulated by the researcher.

A. Research Design

The study used a quantitative methodology with a correlational research design to investigate the relationship between the use of interactive media and students' motivation to learn English. According to Sugiyono (2022), quantitative research uses numerical data and statistical procedures to test hypotheses objectively. The study does not provide special treatment to variables, but only observes conditions as they are in the learning environment. Similarly, Creswell and Creswell (2023) explain that correlational design is appropriate when the purpose of the research is to measure two variables without any manipulation. The two variables measured were to find out whether an increase in the use of interactive media (Variable X) affects students' motivation to learn (Variable Y)

Through this approach, the relationship that is to be tested in the study is whether the higher the level of use of interactive media, the higher the students' motivation to learn English. It not only provides information about the existence or absence of a relationship, but also assesses the intensity and direction of the relationship. The purpose of the study is to see if there is a relationship between the use of interactive media and improved motivation to learn among high school English students.

B. Research population and sample

The study was conducted at the Senior High School 3 Banda Aceh (SMAN 3 Banda Aceh). The population in the study is all students of class X, which amounted to 300 students. The selection of this population is based on the characteristics of schools that have implemented the use of interactive media in learning, especially in English subjects. This school has a conducive learning environment, supported by digital based learning facilities such as Canva, Quizizz, Zep Quiz (<https://quiz.zep.us>), Mentimeter, and the use of projectors as a medium for delivering materials. Furthermore, teachers at the school actively incorporate technologies such as smartphones and laptops into the learning process, which supports research findings on the use of interactive media and students' motivation to learn.

1. Sample

Sugiyono (2022) defines a sample as a subset of the population that is meant to reflect the features and conditions of the population being studied. Because it is generally impractical to collect data from every member of a population, researchers choose a sample to generate accurate and reliable data that may be utilized to answer research questions. The population for the study consisted of 300 tenth-grade students from the selected senior high school. To calculate the required sample size, the study applied the Slovin formula with a 5% margin of error (0.05). The Slovin formula is commonly used when the total population is known, but detailed information regarding population variance is unavailable Sugiyono (2022). The calculation is presented as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{300}{1 + 300(0.05)^2} = \frac{300}{1 + 0.75} = \frac{300}{1.75} = 171$$

N = total population (300 students)

n = number of samples

e = margin of error (0.05)

Based on the calculation above, the minimum sample size for this study was 171 students. Thus, a total of 171 students were chosen to participate in the study. The sample size was deemed suitable to represent the population and offer reliable data for investigating the association between the use of interactive media and students' motivation to learn English.

2. Sampling Technique

This study employed purposive sampling as the sampling technique. Purposive sampling is a non-probability sampling technique in which participants are selected based on specific criteria that are relevant to the objectives of the study Sugiyono (2022). This technique enables researchers to select participants with specific features and experiences who can provide meaningful and relevant data to answer the research challenge.

Purposive sampling was considered appropriate for this study since not all classes in the population had equal experience with interactive media during English learning activities. As a result, the researcher chose participants who met the inclusion criteria for the variables being investigated. Five of the nine tenth-grade classes in the school were chosen because they regularly used interactive technology as part of the English learning process.

The criteria used in selecting the participants were as follows:

1. The students were enrolled in Grade X at the selected senior high school.
2. The students were actively participating in English learning activities during the current semester.

C. Data collection technique

To collect data, questionnaires were distributed online to all 171 respondents. The online data collection method was chosen so that respondents may react more efficiently, save time, and be free. The Steps in data collection are as follows:

1. Prepare questionnaire instruments based on variable indicators of interactive media use and learning motivation
2. Submit a research clearance letter to the school and coordinate with teachers regarding schedules and technicalities.
3. Distribute questionnaires to students according to the samples needed using the online form.
4. Collect and check to ensure completeness and consistency of data.

D. Research instrument

The instrument employed in the study was a questionnaire with a Likert scale for efficient data collection. The Likert scale, which ranged from 1 (strongly disagree) to 5 (strongly agree), was used to assess respondents' levels of agreement with each statement. According to Creswell and Creswell (2023), the Likert scale is widely used to measure attitudes, perceptions, and opinions because it effectively represents the degree of respondents' agreement

The research instruments in this study consist of two variables:

1. Independent Variable (X): Use of Interactive Media

This instrument measures the extent to which students use digital-based interactive media in English learning, such as Mentimeter, Kahoot, Quizizz, Canva, interactive videos, and other learning applications. The measurement includes the frequency of use, level of interactivity, student participation, and students' perceptions of the effectiveness of interactive media in supporting their understanding of learning materials. Higher scores indicate more frequent use, greater student involvement, and more positive perceptions of interactive media.

2. Dependent Variable (Y): Motivation to Learn English

This instrument measures students' learning motivation, which refers to internal and external factors influencing students' interest, participation, effort, and persistence in English learning. The measurement is based on the ARCS model

(attention, relevance, confidence, and satisfaction), which reflects students' attention to learning activities, perceived relevance of the material, confidence in completing tasks, and satisfaction with the learning process. Higher scores indicate higher levels of motivation in learning English.

E. Hypothesis

Null Hypothesis (H_0):

There is no significant relationship between using interactive media and student motivation to learn English in high school.

Alternative Hypothesis (H_1):

There is a significant relationship between using interactive media and student motivation to learn English in high school.

F. Data Analysis Technique

The data obtained from the questionnaire distribution were analyzed using descriptive statistics with the help of the latest version of SPSS software. Descriptive analysis is used to describe respondents' general tendency towards research variables. According to Guetterman (2023), explaining that in quantitative research, analysis techniques must be adjusted to the purpose of the research, whether to describe the data, identify relationships, and also test the influence between variables.

The steps for data analysis in this study are as follows:

1. Descriptive statistics

Descriptive statistical analysis was used to explain the characteristics of the research data on the respondents replies to each research variable. The data will be analyzed by calculating the mean, standard deviation, frequency, and percentage. Sugiyono (2022) with this technique can identify patterns and the distribution of data can be identified before further analysis.

