

# An Analysis of the Effect of Teaching Methods on Students' Motivation in Learning English

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## Abstract

English proficiency is a crucial skill in the globalization era, especially for junior high school students as a foundation for learning foreign languages. However, low student motivation remains a major challenge in English learning. This study aims to determine the extent to which teaching methods affect students' motivation to learn English at SMP Kristen Makale. A quantitative approach with an explanatory design was employed. The population consisted of 127 seventh-grade students, from which a sample of 40 students (32%) was selected using proportional random sampling to ensure representative data across classes. Data collection techniques included observation, a structured questionnaire using a four-point Likert scale, and documentation. The data were analyzed using descriptive statistics and simple linear regression, assisted by the latest version of SPSS software. The results show that teaching methods have a significant effect on students' learning motivation, with a coefficient of determination ( $R^2$ ) of 0.531 or 53.1%. The correlation coefficient ( $R$ ) of 0.729 indicates a strong relationship between the variables. Lecture, demonstration, discussion, question-and-answer, and presentation methods were found to be effective in enhancing student motivation, with motivational response rates ranging from 72% to 76.8%. These findings suggest that the success of teaching methods is closely related to how well the method aligns with students' characteristics and how creatively teachers manage the learning process. Therefore, it is recommended that teachers continue to develop and apply more diverse and innovative instructional strategies to improve students' overall motivation in learning English.

**Keywords:** *English language, Teaching Methods, Learning Motivation*

## Introduction

English has become a highly important global language in today's era of globalization. As the world becomes increasingly interconnected, the ability to communicate across national and cultural boundaries has never been more essential. English, in particular, has emerged as the dominant language used in international discourse. It is no longer viewed as merely an additional skill, but rather as a fundamental requirement for individuals aiming to compete and thrive in a globalized society. The widespread use of English has permeated various aspects of modern life, making its mastery a crucial asset in today's global environment (Hambali et al., 2023). The key reasons for the growing importance of English is its extensive use in cross-national communication, cultural exchange, and technological advancement. Whether it is through international conferences, academic collaboration, or digital platforms, English often serves as the common language that bridges diverse communities (Fachraini, 2017). It facilitates mutual

understanding, reduces barriers to collaboration, and enables participation in global dialogues across different sectors. Its role in science and innovation also continues to expand, with the majority of research publications and technological documentation written in English. In the realm of education, English proficiency plays a critical role in granting access to global knowledge. Students and academics alike benefit from the ability to engage with international literature, scientific journals, and online learning resources, most of which are available in English (Wong et al., 2020). Furthermore, fluency in English opens doors to prestigious educational institutions abroad and increases the likelihood of securing scholarships and academic exchanges. As such, English acts as a gateway to higher education and lifelong learning on a global scale (Ekaswari, 2020).

English is increasingly becoming a core requirement, especially in multinational and internationally oriented companies. Many employers list English fluency as a preferred or even mandatory skill for candidates, as it allows for smoother communication with international clients, partners, and colleagues. Proficiency in English can lead to better career opportunities, higher earning potential, and greater chances of advancement in a global job market. This makes English not only a communication tool but also a valuable economic resource (Ekowijayanto, 2019). Finally, English is also a powerful medium for building relationships and fostering international cooperation. In diplomatic, social, and cultural contexts, English enables individuals from different backgrounds to connect, collaborate, and share ideas (Kurt & Kecik, 2017). From global forums and peace talks to tourism and entertainment, English enhances intercultural communication and mutual understanding. As such, mastering English is no longer a luxury, but a necessity for participating meaningfully in the modern world (Giemael et al., 2022).

The importance of mastering a foreign language is also emphasized by Johann Wolfgang von Goethe, a German philosopher, who once said, "Those who know nothing about foreign languages, they know nothing about their own." This statement reflects the significance of learning foreign languages, not only to understand the world beyond, but also to gain deeper insight into one's own language and culture (Thi & Nguyen, 2021). Foreign languages, especially English, serve as a bridge to understanding identity, values, and global perspectives. Additionally, English holds a special status as the mother tongue in several countries and as a national or official language in many parts of the world (Endayani et al., 2020). This makes English the most widely used international language in various global forums, from international organizations to digital platforms.

