
Research Article

Online Interactive Learning Media: Unlocking English Language Learning Motivation

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Abstract

Online learning media development somehow forces lecturers who teach in higher education to catch up with the latest learning media, which benefits to learning motivation and performance of the students. Finding online resources by google search would be more beneficial for the students when they get enough guidance or assistance from the lecturer. This study was to investigate whether the use of Mentimeter interactive learning website would boost language learning motivation and performance of the students. The participants were two groups of students, the total respondents were 42 first year civil engineering students. Pre-test and post-test were given to assess students' ability and motivation in learning specialized English words used in civil engineering field before and after the learning strategy implemented. In the post test, students showed the improvement of learning motivation and ability compared to the result in the pre-test. It could be seen from the average scores the students achieved by group 1 and group 2 in the post test were 84.3 and 84.2, respectively. The scores were much higher compared to the average score gotten by the group 1 and group 2 in the pre-test, which were 55 and 54.7, respectively. It could be summed up that Mentimeter learning website could boost English learning motivation which in turn increased learning performance in learning technical English vocabulary for civil engineering students. Once students highly motivated the performance and ability also increase sharply.

Keywords

Interactive learning website; language learning motivation; English teaching media.

Introduction

Rapid technology development has formed new language learning style and strategies. Therefore, teaching style and strategies also should adapt to this change. As English is taught as a foreign language in Indonesia and it is considered not very successful due to poor of motivation, therefore, English educator should put a greater effort to teaching methodology, teaching learning media, and learning material resources, especially the lecturer at university who teach English for adult. This is done to unlock motivation of the students, which in turn leads to gain more successful learning. Recent studies



have shown that many Indonesian university students experience difficulties in sustaining motivation in learning English because teaching methods, classroom activities, and learning resources are often perceived as monotonous and less relevant to students' needs in the digital era. Research by Februansyah and Sari (2023), for instance, found that university students' motivation in learning English was strongly influenced by teaching approaches, classroom interaction, and the learning environment. Students with lower engagement tended to show weaker participation and lower confidence in using English in academic settings.

Unenjoyable and ineffective English teaching-learning will lead to an unsatisfied result and also demotivates students to be fond of learning English (Marcellino, 2008). To encourage students in learning English, especially for teaching adult learners, lecturer at university should upgrade their knowledge about the latest technology in order to enhance learning motivation and performance of the learners. As Gokbulut (2020) in his study found out that most of prospective classroom teachers are still not familiar with e-learning tools, especially Mentimeter app.

Gardner's motivation theory has been profoundly influential in the L2 motivation field for decades. According to Gardner (2001), motivation includes three elements; effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). Littewood (1984) classified motivation in two types: intrinsic and extrinsic. Later Noels (2003) proposed a larger motivation construct, namely intrinsic, extrinsic and integrative.

Intrinsic motivation defines the intention of learning is derived from one's inherent pleasure and interest in the activity (Noels, 2001). Noels (2001) also stated extrinsic motivation comes from outside the learner such as academic goal and job advancement. While integrative motivation refers to willingness to be a part of L2 language community (Gardner, 1968).

Some studies about English as a foreign language (EFL) or English as a second language (ESL) learning motivation has been explored in Indonesia and around the world. A number of studies found that learners' motivation has a significant correlation with their achievement in L2. Prior studies showed that the influential role of motivation, attitude, and learning situation contribute to longer-term attainment of the target language, especially L2 or FL (Moyer, 2004; Dörnyei, 2005).

In term of studies with the subject of adult learner, the studies about motivation in Indonesia and all over the world have been investigated in higher education both the subject of English major students and non-English major students, ones with the coursebook as well as learning motivation with the technology as a media. One of them is the study done by Achmad and Yusuf (2016), which found the majority of the students who have good motivation of learning English is because they realize the importance of English used as an international because it helped to interact with foreigners from other countries who speak English. However, there are many students still need another external motivation such as interesting learning media, in order to get motivated.