2. Normality test

This analysis was used to verify that the data on variables X and Y were normally distributed, using the Kolmogorov-Smirnov test via the SPSS device (Ghozali 2021). This test has a criterion, namely Sig. > 0.05: Normally distributed data. While Sig. $\leq$ 0.05: Data are not normally distributed.

3. Validity test

This analysis was carried out to assess the accuracy of the instrument in measuring variables in the study. Validity is calculated using the Corrected Item-Total Correlation Technique based on Pearson's correlation formula (Sugiyono 2022), which ensures that each instrument item contributes significantly to the overall measurement. This test has a criterion, namely if $r_{\text{count}} > 0,30 \rightarrow$ item is declared valid.

4. Reality test

This analysis uses Cronbach's Alpha coefficient; this reflects the instrument's internal consistency in measuring the same variable repeatedly Taber (2018). These tests are important to ensure that the instrument is reliable in the context of research data collection.

Table 3. 1 Reliability interpretation based on Cronbach's Alpha values

Cronbach's Alpha Value	Reliability category
≥ 0.90	Excellent reliability
0.80– 0.89	Good reliability
0.70–0.79	Acceptable reliability

5. Correlation test

The data were evaluated using a correlational analysis to determine the association between the use of interactive media and students' motivation to learn English. A normality test was done before the correlation test to ensure that the

data met the requirements for a parametric statistical analysis (Pallant 2020). The data distribution determined the correlation test used. If the data are normally distributed, the Pearson product-moment correlation is applied. However, if the data do not match the normality criterion, a nonparametric alternative is used: the Spearman rank correlation. The p-value is used to see if there is a relationship between variables. A p-value < 0.05 shows a strong correlation between the variables.

Table 3. 2 Interpretation of correlation coefficient

Correlation coefficient (r)	Interpretation
0.00-0.19	very weak
0.20-0.39	weak
0.40–0.59	Moderate
0.60–0.79	Strong
0.80–1.00	Very Strong

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter evaluates the findings and discusses the study. The results section summarizes the data analysis findings, which include descriptive statistics, validity and reliability tests, normalcy testing, and Spearman's rank correlation assessments. The discussion part interprets the findings by linking them to the study question, pertinent theories, and prior studies, as well as explaining the relationship between the use of interactive media and students' enthusiasm to learn English.

A. Findings

1. General Overview of Research Implementation

The results of this study were carried out on students from SMAN 3 Banda Aceh. The population consisted of 171 students of class X who were included as respondents using purposive sampling technique. Therefore, the researchers only selected 171 students from 5 classes. The researchers conducted the study on May 21-24, 2026. The tool consists of a closed-ended Likert-scale questionnaire (1 = strongly disagree, 5 = strongly agree) given online via Google.

The questionnaire is divided into two sections: (X) a 13-item scale measuring the usage of interactive media, and (Y) a 13-item measure measuring desire to learn English, which covers attention (3 items), relevance (3 items), self-confidence (3 items), and contentment (4 items). A total of 171 student replies were successfully obtained (100% response rate). The data was then reviewed for completeness before being coded, tabulated, and analyzed for descriptive and inferential statistics with SPSS Version 25. Overall, the researcher did not find any serious obstacles in conducting research at SMAN 3 Banda Aceh. The following are the findings of the research and the discussion of the analysis that have been conducted by the researcher.

Based on the questionnaire data, the use of interactive media and the student motivation variable are described as follows:

Table 4. 1 Distribution of Percentage of Respondents' Answers to the use of interactive media

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Interactive media is often used in learning English in the classroom?	6%	3.5%	4.74%	39.2%	9.4%
2.	Interactive media has made me more active in learning English in the classroom.	1.2%	1.8%	35.1%	52%	9.9%
3.	Interactive media has made me more active in learning English in the classroom.	1,2%	2.9%	42.1%	42.1%	11.7%
4.	Interactive media helped me understand English material more clearly.	6%	2.3%	30.4%	55%	11,7%
5.	Explanations using interactive media in English are easier for me to understand.	6%	2.3%	44,4%	44,4%	8.2%
6.	Interactive media helped me understand difficult material into simpler terms.	6%	2.9%	38%	45%	13.5%
7.	Interactive media makes learning English more interesting.	1,2%	1.2%	22%	54.4%	21.1%
8.	Interactive media makes the atmosphere of	1%	4,7%	31%	45.2%	18.1%

	learning English less boring.					
9.	I am more interested in learning English when using interactive media.	2%	6,4%	48.9%	31%	11.7%
10.	Interactive media encouraged me to participate in English learning	1.2%	2,3%	38%	48.5%	9.9%
11.	I often answer or respond when interactive media is used in English	1.4%	1%	22,4%	53%	21.6%
12.	Interactive media allowed me to actively participate in English teaching in the classroom.	1.6%	1.8%	37%	48%	11.7%
13.	Interactive media is easy to use in learning, and I have no difficulty in using it	1.2%	1.2%	36.3%	47.4%	14%

The frequency distribution presented in Table 4.1 indicates that students generally had positive perceptions toward the use of interactive media in English learning. Across the 13 questionnaire items, most respondents selected Agree and Strongly Agree, while only a small proportion chose Disagree or Strongly Disagree. These findings suggest that interactive media were widely accepted as an effective tool for supporting English learning. Examining the responses in more detail, Item 4, which states that interactive media help students understand English materials more clearly, received the highest level of agreement, with 55.0% selecting Agree and 11.7% selecting Strongly Agree. Likewise, Item 7 showed that students

considered interactive media to make English learning more interesting, while Item 13 indicated that most students found interactive media easy to use. Overall, these results demonstrate that students viewed interactive media as useful, engaging, and supportive of their learning process.