The primary goal of English language education is to equip students with effective communication skills, both oral and written. To achieve this, students must develop competencies in understanding, interpreting, and expressing various types of texts, such as letters, articles, speeches, and other forms of communication (Astutik & Aulina, 2017). As a result, English language instruction emphasizes the mastery of the four core language skills: listening, speaking, reading, and writing. In Indonesia, English is taught from elementary school through to higher education. This progressive implementation of English instruction aims to prepare the younger generation to face increasingly complex global challenges. The curriculum is continuously adapted to keep pace with changing times and the evolving needs of the workforce and academia. However, in practice, English language learning in schools still faces numerous challenges (Andriani & Riskawati, 2022). One of the most common issues is the low motivation of students to learn English. Many students perceive English as a difficult, boring, or irrelevant subject in their daily lives. This lack of motivation negatively affects student engagement in the learning process and hinders their ability to achieve the expected competencies (Lee et al., 2016).

Motivation is one of the key factors that significantly determines success in the learning process, including in English language learning (Suryani & Widhiyanto, 2023). Learning motivation can be defined as both internal and external drives that encourage an individual to engage in learning activities to achieve specific goals. In the context of learning English, motivation plays a crucial role, as language acquisition requires a continuous process, consistency, and active involvement from learners. Students with high learning motivation tend to absorb lessons more easily. This is because they show a strong interest in the material, are willing to take initiative, and do not easily give up when faced with challenges (Al-Asmahi et al., 2022). Moreover, a positive attitude displayed during the learning process is an important indicator that supports the achievement of optimal learning outcomes (Agung, 2020). In contrast, students with low motivation are typically passive, easily lose focus, and struggle to understand and master the material being taught. A high level of motivation can encourage students to be more active and engaged in the learning process (Li & Zheng, 2017). They are more receptive to different teaching methods, more confident in using English both orally and in writing, and more willing to improve themselves through practice and feedback. This directly impacts the effectiveness of learning. On the other hand, a lack of motivation can be a major barrier to mastering English, as students are less likely to practice the language inside and outside the classroom (Jelena et al., 2022).

There are various factors that influence students' learning motivation in English language education. These include internal factors such as interest, self-confidence, and students' perceptions of the importance of English, as well as external factors such as teaching methods, the learning environment, and support from parents and peers (Fauzia, 2021). Understanding these factors is essential, especially in designing learning strategies that meet students' needs. In the context of curriculum development, it is important to align teaching approaches with the principles of Outcome Based Education (OBE). OBE emphasizes a learner-centered approach and focuses on achieving clearly defined learning outcomes (Emda, 2018). By integrating an understanding of motivation into an OBE-based curriculum design, teachers and instructional designers can create learning environments that promote active student engagement, support the achievement of language proficiency, and ensure that every learner has an equal opportunity to succeed (Utami & Nurjati, 2017).

Teaching methods are one of the essential components in the educational process that directly influence the achievement of learning objectives. According to Sutikno (2009), a teaching method is a way of presenting learning material used by educators to initiate the learning process in students in order to achieve specific goals (Rahardjo & Pertiwi, 2020). The methods employed by teachers not only serve to deliver content but also to create a conducive learning environment that stimulates active student participation. Choosing the appropriate teaching method is especially crucial in English language learning (Ekiz & Kulmetov, 2016). Language is a skill that requires direct involvement, continuous practice, and meaningful interaction between teachers and students. Therefore, the selected approach or method must be able to facilitate learning activities that are communicative, interactive, and encourage students to actively use English in various contexts (Fitriwati, 2018).

Innovative and varied teaching methods, such as communicative language teaching, task-based learning, or the use of interactive digital media, have been proven to enhance student interest and engagement in the learning process (Anisa et al., 2020). When students perceive the learning experience as enjoyable, relevant, and suited to their learning styles, their motivation tends to increase naturally. This heightened motivation has a positive impact on learning outcomes, as students become more diligent, confident, and active in practicing their

language skills (Erlangga, 2021). The use of monotonous teaching methods, those that do not align with students' needs, or that fail to provide opportunities for active participation, can lead to boredom and a sense of helplessness in learning. When students feel that the instruction is one-directional, unengaging, or overly theoretical without practical application, their interest in learning may decline (Sugano & Mamolo, 2021). In the long run, this may decrease their motivation to improve their English language proficiency. Therefore, understanding students' characteristics, learning objectives, and the social and cultural context is crucial in selecting and applying effective teaching methods (Lamb & Arisandy, 2020).