Some recent studies that used technology as a tool to improve motivation in learning claimed that technology helps students to feel confident, allows them to learn with pleasure, generates group dynamics and globally, creates happy moments that increase motivation and improve learning (Ilter: 2009, Nagle: 2011, Barreto: 2018, Raposo et al: 2020; Sunardi: 2021). However, to the best of my knowledge, most of the researches were done to explore the students who learn English as academic purpose. None of the studies investigated learning motivation through technology with the sample of students who learn English as a specific purpose. That's why, this study was intended to fill the gap.

Teaching English for specific purpose has more challenges as the lecturer should gain knowledge both the structure of language and specialized language used by professionals in the specialized field. Moreover, language lecturer is also required to focus on the updated teaching media and interesting material resource to attract more attention and learning motivation of the learners.



The greatest source of information not in a book form is, of course, the internet. However, the size and range make it potentially awkward for users, who often find it difficult to locate the exact information they are looking for. That is partly because searching is a skill in itself which students and teachers need to acquire (Harmer, 2007). As Yusnimar (2019) found out that an adequate and appropriate teacher guidance allowed students to perform better in the speaking task. Therefore, this study used technology in the form of online interactive learning website namely Mentimeter application to encourage the willingness of the students to explore vocabularies used in civil engineering field. The treatment was combined with the guidance from the teacher to find an appropriate resources of learning materials. This issue is the focus of this study and discussed in the following sections.

Good Features of Mentimeter

As the availability of digital technologies widen the scope of interactive learning and teaching methodology these days, therefore, the university foreign language lecturer is advised to bear in mind that carrying the latest interactive learning platform in the language classroom will be one of the best ways to encourage students to learn the target language enthusiastically. Hence, the students are no longer passive in the foreign language classroom. They will engage and interact more actively in the learning process. It has been evident that EdTech is succeed in improving students' motivation, which in turn leads to higher academic achievements, as Muhammad and Schneider (2021) pointed out in their literature review of the last ten years studies related to EdTech and motivation issues.

The availability of adequate network to internet access and interactive learning platforms brings positive impact in learning new language. It is somehow contrast to the research findings of two decades ago (Pillay, 1998) that found the English language learners who display a high level of competence tend to come from higher socio-economic status groups. These days, almost all Indonesian higher education students have same opportunity to upgrade their own learning performance where every student has their own smartphone that they can use it to support their study. This issue was considered by the researcher of this study to conduct research that bringing interactive learning website to the EFL classroom, that can be accessed by student's smartphone. In this research context, all of the students have their own smartphone with enough internet network support.

The interactive learning website used in this research was Mentimeter. Mentimeter has many good features to be used in English language teaching. One of them is Word Cloud. It displays all of the students' work in one slide of presentation. All students could see their peers' work without knowing who write the word. It is useful enough to reduce the anxiety problem of the students that lead to gain more confident to write the word in responding to the given task. As Skoyles & Bloxsidge (2017) pointed out that in Mentimeter applications, the personal information of the student is not reflected on the teacher screen. With this feature, shy and anxious students in the classroom feel more comfortable and their participation in the class increases. As Sari (2021) found out in her study, There are three most prominent results showing that the students consider the Mentimeter tool positively impacted English learning due to its practicality, anonymity, and freedom that it offers.

Some previous studies have used Mentimeter in enhancing English language learning motivation and found it brought positive impact to the learning environment. In Mentimeter applications, it was seen that students actively engage in classroom activities and enjoy learning. It was also determined that the Mentimeter application contributes to the development of teachers' digital skills and awareness of technology (Skoyles & Bloxsidge, 2017). With applications, an electronic mind map can be created in Mentimeter (Bielinis, 2018). With Mentimeter, students benefit more from digital tools and interact with the content they learn (Skoyles & Bloxsidge, 2017).

Examining whether the use of Mentimeter learning website could boost motivation and performance of Indonesian EFL learners in learning English technical words was the objective of this study. Thus, this



present study developed the research question “Does the use of Mentimeter learning website with the approach of teacher guidance boost motivation of EFL Indonesian learners in learning English technical words?”.