Table 4. 2 Distribution of Percentage of Respondents' Answers to the students motivation

No	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Interactive media made me pay more attention to English lessons.	6%	3.5%	4.74%	39.2%	9.4%
2.	I became more focused when interactive media was used in learning	1.2%	1.8%	35.1%	52%	9.9%
3.	Interactive media keeps me interested during my learning	12.9%	43.3%	42.1%	42.1%	11.7%
4.	Learning English with interactive media was beneficial for me.	6%	2.3%	30.4%	55%	11,7%
5.	Interactive media helped me understand the use of English in my daily life.	6%	2.3%	44,4%	44,4%	8.2%
6.	Learning feels more meaningful when using interactive media.	6%	2.9%	38%	45%	13.5%
7.	I feel more confident when learning English with interactive media	1,2%	1.2%	22%	54.4%	21.1%
8.	Interactive media helped me feel better able to	1%	4,7%	31%	45.2%	18.1%

	complete English assignments well.					
9.	I believe my English skills improved with interactive media.	2%	6,4%	48.9%	31%	11.7%
10.	I feel satisfied when learning English using interactive media	1.2%	2,3%	38%	48.5%	9.9%
11.	Learning English with interactive media is fun	1.4%	1%	22,4%	53%	21.6%
12.	I feel happy after completing the English learning activity with interactive media	1.6%	1.8%	37%	48%	11.7%
13.	Does Interactive media make me less interested in learning English?	14%	47.4%	36.3%	1.2%	1.2%

The frequency distribution presented in Table 4.2 indicates that students generally demonstrated positive motivation toward learning English through the use of interactive media. Across the 13 questionnaire items, the majority of respondents selected Agree and Strongly Agree, while relatively few selected Disagree or Strongly Disagree. These findings suggest that interactive media contributed positively to students' motivation in learning English. Examining the responses in more detail, Item 7, which states that interactive media increased students' confidence in learning English, received one of the highest levels of agreement, with 54.4% selecting Agree and 21.1% selecting Strongly Agree. Likewise, Item 11 showed that students generally found learning English with interactive media enjoyable, with 53.0% selecting Agree and 21.6% selecting Strongly Agree. Received the highest proportion of Disagree (47.4%) and Strongly Disagree (14.0%) responses. This result indicates that most students rejected the negative statement, further supporting the finding that interactive media positively influenced their motivation to learn English

2. Description of Research Data

A. Characteristics of respondents

Table 4. 3 Characteristic of Respondents

Gender	Frequency	Percentage(%)
Male student	66	38,6
Female student	105	61,4
Total	171	100%

Table 4. 4 Characteristic of Respondents

Class	Frequency	Percentage(%)
X-4	33	19,3
X-5	32	18,7
X-7	35	20,5
X-9	38	22,2
X-10	33	19,3
Total	171	100%

Tables 4.3 and 4.4 present the characteristics of the 171 respondents based on gender and class. There were 66 male students (38.6%) and 105 female students (61.4%), indicating that female students constituted the larger proportion of the respondents. In terms of class, the respondents were distributed across five classes, with X-9 having the highest number of respondents (38 students; 22.2%) and X-5 having the lowest (32 students; 18.7%). These characteristics are presented as general information about the respondents involved in the study.

B. Descriptive statistics of research variables

a. Use of interactive media (x)

The variables of interactive media use were measured using 13 items with a total score, which was added to form a total score. The following table presents descriptive statistics on variable X.

Table 4. 5 Descriptive statistics for the use of interactive media

Statistic	Value
Minimum	36
Maximum	65
Mean	48,10
Std. Deviation	5,88

According to the descriptive statistics in Table 4.5, the lowest score earned by respondents was 36, and the highest score was 65. The average value for the variable consumption of interactive media was 48.10, with a standard deviation of 5.88. The mean result indicates that most students use interactive media to a satisfactory extent during the English learning process. Furthermore, a standard deviation less than the mean indicates that the data distribution is largely homogeneous, with no notable variances in respondents' use of interactive media.

b. Motivation to learn English(Y)

The variable motivation for learning English was measured using 13 items; the items were summed to form a total score. The following table presents descriptive statistics on variable Y

Table 4. 6 Descriptive statistics for the use of interactive media

Statistic	Value
Minimum	21
Maximum	65
Mean	48,05
Std. Deviation	6,47

According to Table 4.8, the minimum score earned by responders is 21, and the maximum score is 65. The mean level of motivation to learn English was 48.05, with a standard deviation of 6.47. The average score results show that there is a high level of motivation for learning English. This shows that respondents have significant interest in and desire to participate in English language learning. Meanwhile, the standard deviation value of 6.47, which is relatively minimal when compared to the average value (Mean), suggests that the variation in respondents' answers is not too great, implying that the data acquired can depict the general state of student learning motivation.

C. Instrument Validation

a. Validity test

The validity test was conducted to determine the extent to which each statement item in the research instrument accurately measured the variables of interactive media use in accordance with the concept being considered. The Pearson product-moment correlation between each item's score and the total score of the variable is used to assess validity. An item is considered valid if the calculated r -count is greater than the r -value in the table at a 5% significance level. The following table displays the validity tests for each variable. Use of interactive media (X).

1. Use of interactive media (X)

Table 4. 7 Validity test for users of interactive media

Items	r count	r Table	Interpretation
X1	0,550	0,150	Valid
X2	0,634	0,150	Valid
X3	0,700	0,150	Valid
X4	0,622	0,150	Valid

X5	0,587	0,150	Valid
X6	0,655	0,150	Valid
X7	0,643	0,150	Valid
X8	0,633	0,150	Valid
X9	0,630	0,150	Valid
X10	0,615	0,150	Valid
X11	0,633	0,150	Valid
X12	0,619	0,150	Valid
X13	0,557	0,150	Valid

The validity test findings given in Table 4.7 reveal that all statement items in the interactive media use variable have a computed r-value greater than 0.150. The computed r-value spans between 0.550 and 0.700. The highest correlation value is found in item X3, with a calculated r-value of 0.700, and the lowest correlation value is found in item X1, with a calculated r-value of 0.550. However, all of the correlation values stay above the specified minimum, indicating that all items meet the validity criterion.