Educators must continuously develop their pedagogical competencies to design learning strategies that not only deliver content but also inspire, motivate, and empower students throughout the learning process. In this way, appropriate teaching methods serve as a vital tool for building strong and sustainable motivation in English language learning (Wiangga, 2024). The purpose of this study is to analyze the effect of teaching methods on students' motivation in learning English. This research aims to identify the extent to which the implementation of specific teaching methods can enhance student motivation, as well as to understand the relationship between the teaching approaches used by teachers and students' active participation and learning achievement in the context of foreign language education. By understanding this relationship, it is expected that more effective and student-centered teaching strategies can be developed to meet the needs of learners in the globalization era. The novelty of this research lies in its focus on the relationship between teaching methods and students' learning motivation within the Indonesian education context, which has not been extensively explored, especially through an approach that integrates the principles of Outcome Based Education (OBE). This approach emphasizes the achievement of learning outcomes and the active role of students in the learning process. Moreover, this study offers a new contribution by analyzing empirical data at a specific educational level and considering contextual challenges such as students' perceptions of English and psychological factors that influence their learning motivation.

## **Method**

This study employs a quantitative approach with an explanatory design aimed at investigating the effect of teaching methods on students' motivation in learning English at SMP Kristen Makale. The quantitative approach was chosen because it allows the researcher to examine the relationship between variables objectively and measurably through numerical data. The explanatory design was selected because this study not only describes the phenomenon but also explains the cause-and-effect relationship between the independent variable, namely teaching methods, and the dependent variable, which is students' learning motivation. The research was conducted at SMP Kristen Makale, located in Tana Toraja Regency, South Sulawesi, over a three-month period from February to April 2025. The population of the study consisted of all seventh-grade students, totaling 127 individuals. From this population, 40 students (approximately 32%) were selected as the research sample using a proportional random sampling technique. This method was applied to ensure that the sample represented each class proportionally, thereby enhancing the generalizability of the research findings.

Data were collected using a closed-ended questionnaire in the form of a four-point Likert scale, ranging from "strongly disagree" to "strongly agree." The questionnaire was divided into two main sections: a scale measuring students' learning motivation and a scale assessing their perceptions of the teaching methods used by their teachers. The motivation scale covered affective, cognitive, and conative aspects of learning English, while the teaching method scale

included various instructional approaches such as lectures, discussions, hands-on practice, use of media, and student engagement in the learning process. The quality of the instrument, the questionnaire was tested for validity and reliability through a pilot study involving 20 students from another school with similar characteristics. Validity was tested using the Pearson Product Moment correlation analysis, while reliability was tested using the Cronbach's Alpha coefficient, with a value of  $\alpha \geq 0.70$  indicating acceptable reliability.

The data collected in this study were analyzed through two primary stages: descriptive and inferential statistical analysis. Descriptive statistics were employed to provide an overview of the central tendencies and distribution patterns within the data set. This included calculating the mean, standard deviation, and frequency distribution for each variable, which helped to summarize students' overall motivation levels and their perceptions of the teaching methods used in the classroom. This stage provided a foundational understanding of the data before moving into hypothesis testing. Following the descriptive analysis, inferential statistical analysis was conducted using simple linear regression. This method was selected to examine the extent to which teaching methods (independent variable) influenced students' motivation in learning English (dependent variable). The regression analysis allowed the researcher to determine both the strength and direction of the relationship between the two variables. The statistical computations were carried out using the most recent version of the SPSS software, which ensured accuracy and efficiency in data processing.