Method

This is experimental research done in the English classroom for engineering students. Two groups of first year civil engineering students, aged around 17 to 19, participated in this study. Group one consists of 23 students, while group two were 19 students. All of them were the first semester students from road and bridge construction engineering technology study program, civil engineering department, Politeknik Negeri Lhokseumawe, Aceh, Indonesia. Most of them came from Aceh province, only some students were from other provinces. The purposive sampling is selected because the syllabus's scope in the first year and first semester was about basic academic English and technical vocabularies. While in second semester the syllabus focusses on English for career and academic writing.

This study comprises of two phases, pre-test and post-test. First phase, lecturer gave the pre-test before teaching vocabulary with interactive learning media and guided google search. Students were asked to find specialized English vocabulary used in civil engineering field. Second phase, the lecture taught the students specialized English vocabulary used in engineering field by guiding the students with the key words they could use in google search. Then they were asked to submit their works on Mentimeter application by entering the code provided by the application which was set by the lecturer. Then the students were given a post test. The data from the pre-test and post-test were tabulated and analyzed by comparing score between pre-test and post-test of each group and then compared it among the groups. It was to see the different progress before and after treatment with the interactive learning media in each group, as well as comparing the performance among the groups.

Results

In general, the use of Mentimeter application in learning English specialized civil Engineering words allowed the students to engage actively and created pleasant learning environment which in turn led the student to perform better in learning English as a foreign language. The detail result could be seen in the following figure:

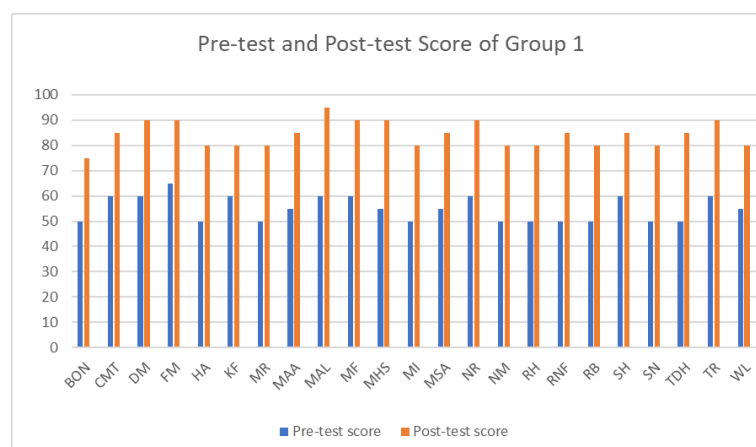


Figure 1. The results of the pre-test and the post-test of group 1 (x-axis refers to students' codes, y-axis refers to the students' scores).

From Figure 1, the learning results made by the students increased dramatically. A number of 22 students obtained the score of 80-95 in the post-test, only one student got 75. This means that the treatment of learning with the guided google search which presented through mentimeter application created joyful learning environment which led the students gaining the better learning achievement. Moreover, the highest score in the pre-test was 65 and the lowest was 50. It clearly showed that there was a sharp

increase compared to the post test which the highest score was 95 and the lowest was 75. It means that there was a significant increase after the learning treatment applied.