These findings demonstrate that each statement item has a positive and substantial link with the overall score of interactive media consumption variables. In other words, all of the items in the instrument can represent the construct being measured, which is the use of interactive media. The strong correlation value of the items with the total score shows that each statement item makes a substantial contribution to measuring students' perceptions about the use of interactive media in English learning.

2. Motivation to learn English

Table 4. 8 Validity test for users of interactive media

Items	r count	r Table	Interpretation
Y1	0,682	0,150	Valid

Y2	0,570	0,150	Valid
Y3	0,698	0,150	Valid
Y4	0,665	0,150	Valid
Y5	0,619	0,150	Valid
Y6	0,724	0,150	Valid
Y7	0,731	0,150	Valid
Y8	0,715	0,150	Valid
Y9	0,630	0,150	Valid
Y10	0,775	0,150	Valid
Y11	0,715	0,150	Valid
Y12	0,627	0,150	Valid
Y13	0,454	0,150	Valid

The results of the validity test, shown in Table 4.8, demonstrate that all statement items on the English learning incentive variable have a higher calculated r value than the table value. The computed r -value ranges between 0.454 and 0.775. Item Y10 has the highest correlation value (calculated $r = 0.775$), while item Y13 has the lowest (calculated $r = 0.454$). Even though there is a difference in the level of correlation between items, all items still meet the validity criteria because they have a correlation value that is above the minimum limit that has been set.

The findings showed that each statement item had a positive relationship with the total score of the English learning motivation variable. This suggests that all of the statements can represent the dimensions of learning motivation examined in this study. As a result, each question contributes significantly to measuring students' enthusiasm to study English. It may be determined that all 13 statements about motivation to study English are valid and appropriate for use as research instruments. Reliability test.

b. Reliability test

The reliability test was used to assess the consistency of research instruments in assessing factors linked to interactive media use. In this study, Cronbach's alpha method was employed in conjunction with SPSS Version 25 to perform the reliability test. A Cronbach's alpha value of more than 0.70 implies that an instrument is reliable. The table below displays the reliability test results for each variable.

1. Use of interactive media (X)

Table 4. 9 Reliability test for motivation to learn English

Variable (X)	Cronbach's Alpha	Item	Interpretation
Use of interactive media	0,867	13	Reliable

The 13-item variable assessing interactive media use has a Cronbach's alpha value of 0.867, according to the reliability test findings displayed in Table 4.9. This outcome surpasses the widely accepted minimum reliability requirement of 0.70. A Cronbach's alpha of 0.867 falls within the range of good reliability (0.80-0.89) according to reliability criteria, suggesting that the instrument is dependable.

These data demonstrate that all statement items on the interactive media use variable have a high level of internal consistency when measuring the same idea. In other words, each item in the instrument can produce relatively consistent and mutually supportive measurement results for the variable of interactive media use.

2. Motivation to learn English

Table 4. 10 Reliability test for motivation to learn English

Variable (Y)	Cronbach's Alpha	Item	Interpretation
Motivation to learn English	0,893	13	Reliable

Cronbach's Alpha was calculated to be 0.893 using the findings of the reliability test in Table 4.10. This number falls between 0.80 and 0.89, indicating good reliability. These findings demonstrate that the English learning motivation instrument has a high level of internal consistency and can provide reliable data. The findings indicate that all statement items on the English learning motivation variable have high internal consistency in measuring the same construct. In other words, the research instruments can generate consistent and accurate data to assess students' English learning motivation levels. With a Cronbach's alpha value of 0.893, the instrument for measuring motivation to learn English is deemed reliable and appropriate for use as a data collection tool in this study, according to the analysis's findings.

c. Assumption testing

The normality test was conducted to determine whether the data obtained from the study were normally distributed. This test is important for determining the appropriate statistical analysis to be applied. If the data are normally distributed, parametric statistical tests may be used, whereas non-parametric statistical tests are more appropriate when the data do not meet the assumption of normality. In this study, the Kolmogorov-Smirnov test was used to examine the normality of the data

Table 4. 11 Normality Test

Variable	Kolmogorov-Smirnov	Criteria	Remarks
Use of interactive media (X)	0,024	Sig >0.05	Not Normally
Motivation to learn English (Y)	0,001	Sig >0.05	Not Normally

The normality test results in Table 4.11 show that the variable for interactive media use (X) has a p-value of 0.024, whereas the variable for motivation to learn English (Y) has a p-value of 0.001. The normality test indicates that if the significance value is less than 0.05, the data are not normally distributed. The distribution of the data may also be considered in relation to the sampling process. In the study, the classes included as the research sample were selected by the English language teacher based on the classes that used interactive media. Therefore, the researcher did not independently select the classes from the entire population. This condition represents a limitation of the sampling process because the characteristics of the selected classes were determined by the teacher and may have contributed to differences in the distribution of the respondents' responses.

Based on the results of the normality test, a non-parametric statistical technique was considered appropriate for the correlation analysis. Therefore, the researcher used the Spearman Rank correlation test to examine the relationship between the use of interactive media and students' motivation to learn English. The Spearman Rank test was selected because it does not require the data to be normally distributed and is appropriate for examining the relationship between two variables when the normality assumption is not met. Thus, the use of the Spearman Rank correlation test was consistent with the characteristics of the data obtained in this study.

d. Correlation analysis

Spearman Rank correlation analysis was used to examine the relationship between the use of interactive media and students' motivation to learn English. The Spearman Rank test was chosen because the normality test results indicated that the research data were not normally distributed. Therefore, nonparametric analysis techniques are considered more appropriate for use in this study. The results of the Spearman Rank correlation test can be seen in Table 4.12 below.