The research hypothesis, a significance level ( $\alpha$ ) of 0.05 was established. This threshold was used to assess whether the observed relationship between teaching methods and student motivation was statistically significant. If the p-value obtained from the regression analysis was less than 0.05, it was concluded that teaching methods had a significant impact on students' motivation to learn English. Furthermore, the analysis also considered the coefficient of determination ( $R^2$ ) to evaluate the proportion of variance in students' motivation that could be explained by the variation in teaching methods. A higher  $R^2$  value would indicate a stronger explanatory power of the teaching methods on students' motivational outcomes.

## Results and Discussion

This section presents the results of the data analysis and elaborates on their implications regarding the influence of teaching methods on students' motivation in learning English. The data analysis was conducted using SPSS software, applying both descriptive statistics and simple linear regression. Descriptive statistics were used to provide a general overview of the data, including the distribution of students' responses concerning teaching methods and their level of learning motivation. This analysis helps identify trends and patterns in the data, such as mean scores, standard deviations, and the frequency and percentage of responses for each questionnaire item. The simple linear regression was employed to examine the relationship and the extent of influence between the independent variable, namely teaching methods, and the dependent variable, which is students' learning motivation. Through this method, the researcher was able to determine whether changes in teaching methods significantly correlate with changes in students' motivation levels. The results of this analysis provide a statistically sound basis for understanding the effectiveness of the instructional approaches used in the classroom. The findings of this analysis not only offer numerical data on the relationship between variables but also provide deeper insight into how teaching strategies implemented by teachers can affect students' enthusiasm, interest, and active participation in English learning. Therefore, the results of this study are highly relevant in the context of improving classroom teaching practices and informing educational policies that aim to enhance student motivation and learning outcomes.

**Table 1. The Model Square**

| ANOVA <sup>a</sup> |                |    |             |        |                   |
|--------------------|----------------|----|-------------|--------|-------------------|
| Model              | Sum of squares | df | Mean square | F      | Sig.              |
| Regression         | 3764.871       | 1  | 3764.871    | 43.080 | .000 <sup>b</sup> |
| Residual           | 3320.904       |    |             |        |                   |
| Total              | 7085.775       |    |             |        |                   |

a. Dependent variable: motivasi  
b. Predictors: (Constant), metode

Based on the table above, it is evident that the calculated F value is 43.080 with a significance level of 0.000. Since this significance level is lower than the critical threshold of 0.05 ( $\alpha = 0.05$ ), the regression model employed in this study is considered statistically significant. This finding indicates that the model is appropriate for predicting the effect of the independent variable, teaching methods, on the dependent variable, namely students' learning motivation. In other words, there is a statistically significant relationship between the teaching methods used by teachers and the motivation of students in learning English.

The relatively high F value further suggests that a substantial portion of the variation in students' learning motivation can be explained by differences in the teaching methods implemented in the classroom. This highlights the pivotal role of instructional strategies in shaping students' attitudes and enthusiasm toward language learning. Effective and appropriate teaching methods not only serve as a vehicle for content delivery but also function as a strategic tool in cultivating intrinsic motivation among students. When teaching methods are engaging, student-centered, and contextually relevant, they can significantly enhance students' willingness to participate actively, maintain interest, and invest effort in the learning process. Therefore, the thoughtful selection and implementation of pedagogical approaches is essential for promoting a more motivated and dynamic learning environment.

**Table 2. The Model Summary**

| Model summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. error of the estimate |
| 1             | .729 <sup>a</sup> | .531     | .519              | 9.348                      |

a. Predictors: (Constant), Metode

Based on table 2, the correlation coefficient (R) is 0.729. This value indicates a strong relationship between the teaching method variable and students' learning motivation. The closer the R value is to 1, the stronger the relationship between the two variables. This suggests that changes in the teaching methods employed by teachers are positively associated with students' levels of motivation in learning English. The coefficient of determination (R square) obtained from the analysis output is 0.531, or 53.1%. This means that 53.1% of the variation in students' learning motivation can be explained by the teaching methods used by the teacher. The remaining 46.9% is influenced by other factors outside the scope of teaching methods, such as environmental conditions, parental support, students' personal interests, and psychological factors. These findings reinforce the crucial role of teaching methods in shaping and enhancing students' motivation to learn. Teaching is not merely the act of delivering content; it is a dynamic interaction between teacher and student that requires thoughtful planning, adaptability, and awareness of learners' needs. When teachers are able to select and implement teaching strategies that are appropriate, engaging, and student-centered, they are more likely to foster a classroom environment that encourages curiosity, active participation, and sustained interest in learning particularly in language learning, which often requires continuous reinforcement and practice.