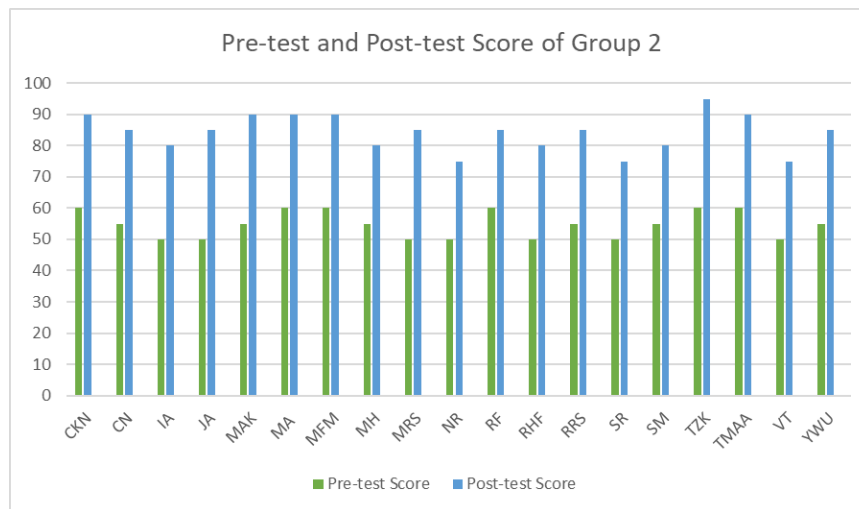


Figure 2. The score of pre-test and post-test of group 2

Figure 2 shows that the learning results achieved by the students increased drastically. A number of 16 students achieved the score of 80-95 in the post-test, only 3 students got 75. Moreover, the highest score in the pre-test was 60 and the lowest was 50. It clearly showed that there was a sharp increase compared to the post-test which the highest score was 95 and the lowest was 75. It means that there was a significant increase after the learning treatment applied.

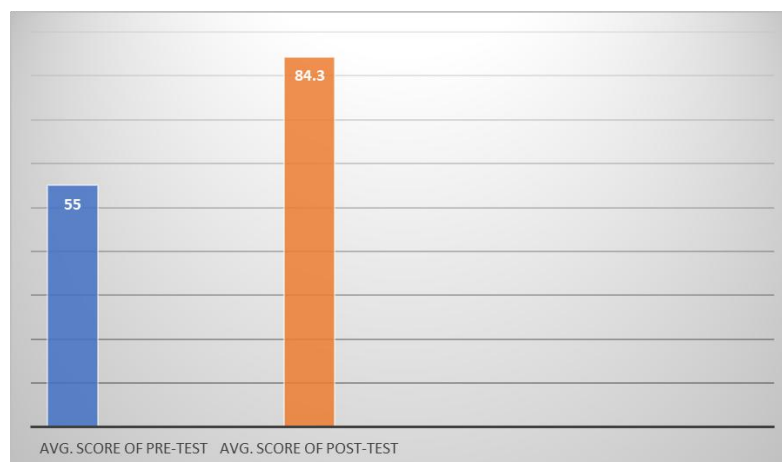


Figure 3. The average score of the pre-test and the post-test of group 1.

Figure 3 illustrates the comparison between the average pre-test and post-test scores. Before the implementation of the learning treatment using Mentimeter, the students obtained an average pre-test score of 55.0. After the intervention, the average post-test score increased substantially to 84.3, representing an improvement of 29.3 points (approximately 53.3% higher than the pre-test score). This considerable increase indicates that the learning treatment had a positive effect on students' mastery of civil engineering vocabulary. The findings suggest that the interactive learning activities facilitated by Mentimeter enhanced students' engagement, motivation, and vocabulary acquisition, leading to significantly better learning outcomes.