Table 4. 12 Correlation Test

Variable	Correlation coefficient (rs)	Sig. (2-tailed)	Remarks
interactive media (X) and English learning motivation (Y)	0,795	0,000	Significant

The Spearman Rank correlation test results in Table 4.12 produce a correlation coefficient of 0.795 with a significance value (Sig. 2-tailed) of 0.000. The significance level utilized in this study is 0.05, but the value is less than that. H_0 is rejected, whereas H_1 is accepted, demonstrating a significant link between the use of interactive media and students' passion for learning English in high school. In addition to being statistically significant, the 0.795 correlation value indicates a strong association between the two variables. A positive number for a coefficient shows that the link is unidirectional or positive. In other words, the usage of interactive media in the learning process increases students' motivation to learn English. This indicates that higher levels of interactive media use are associated with higher levels of students' motivation to learn English.

The findings of the study demonstrate a significant positive relationship between the use of interactive media and students' motivation to learn English. Interactive media can make learning more pleasurable, boost student

involvement in the learning process, and improve students' comprehension of the learning content. These settings might promote students' interest, excitement, and motivation to participate in English language learning. Based on the findings of the investigation, there is a positive and substantial association between the use of interactive media and students' motivation to learn English, with a Spearman Rank correlation coefficient value of 0.795. These findings suggest that the use of interactive media is positively related to students' motivation to learn English among senior high school students.

B. Discussion

1. Use of interactive media

The study findings suggest that students positively perceive the use of interactive media, as evidenced by an average score of 48.10 out of a maximum score of 65. These findings confirm Mayer's (2012) Cognitive Theory of Multimedia Learning, which proposes that students learn more effectively when information is delivered in both verbal and visual modalities. The use of text, images, audio, video, and animation allows students to digest information more efficiently and get a better understanding of the learning subject. As a result, interactive media improves students' understanding of English concepts and decreases difficulty with complex material. Furthermore, the ability of interactive media to boost student participation contributes to its good reputation. According to the questionnaire indicators employed in this study, interactive media allowed students to participate more actively in classroom activities, respond to teacher inquiries, and become more immersed in the learning process. These findings agree with those of Smaldino et, al. (2012), who believe that interactive media encourages active interaction between students, teachers, and learning materials, resulting in a more student centered learning environment.

These findings also show that interactive media can make the learning process more exciting and participatory. Students are more interested and enthusiastic when learning activities include interactive features compared to typical instructional approaches. These findings are in line with Heinich et al. (2002), who claim that good instructional media can attract students' attention and keep them interested throughout the learning process. Furthermore, the results are validated by earlier studies. Fatimah and Seriwati (2024) found that technology-based learning media have been shown to greatly boost student engagement and enthusiasm in classroom learning activities. Similarly, Salsabila and Apoko (2024) claim that interactive learning platforms boost students' passion and involvement in English language learning. These findings imply that interactive media is a key tool for generating active learning experiences.

2. Students' motivation in learning English

The research findings were based on a descriptive statistical analysis, and the variable evaluating motivation to learn English obtained an average score of 48.05 out of a possible 65 points. The results demonstrate that motivation to study English is high. These data demonstrate that students are highly motivated to participate in learning, comprehend the information, and engage in English learning activities. The high motivation of students to study can be explained by the ARCS model established by Keller (2010), which has four major components: Attention, Relevance, Trust, and Satisfaction. According to Keller, students will be more motivated to study if they are engaged in learning, comprehend the benefits of the content being studied, have confidence in their talents, and gain satisfaction from the experience. The findings of this study are consistent Schunk et al. (2012), who found that motivation is a factor that stimulates and sustains student learning behavior toward achieving particular goals.

Furthermore, Deci and Ryan (1985), using the Theory of Self-Determination, argue that learning motivation increases when students feel capable, actively involved in learning, and receive support from the learning environment. This study's conclusions are supported by research conducted by (Abror & Setiawan, 2024), (Fatimah & Seriwati, 2024), and (Salsabila & Apoko, 2024), who discovered that engaging and interactive learning experiences can boost students' motivation to participate in English language learning. Furthermore, Gardner (1985) identifies motivation as one of the most critical factors impacting a person's performance when learning a second or foreign language. Thus, the findings of this study show that pupils are very motivated to learn English.

3. Correlation between the use of interactive media and student motivation

This study found that there is a positive and significant relationship between the use of interactive media and students' motivation to learn English. ($r = 0.795$; $p = 0.000$). These findings show that students who use Interactive media are frequently connected and positively correlated with motivation to learn English. In other words, higher levels of interactive media use are associated with higher levels of students' motivation to learn English. The Spearman rank correlation test returned a p-value of 0.000 ($p < 0.05$). H_0 was rejected, whereas H_1 was accepted, demonstrating a positive and significant relationship between the use of interactive media and motivation to study English.

In addition to demonstrating a significant relationship, the findings of this study also address the second research question, which is the extent to which the use of interactive media is related to students' motivation to learn English. A correlation coefficient of 0.795 shows that the association between the two variables belongs to the strong group. According to Sugiyono (2022), correlation coefficients in the range of 0.60–0.79 are classified as strong

relationships. The study's use of instructional media is strongly related to student motivation

These findings support Keller's ARCS motivation model, which highlights four crucial components of learning motivation: attention, relevance, self-confidence, and satisfaction. The usage of interactive media can attract students' attention by adding a variety of visual and aural components, animations, and interactive activities that enhance the learning experience. In addition, interactive media also increases the relevance of learning because the material can be presented in a way that is more closely aligned with students' daily digital experiences. Through various interactive features that allow students to actively participate and receive immediate feedback, students can develop self-confidence in learning. Ultimately, a more engaging and enjoyable learning experience will foster satisfaction with learning, which can increase students' motivation to learn English.

This study's findings are also compatible with Mayer (2012) Cognitive Theory of Multimedia Learning; it shows how the use of multimedia in education can help students receive knowledge more effectively by combining of text, images, audio, and other visual aspects. When students find it easier to understand the concepts and material being taught, they tend to engage more actively in the learning process. This engagement may be associated with higher levels of students' motivation. Thus, interactive media not only serve as tools for delivering content but also as a means of creating a more meaningful and motivating learning experience. This interpretation is further supported by Muluk et al. (2026), who recognized that technology-enhanced learning offers a more active and engaged learning environment, encouraging students to develop their own understanding. Their study also emphasizes that technology provides supportive learning opportunities, although the learning outcomes may vary depending on how students engage with those opportunities.