Motivation plays a central role in determining students' success in acquiring a new language, and the way material is presented significantly affects how students perceive and respond to that learning. A motivating classroom environment can transform passive learners into active participants who take ownership of their progress. Therefore, improving the quality of teaching methods is not just a technical adjustment but a strategic pedagogical move aimed at optimizing student outcomes. This is especially important at the junior high school level, where students are developing both cognitively and emotionally and are highly sensitive to the learning atmosphere created by their teachers. The results of this study provide empirical support for the significant influence of teaching methods on students' motivation in learning English. The calculated F value of 43.080, with a significance level of 0.000 ( $p < 0.05$ ), indicates that the regression model used is statistically valid and reliable. This confirms that teaching methods are a significant predictor of students' motivation. Furthermore, the correlation coefficient (R) of 0.729 shows a strong and positive relationship between the variables. This suggests that as the quality and suitability of teaching methods increase, so does students' motivation to learn English.

The coefficient of determination ( $R^2$ ) of 0.531 reveals that 53.1% of the variance in students' learning motivation can be explained by the teaching methods applied by the teacher. This is a substantial percentage, indicating that more than half of the differences in motivation levels among students are attributable to the instructional approaches used in the classroom. The remaining percentage may be influenced by other factors such as students' individual characteristics, family background, peer influence, or access to learning resources. Nonetheless, the strong explanatory power of teaching methods highlights their strategic importance in educational planning and classroom management. The findings of this study highlight the need for educators to continuously reflect on, evaluate, and innovate their teaching strategies to align with students' learning preferences and motivational needs. As English continues to serve as a vital skill in the global era, especially for non-native speakers, teachers have a responsibility to not only teach the language but also inspire students to learn it with enthusiasm and purpose. Strategic investment in teacher training, curriculum development, and learner-centered instructional design will ultimately contribute to the broader goal of improving English language proficiency among junior high school students.

The teaching methods serve not only as tools for delivering academic content but also as key instruments in shaping a motivational classroom environment. The way a teacher designs and implements instruction can significantly influence students' emotional and cognitive engagement. Participatory teaching methods, such as group discussions, hands-on demonstrations, collaborative projects, and student presentations, have been shown to effectively foster active learning. These strategies allow students to take ownership of their learning process, which in turn enhances their focus, confidence in expressing ideas, and enthusiasm in understanding the subject matter. When students are actively involved, they are more likely to perceive learning as meaningful and relevant, which strengthens their intrinsic motivation.

The study also reveals an important nuance: despite the application of varied and engaging teaching methods, some students still exhibit low levels of learning motivation. This outcome suggests that the success of any teaching method is not guaranteed simply by its variety or interactivity. Rather, its effectiveness is highly dependent on how the method is implemented and whether it aligns with the specific characteristics, learning styles, and psychological needs of the students. Factors such as prior knowledge, learning anxiety, personal interest, and classroom atmosphere can mediate the relationship between the teaching method and student

motivation. Thus, a teaching method that works well in one context or for a certain group of learners may not yield the same result elsewhere.

These findings are consistent with previous research, who emphasized that motivation is a critical determinant of academic success and that varied instructional techniques can significantly enhance student motivation (Oweis, 2018). The highlights that diversity in teaching approaches can meet the different learning preferences found in a heterogeneous classroom, thereby maintaining student interest and engagement. Similarly, the study argued that teacher creativity plays a vital role in sustaining student motivation throughout the learning process (Amelia et al., 2024). The most well-established teaching methods can become ineffective if they are not adapted creatively and contextually to the needs of the learners. The teachers must go beyond merely varying their methods, they must innovate, adapt, and personalize their teaching practices to remain effective. One promising strategy is the integration of technology-enhanced learning tools, such as digital media, online learning platforms, and gamification elements, which can make the learning experience more interactive and engaging. Additionally, contextual learning, where content is related to real-life situations and local culture, can make lessons more relatable and meaningful. By adopting such innovative and student-centered strategies, teachers can better address motivational gaps and create more inclusive and dynamic learning environments.