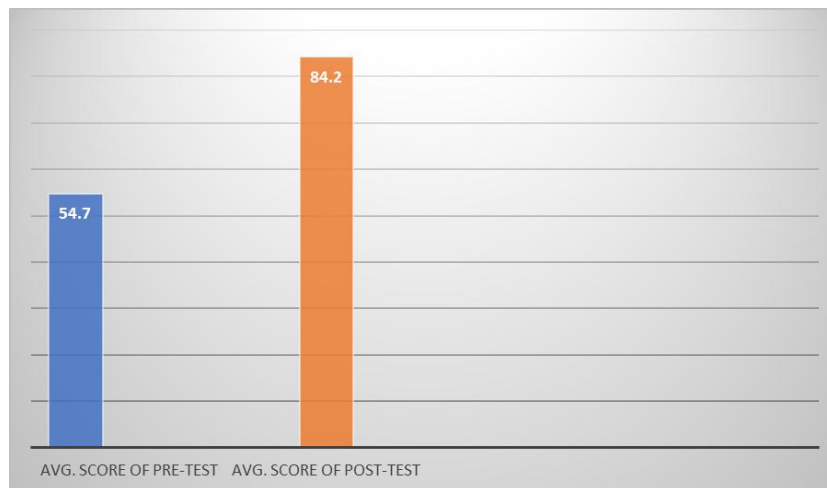


Figure 4 presents the comparison between the average pre-test and post-test scores of the second group. The average pre-test score was 54.7, which increased substantially to 84.2 after the implementation of the Mentimeter-based learning activities. This represents an improvement of 29.5 points (approximately 53.9% higher than the pre-test score). The marked increase demonstrates that the learning intervention effectively enhanced students' mastery of specialized civil engineering vocabulary. The findings indicate that Mentimeter's interactive features promoted active participation and engagement, which contributed to improved vocabulary learning outcomes.

Figure 5 displays the example of the students' work about English specialized vocabulary used in civil engineering field. The topic was job position for civil engineer. In this task, students were set to be able to submit more than one time. It could be seen the participation was 27 and the words were 52 words. It means that there were some students who submit more than one time, as well as some of them write more than one word because they were set to write maximum three words in one submission. The total

participant was 23. It shows that all of participants participated in this task without any hesitation. Mentimeter, the interactive learning website consciously motivated students to do the task well and save the face of the beginner level of English. After all participants submitted the task then lecturer showed the slide of presentation which displays all the participants' work and discuss the words and the meaning with the class. This also brought the advantage to every participant that they could learn from their peer's work. This strategy also led to time efficiency and effective learning process.