The findings of previous research have also validated the findings of this study. Abror and Setiawan (2024), Fatimah and Seriwati (2024), and Salsabila and Apoko (2024) found that the use of interactive media has a

positive relationship students' engagement, participation, and motivation in English language learning. These studies show that interactive media can make learning more engaging, increase student participation, and help students better understand the material. The results of this study support these findings by demonstrating that the use of interactive media is substantially associated with students' motivation to learn English.

Although the findings of this study are consistent with previous research, this study adds its own perspective on the topic of English language learning. Previous studies have generally focused more on the effectiveness of interactive media in improving learning outcomes, student engagement, or participation. Meanwhile, this study, using a quantitative method and correlation research design, looks into the relationship between the use of interactive media and students' motivation to learn English in high school. Furthermore, this study analyzes the use of interactive media based on elements such as student engagement, the media's ability to help clarify learning concepts, and its capacity to create a more engaging and participatory learning process. Therefore, the findings of this study offer empirical proof that interactive media are strongly associated with higher student motivation to learn in addition to serving as a means of conveying material.

Thus, the study findings imply that interactive media are crucial in encouraging pupils to learn English. However, the usage of technology has an equal impact on students' motivation to study as other elements, including the learning environment, teacher support, and students' self-confidence. As a result, while interactive media is one factor influencing increased learning motivation, the effectiveness of interactive media in boosting student involvement, improving conceptual understanding, and providing engaging and participatory learning experiences is improved. These data also respond to both research questions provided: indicate that students' motivation to study English is positively and significantly correlated with their use of interactive media, and that this correlation is categorized as strong.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is divided into two parts. The first part is the conclusion, which summarizes this research. The second part consists of suggestions for this study.

A. Conclusion

This study studied the relationship between the use of interactive media and students' motivation to learn English at SMAN 3 Banda Aceh. Based on the data analysis and discussion, the following conclusions can be reached. First, the study's findings show a significant, positive relationship between the use of interactive media and students' motivation to learn English. The Spearman's rank test gave a significance value of 0.000 ($p < 0.005$), indicating statistically significant association between the two variables was indicated by the Spearman rank test, which produced a p-value of 0.000 ($p < 0.005$). According to these findings, students who incorporate interactive media into their education perform better and are more motivated to learn English. Conversely, students' motivation to learn decreases as their use of interactive media decreases. Therefore, interactive media is considered to be able to increase motivation, student involvement, help understanding concepts, and create a more interesting and participatory learning process.

Second, study findings indicate that there is a strong correlation between the desire to learn English and the use of interactive media. The Spearman's rank correlation coefficient value of 0.795 indicates this. Based on Sugiyono (2022) classification of correlation coefficients, this value is classified as strong. This finding demonstrates a strong correlation between students' willingness to study and their use of interactive media. These results suggest that interactive media serve as learning aids. Not only that, but interactive media also play a role in creating a more engaging learning experience, enhancing understanding, and

encouraging student participation during learning activities. Thus, the findings of this study show empirical proof that interactive media has a favorable, significant, and powerful relationship with students' motivation to learn English. Therefore, the use of interactive media is an effective and important strategy for creating and supporting an English language learning process that is more engaging and participatory, and that can enhance students' understanding and motivation.

B. Suggestion

Based on the findings of the study, several suggestions are proposed. For students, interactive media can be used more actively as a learning resource both inside and outside the classroom. The findings suggest that interactive media can be used as an additional resource to support English language learning. Students are encouraged to use digital quizzes, educational videos, English-learning applications, and other interactive platforms to practice English, explore learning materials, and participate actively in learning activities. Using interactive media appropriately can provide students with more engaging and meaningful learning experiences.

For future researchers, this study opens several avenues for further investigation. First, this study was limited to a single school and X-grade students; future researchers are advised to include a larger number of respondents from various schools, regions, and grade levels, so that the findings of this study have a higher degree of generalizability. Second, while this study employed only a quantitative correlational approach, future researchers may use a mixed-methods approach to better understand the issues that teachers and students confront, as well as their experiences using interactive digital media. Future researchers could examine other variables, such as student engagement and self-efficacy, to further explore learning motivation.

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APPENDICES

Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 015 TAHUN 2026

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya terkebut dalam Surat Keputusan ini dianggap siap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/KM.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2018, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan

KESATU

Menunjuk Saudara:

Nyaimul Bahri, S.Ag., M.A

Untuk membimbing Skripsi

Nama : **Nisa Fitri Adifa**
NIM : **2202010153**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Correlation Between the Use of Interactive Media and Students' Motivation in Learning English at Senior High School**

KEDUA

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-026.04.2.433625/2026 Tanggal 02 Desember/2024 Tahun Anggaran 2026;

KEEMPAT

Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA

Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Disahkan di Banda Aceh
Bandarongoh 6 Januari 2026
Dekan


Saiful Muluk

Daftar Isi

1. Daftar Isi
2. Daftar Isi
3. Daftar Isi
4. Daftar Isi
5. Daftar Isi
6. Daftar Isi
7. Daftar Isi
8. Daftar Isi

Appendix B Recommendation Letter from Dinas Pendidikan to SMAN 3



PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon : (0651) 22620 Faksimil: (0651) 32386
Laman: disdik.acehprov.go.id, Pos-el: disdik@acehprov.go.id

Banda Aceh, 12 Mei 2026

Nomor : 400.3.8/6774
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Yth. Kepala SMA Negeri 3 Banda Aceh
di-

Tempat

1. Sehubungan dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor B-2950/Un.08/FTK.1/TL.00/4/2026 Tanggal 11 Mei 2026 Hal Penelitian Ilmiah Mahasiswa, dengan ini kami memberikan izin kepada:

Nama : Nisa Fitri Alifa

Judul Penelitian : The Correlation Between The Use of Interactive Media and Student Motivation in Learning English at Senior High School

2. Mengingat kegiatan tersebut melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar dan mentaati semua peraturan yang berlaku.
3. Demi kelancaran kegiatan tersebut, hendaknya Saudara melakukan koordinasi terlebih dahulu dengan Kepala Sekolah yang bersangkutan.
4. Sejalan dengan komitmen Dinas Pendidikan Aceh untuk mewujudkan Zona Integritas Menuju Wilayah Bebas Korupsi (WBK) dan Wilayah Birokrasi Bersih dan Melayani (WBBM), kami mohon dukungan untuk tidak meminta/memberi sesuatu diluar aturan perundang-undangan yang berlaku.
5. Demikian kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

KEPALA DINAS PENDIDIKAN ACEH,



MURTHALAMUDDIN, S.Pd., MSP
PEMBINA TINGKAT I
NIP. 197011301993071001



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

Appendix C Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-2950/Un.08/FTK.1/TL.00/4/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Dinas Pendidikan Aceh : Kepala SMAN 3 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203083

Nama : NISA FITRI ALIFA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. T Hamzah Bendahara Asrama TNI Ad Kuta Alam Barak 6 No 94 Kuta Alam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE CORRELATION BETWEEN THE USE OF INTERACTIVE MEDIA AND STUDENT MOTIVATION IN LEARNING ENGLISH AT SENIOR HIGH SCHOOL*** "

Banda Aceh, 11 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 05 Juni 2026

جامعة الرانيري

AR - RANIRY

Appendix D Confirmation Letter from SMAN 3



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 3 BANDA ACEH**

Jalan Tgk. H. Mohd. Daud Beureu-eh Nomor 454 Kota Banda Aceh Kode Pos 23126
Telepon (0651) 23206, Faks (0651) 23206, e-mail : sman3bandaaceh77@gmail.com
Laman : <http://www.sman3bandaaceh.sch.id/>



Nomor : 400.3.8.1/1387
Lampiran : -
Perihal : **Telah Melakukan Pengumpulan Data**

Yth.
Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan Universitas Islam
Negeri Ar-Raniry Banda Aceh
di-
Tempat

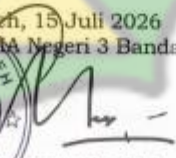
Sehubungan dengan Surat dari Dinas Pendidikan Nomor : 400.3.8/6774,
Tanggal 12 Mei 2026, Hal : Izin Penelitian, maka dengan ini kami beritahukan
bahwa:

Nama : **Nisa Fitri Alifa**
NIM : 220203083
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Sudah melakukan pengumpulan data Penelitian, pada SMA Negeri 3 Banda
Aceh, dalam rangka penyusunan Thesis dengan Judul **"The Correlation
Between The Use Of Interactive Media And Student Motivation In
Learning English At Senior High School"**.

Demikian surat telah melakukan penelitian ini dikeluarkan untuk dapat
dipergunakan sebagaimana mestinya.

Banda Aceh, 15 Juli 2026
Kepala SMA Negeri 3 Banda Aceh,



MUHIBBULLAH Khibri, S.Pd., M.Pd.
 PEMBINA UTAMA MUDA
 NIP 197405152000081001

Appendix E SPSS Output

a. Descriptive statistics

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Media interaktif	171	36.00	65.00	48.0994	5.88383
Motivation	171	21.00	65.00	48.0468	6.46694
Valid N (listwise)	171				

b. Validity test

Variable X

		Correlations			
		X11	X12	X13	VAR000006
X1	Pearson Correlation	.237**	.329**	.257**	.550**
	Sig. (2-tailed)	.002	.000	.001	.000
	N	171	171	171	171
X2	Pearson Correlation	.320**	.353**	.336**	.634**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	171	171	171	171
X3	Pearson Correlation	.340**	.413**	.213**	.700**
	Sig. (2-tailed)	.000	.000	.005	.000
	N	171	171	171	171
X4	Pearson Correlation	.415**	.332**	.271**	.622**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	171	171	171	171
X5	Pearson Correlation	.276**	.275**	.246**	.587**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	171	171	171	171
X6	Pearson Correlation	.361**	.224**	.349**	.655**
	Sig. (2-tailed)	.000	.003	.000	.000
	N	171	171	171	171
X7	Pearson Correlation	.444**	.320**	.339**	.643**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	171	171	171	171
X8	Pearson Correlation	.329**	.451**	.198**	.633**
	Sig. (2-tailed)	.000	.000	.010	.000
	N	171	171	171	171
X9	Pearson Correlation	.365**	.280**	.384**	.630**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	171	171	171	171
X10	Pearson Correlation	.400**	.448**	.278**	.615**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	171	171	171	171
X11	Pearson Correlation	1	.347**	.330**	.633**
	Sig. (2-tailed)		.000	.000	.000
	N	171	171	171	171
X12	Pearson Correlation	.347**	1	.260**	.619**
	Sig. (2-tailed)	.000		.001	.000
	N	171	171	171	171

Correlations

		X1	X2	X3	X4	X5
X13	Pearson Correlation	.257**	.336**	.213**	.271**	.248**
	Sig. (2-tailed)	.001	.000	.005	.000	.001
	N	171	171	171	171	171
VAR00006	Pearson Correlation	.550**	.634**	.700**	.622**	.587**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	171	171	171	171	171

Correlations

		X6	X7	X8	X9	X10
X13	Pearson Correlation	.349**	.339**	.198**	.384**	.278**
	Sig. (2-tailed)	.000	.000	.010	.000	.000
	N	171	171	171	171	171
VAR00006	Pearson Correlation	.655**	.643**	.633**	.630**	.615**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	171	171	171	171	171