The challenge for educators lies in continuously reflecting on and refining their pedagogical choices to ensure they resonate with students' evolving needs and learning contexts. Teaching is not static; it is a responsive practice that requires a deep understanding of both content and learners. In the context of English language education, where motivation is closely tied to language exposure and practice, the role of effective, innovative, and adaptive teaching methods becomes even more essential. Beyond teaching methods, students' learning motivation is also shaped by a range of external and internal factors. While this study found that 53.1% of the variance in student motivation could be attributed to teaching methods, the remaining 46.9% is influenced by other variables outside the classroom context. These include factors such as the family environment, the level of social support students receive, their perceived usefulness of learning English, individual self-efficacy, and broader psychological conditions such as anxiety, self-confidence, and emotional well-being. These findings highlight the multifaceted nature of motivation, which is not determined by classroom practices alone but is also shaped by the learner's environment and personal experiences.

The role of self-efficacy, in particular, has been well documented in educational research. Students who possess a high degree of self-efficacy, defined as the belief in one's ability to succeed, tend to demonstrate stronger motivation and persistence in learning tasks (Budiarawan, 2019). This positive correlation implies that even the most effective teaching strategies may fall short if students lack the confidence to engage with the material. Therefore, fostering self-efficacy should be an integral component of any motivational intervention, alongside improvements in teaching methods. Given the complexity of motivational influences, it becomes essential to adopt a holistic, student-centered approach in educational planning and implementation. Such an approach acknowledges the diversity of learners' backgrounds, learning styles, and socio-emotional needs. Teachers must not only focus on instructional techniques but also strive to understand students as individuals who bring unique challenges and strengths to the learning process (Zainuddin, 2021). Providing emotional support, creating an inclusive classroom culture, and maintaining open communication with students and their families can significantly enhance students' willingness to learn.

The findings and discussion of this study reaffirm the strategic role of teaching methods in motivating students, but they also stress that these methods do not operate in isolation. Their effectiveness is highly dependent on how creatively and adaptively they are implemented, how well they align with students' individual characteristics, and how external motivational barriers are addressed. Motivation is a dynamic interplay between instructional strategies and a supportive learning ecosystem. The practical implication of these findings is the critical need for ongoing professional development for educators. Teachers should be equipped not only with pedagogical skills but also with the capacity for innovation, empathy, and responsiveness to students' needs. Training programs should emphasize adaptive teaching strategies, the integration of technology, and techniques for boosting student confidence and autonomy. By continuously refining their instructional practices and cultivating a nurturing learning environment, teachers can create more impactful and motivational learning experiences that extend beyond the classroom.

## Conclusion

Based on the analysis and discussion presented, it can be concluded that teaching methods have a significant influence on students' motivation in learning English at SMP Kristen Makale. This study shows that the lecture, demonstration, discussion, question-and-answer, and presentation methods collectively account for 53.1% of the variation in students' learning motivation. This highlights the importance of selecting and applying appropriate teaching methods to enhance student engagement and enthusiasm. However, a number of students were still found to be less motivated despite the use of various methods, indicating that the effectiveness of teaching methods is also influenced by individual factors and the way these methods are implemented by the teacher in the classroom.

The main limitation of this study lies in the sample scope, which involved only one school and one grade level, thereby restricting the generalizability of the findings to a wider population. Additionally, the study focused solely on five types of teaching methods and did not consider other external factors that may influence learning motivation, such as parental support, the learning environment, or students' individual characteristics. Therefore, it is recommended that future research expand the sample coverage to include multiple schools and educational levels, and examine other variables that contribute to learning motivation. Subsequent studies may also explore the effectiveness of technology-based instruction, gamified learning, or contextual approaches that are relevant to students' real-life experiences. Practically, the findings of this study offer valuable implications for teachers and education policymakers to continuously develop innovative, adaptive, and student-centered teaching strategies. Such efforts are essential to create learning experiences that are not only informative but also holistically motivating and conducive to achieving better educational outcomes.

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