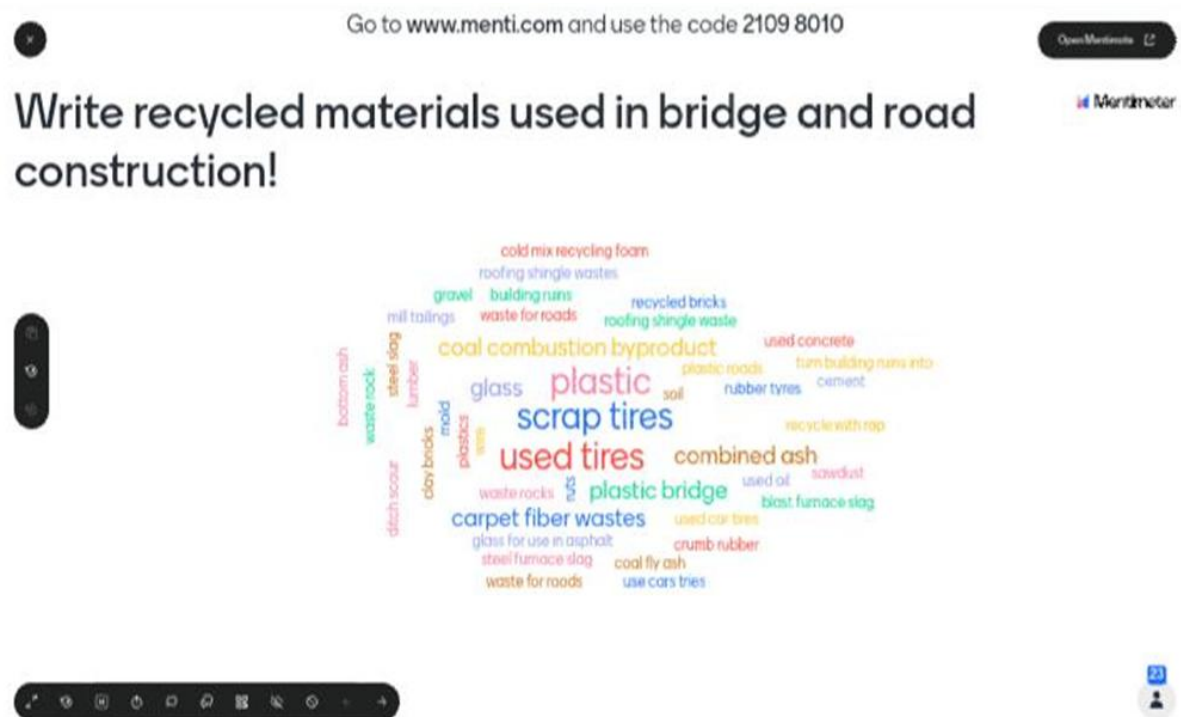


Figure 6. Students' Word Cloud about Bridge and Road Construction

The figure shows another example of students' work. The students were asked about recycled materials used in bridge and road construction. This task was set only one time submission. They were set to submit maximum three words in one submission. It could be seen the total 44 words in the display. It means in average, participants submitted more than two words, even some of them submitted three words. It shows that all participants submitted their work without any anxiety eventhough there were some errors in some students' work. It later discussed with the class as well as discussing the meaning of the words of all students' work.

Discussion

The findings of this study demonstrate that the implementation of Mentimeter as an interactive learning platform significantly enhanced students' motivation and performance in learning civil engineering vocabulary. The results reveal substantial improvements in both groups after the treatment. The average pre-test score of group one increased from 55 to 84.3, while group two improved from 54.7 to 84.2. Such improvements indicate that the use of Mentimeter contributed positively to students' vocabulary acquisition and learning engagement.

The claims made in this study are strongly supported by the research findings. The considerable increase between pre-test and post-test scores in both groups provides empirical evidence that students benefited from the learning activities conducted through Mentimeter. The increase of approximately 29 points in both groups suggests that the intervention was effective in facilitating vocabulary learning. Furthermore, the distribution of post-test scores strengthens this claim. In group one, 22 out of 23 students achieved scores between 80 and 95, while only one student obtained a score of 75. Similarly, in group two, 16

students achieved scores ranging from 80 to 95, and only three students obtained a score of 75. These results indicate that the majority of students reached a high level of achievement after participating in the learning activities.

The results appear reasonable considering the characteristics of Mentimeter as an interactive learning tool. Previous studies have emphasized that digital learning technologies can increase student participation by creating engaging, collaborative, and learner-centered environments. Mentimeter allows students to enjoy vocabulary tasks. The feature of anonymous provided by Mentimeter, allows the students to not feeling losing face when making mistakes, this in turn making learning more interactive than traditional lecture-based instruction. Such features can reduce learner anxiety, encourage active participation, and increase attention during learning activities.

Moreover, the participants of this study were first-year civil engineering students who were learning specialized English vocabulary related to their academic field. Technical vocabulary can often be challenging because students may have limited exposure to discipline-specific terminology. Through interactive activities provided by Mentimeter, students were able to practice and reinforce their understanding of technical vocabulary more effectively. Consequently, the significant improvement in post-test scores is consistent with expectations regarding the pedagogical benefits of interactive learning technologies.

Another factor supporting the reasonableness of the findings is the consistency of the results across both groups. The two groups started with nearly identical pre-test averages and achieved almost the same post-test averages. This consistency suggests that the improvement was not accidental but was likely associated with the learning intervention. Such parallel outcomes increase the reliability of the findings and provide stronger evidence for the effectiveness of Mentimeter.

The findings align closely with the expectations established at the beginning of the study and with previous research on technology-enhanced language learning. The primary expectation was that the use of Mentimeter would increase students' motivation and improve their learning performance. The substantial gains in post-test scores confirm this expectation and indicate that interactive digital tools can play an important role in facilitating vocabulary acquisition.

The findings are also consistent with earlier studies conducted by Sari (2021) and Skoyles and Bloxsidge (2017), who reported that interactive online learning platforms positively influence student engagement, motivation, and academic achievement. These researchers argued that technology-mediated learning environments encourage active participation and provide immediate feedback, both of which contribute to improved learning outcomes. The current study extends these findings by demonstrating similar benefits in the context of English for Specific Purposes (ESP), particularly in learning civil engineering vocabulary.

Furthermore, the findings support broader research trends in educational technology, which suggest that digital tools can enhance learner autonomy, increase classroom interaction, and improve knowledge retention. Students often perceive technology-based learning activities as more enjoyable and stimulating than conventional instructional methods. As a result, they are more likely to participate actively and sustain their attention throughout the learning process. The positive outcomes observed in this study therefore reinforce existing evidence regarding the effectiveness of interactive learning technologies in higher education.