Correlations

		X11	X12	X13	VAR00006
X13	Pearson Correlation	.330**	.260**	1	.557**
	Sig. (2-tailed)	.000	.001		.000
	N	171	171	171	171
VAR00006	Pearson Correlation	.633**	.619**	.557**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	171	171	171	171

**. Correlation is significant at the 0.01 level (2-tailed).

Variable Y

Correlations

		X13	TOTAL
Y1	Pearson Correlation	.186**	.682**
	Sig. (2-tailed)	.030	.000
	N	171	171
Y2	Pearson Correlation	.209**	.570**
	Sig. (2-tailed)	.006	.000
	N	171	171
Y3	Pearson Correlation	.237**	.698**
	Sig. (2-tailed)	.002	.000
	N	171	171
Y4	Pearson Correlation	.355**	.865**
	Sig. (2-tailed)	.000	.000
	N	171	171
Y5	Pearson Correlation	.221**	.619**
	Sig. (2-tailed)	.004	.000
	N	171	171
Y6	Pearson Correlation	.261**	.724**
	Sig. (2-tailed)	.001	.000
	N	170	170
X7	Pearson Correlation	.233**	.731**
	Sig. (2-tailed)	.002	.000
	N	171	171
X8	Pearson Correlation	.252**	.715**
	Sig. (2-tailed)	.001	.000
	N	171	171
X9	Pearson Correlation	.224**	.630**
	Sig. (2-tailed)	.003	.000
	N	171	171
X10	Pearson Correlation	.211**	.775**
	Sig. (2-tailed)	.006	.000
	N	171	171
X11	Pearson Correlation	.292**	.716**
	Sig. (2-tailed)	.000	.000
	N	171	171
X12	Pearson Correlation	.243**	.627**
	Sig. (2-tailed)	.001	.000
	N	171	171

		Y1	Y2	Y3	Y4	Y5	Y6
X13	Pearson Correlation	.166 ^{**}	.209 ^{**}	.237 ^{**}	.355 ^{**}	.221 ^{**}	.261 ^{**}
	Sig. (2-tailed)	.030	.006	.002	.000	.004	.001
	N	171	171	171	171	171	170
TOTAL	Pearson Correlation	.682 ^{**}	.570 ^{**}	.696 ^{**}	.665 ^{**}	.619 ^{**}	.724 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	171	171	171	171	171	170

		X7	X8	X9	X10	X11	X12
X13	Pearson Correlation	.233 ^{**}	.252 ^{**}	.224 ^{**}	.211 ^{**}	.292 ^{**}	.243 ^{**}
	Sig. (2-tailed)	.002	.001	.003	.006	.000	.001
	N	171	171	171	171	171	171
TOTAL	Pearson Correlation	.731 ^{**}	.715 ^{**}	.630 ^{**}	.775 ^{**}	.715 ^{**}	.627 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	171	171	171	171	171	171

		X13	TOTAL
X13	Pearson Correlation	1	.454 ^{**}
	Sig. (2-tailed)		.000
	N	171	171
TOTAL	Pearson Correlation	.454 ^{**}	1
	Sig. (2-tailed)	.000	
	N	171	171

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4. Reliability test

Variable X

Reliability Statistics				
Cronbach's Alpha	N of Items			
.867	13			

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	44.5941	30.444	.451	.862
X2	44.4471	29.799	.649	.856
X3	44.5000	29.210	.626	.852
X4	44.3765	29.976	.537	.857
X5	44.5588	30.260	.506	.859
X6	44.4471	29.373	.568	.855
X7	44.1765	29.527	.565	.856
X8	44.3471	29.388	.539	.857
X9	44.6471	29.460	.538	.857
X10	44.4706	30.120	.539	.857
X11	44.1471	30.114	.554	.856
X12	44.4294	30.104	.535	.857
X13	44.4118	30.220	.461	.862

RELIABILITY

```

/VARIABLES=Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11 Y12 Y13
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

```

Variable Y

Reliability Statistics

Cronbach's Alpha	N of Items
.893	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	44.6901	32.192	.612	.884
Y2	44.7310	33.221	.493	.890
Y3	44.6082	31.863	.635	.883
Y4	44.3743	32.506	.600	.885
Y5	44.4737	32.827	.540	.887
Y6	44.6784	31.667	.657	.882
Y7	44.7018	30.940	.659	.882
Y8	44.5088	31.922	.649	.882
Y9	44.6257	32.189	.560	.887
Y10	44.5731	31.176	.719	.879
Y11	44.4327	31.800	.655	.882
Y12	44.5146	32.710	.548	.887
Y13	44.2456	33.961	.352	.897

5. Normality Tes

Descriptives

	Statistic	Std. Error
MEDIA	Mean	46.06
	95% Confidence Interval for Mean	
	Lower Bound	47.18
	Upper Bound	46.97
	5% Trimmed Mean	47.79
	Median	46.00
	Variance	34.852
	Std. Deviation	5.904
	Minimum	36
	Maximum	65
MOHTAKSI	Range	29
	Interquartile Range	9
	Skewness	.624
	Kurtosis	.545
	Mean	49.34
	95% Confidence Interval for Mean	
	Lower Bound	47.31
	Upper Bound	49.17
	5% Trimmed Mean	47.95
	Median	46.00
	Variance	37.689
	Std. Deviation	6.139
	Minimum	36
	Maximum	65
	Range	29
	Interquartile Range	7
	Skewness	.452
	Kurtosis	.325

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MEDIA	.074	171	.024	.985	171	.000
MOHTAKSI	.095	171	.001	.961	171	.000

a. Lilliefors Significance Correction

6. Correlation test (non-parametric)

Correlations

			MEDIA	MOTIVASI
Spearman's rho	MEDIA	Correlation Coefficient	1.000	.795**
		Sig. (2-tailed)	.	.000
	N		171	171
	MOTIVASI	Correlation Coefficient	.795**	1.000
		Sig. (2-tailed)	.000	.
	N		171	171

** . Correlation is significant at the 0.01 level (2-tailed).