The findings of this study support existing theories of language learning motivation, particularly those proposed by Gardner (2001) and Noels (2001). Gardner's socio-educational model conceptualizes motivation as a combination of learners' effort, desire to achieve their goals, and positive attitudes toward the learning process. From this perspective, students who perceive learning as enjoyable and meaningful



are more likely to invest sustained effort and persist in achieving their learning objectives. The substantial improvement in students' post-test scores suggests that the interactive learning activities facilitated by Mentimeter enhanced their engagement and encouraged greater investment in learning specialized civil engineering vocabulary.

The findings are also consistent with Noels' (2001) self-determination perspective, which emphasizes the role of intrinsic motivation in successful language learning. Intrinsic motivation arises when learners participate in learning activities because they find them interesting, enjoyable, or personally rewarding. Mentimeter's interactive features, such as real-time participation and immediate visualization of responses, likely increased students' enjoyment and interest in learning technical vocabulary. This engaging learning environment may have strengthened their intrinsic motivation, leading to greater participation, sustained learning effort, and improved vocabulary acquisition. Consequently, the significant gains in students' achievement provide empirical support for the proposition that interactive digital learning environments can foster intrinsic motivation and enhance language learning outcomes.

The study also supports contemporary perspectives on technology-enhanced learning, which argue that digital tools can foster learner engagement by satisfying students' needs for autonomy, competence, and relatedness. Through interactive participation and immediate feedback, Mentimeter may have created learning experiences that promoted these motivational factors. Therefore, the findings not only confirm established theories of motivation but also illustrate how educational technology can serve as a practical mechanism for enhancing motivational processes in language learning.

In conclusion, the results provide strong support for the claims presented in the study. The findings are reasonable, consistent with expectations, and aligned with previous empirical research. Moreover, they support established theories of language learning motivation proposed by Gardner (2001) and Noels (2001). The study contributes to the growing body of evidence demonstrating that interactive learning technologies such as Mentimeter can effectively increase student motivation and improve academic performance, particularly in the learning of specialized English vocabulary within higher education context.

Conclusion

In conclusion, the use of Mentimeter interactive learning website could boost learning motivation and ability to explore and memorize specialized vocabulary used in civil engineering field. Once students highly motivated, the learning performance also increases. The data shows that there were dramatically increase analyzed from the pre-test and post test score. It could be seen from the average scores the students achieved by group 1 and group 2 in the posttest were 84.3 and 84.2, respectively. The average score of posttests was higher than the average score gotten by the group 1 and group 2 in the pre-test, which were 55 and 54.7, respectively. Moreover, the Word Cloud task showed that all the students submitted their work as seen in the presentation slide. It means the students enjoyed the learning activities which in turn creating a pleasure and enjoyable learning environment. It created a successful learning, which unlocks their learning motivation. These findings suggest that the use of Mentimeter is encouraged to be used in English classroom.

This study has several limitations. First, it was conducted with a relatively small sample from a single institution and focused exclusively on civil engineering students, limiting the generalizability of the findings to other disciplines and educational contexts. Second, the intervention was implemented over a relatively short period, preventing the examination of long-term vocabulary retention and sustained learning motivation. Third, the study employed only the Word Cloud feature of Mentimeter, while the platform offers numerous other interactive functions that may produce different learning experiences and outcomes. Finally, the study primarily measured vocabulary achievement and learning motivation



without investigating other aspects of language learning, such as collaborative interaction, critical thinking, or learner engagement.

Future researchers are also encouraged to conduct longitudinal studies to examine the long-term effects of Mentimeter on vocabulary retention and learner motivation. Additionally, future studies could involve larger and more diverse samples from different disciplines, educational levels, and institutions to improve the generalizability of the findings. Comparative studies between Mentimeter and other interactive learning platforms (e.g., Kahoot!, Quizizz, Slido, or Padlet) would also provide valuable insights into the relative effectiveness of different digital tools for English language learning, particularly in ESP contexts.

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