

# “TIME TO SHINE IN ENGLISH”: EXPLORING STUDENTS’ LEARNING MOTIVATION AND PROGRAM EFFECTIVENESS

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# Introduction

- A English language proficiency is an important aspect of modern education in the era of globalization (N. Mauliska and J. F. D'Angelo)
- Which aims to improve students' motivation and English skills through an interactive and enjoyable approach (N. L. Indasari and S. Amaliati)
- The “Time to Shine in English” program was developed to enhance motivation using interactive, enjoyable vocabulary listening memorization methods. (E. S. Ayu and Y. D. Prastyo, 2023)
- Motivation is divided into two types: intrinsic and extrinsic factors. Both forms play a significant role in enhancing learning outcomes, particularly in foreign language contexts that demand active involvement (R. A. Adara, 2020)
- Research gap: As a research gap, the effectiveness of this program still requires further investigation into students' perceptions of the methods used.
- Novelty: This research result will show a clear understanding of how students' views of program methodology affect their learning motivation and academic participation.

# Research Questions

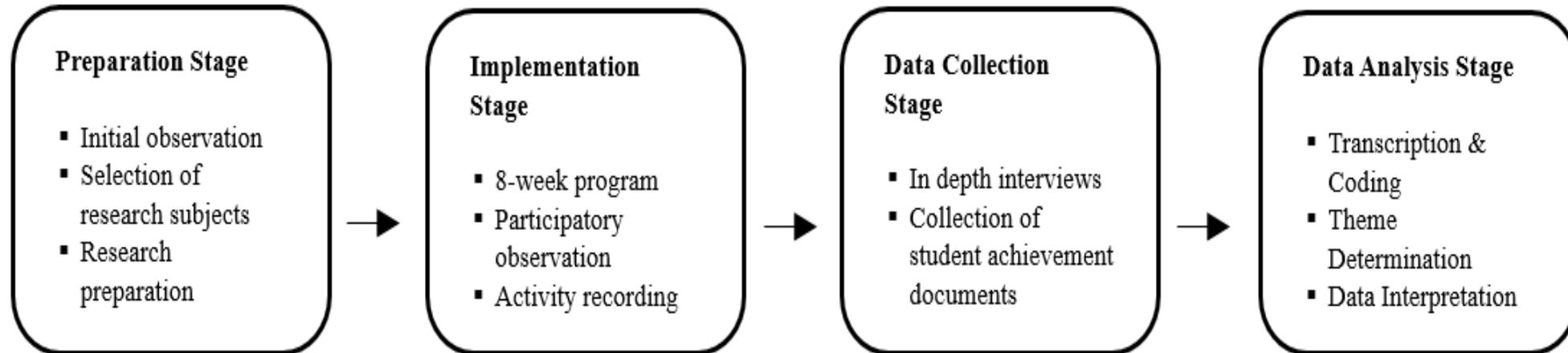
- What are students' perceptions of the “Time to Shine in English” program, and how do they view its role in shaping their educational experience?

# Methods

- Approach: Qualitative methodology
- Design: Case study framework.
- Participants: 19 students from grades 7 and 9 at a junior high school in Sidoarjo.
- Sampling: Purposive sampling.
- Data triangulation & member checking applied for validity.
- Instruments: in depth interviews, participatory observation.
- Data Collection Technique: integrates methodological triangulation, in-depth interviews and direct observations, and a peer verification process.
- Data Analysis Technique: Transcription, thematic coding, and interpretation.
- Several of the questions used in this study were adapted from previous research instruments (R. D. Pramesti,, 2025) (N. Rachma, 2024)

# Methods

Figure.1 Research Procedures



# Methods

- The adapted questions include:
  1. How actively do you participate during the “Time to Shine in English” program activities?
  2. How well can you maintain your attention and focus during the program?
  3. How often do you interact with peers or tutors during the program activities?
  4. How much do you enjoy the learning activities provided in the program?
  5. How confident do you feel when participating in speaking or group tasks in the program?
  6. How motivated are you to learn English because of your own interest or enjoyment during the program?
  7. How do rewards, recognition, or encouragement from the program influence your motivation to learn?
  8. How does the program help you maintain your interest in learning English?
  9. How does the program help you improve your English vocabulary?
  10. How does the program help you improve your speaking fluency?
  11. How does the program influence your confidence in using English in daily communication?

# Result

- Students enjoyed completing English assignments using the Kahoot! and Duolingo platforms because this method made learning more enjoyable; *"I feel that learning English is more fun with Kahoot!. Sometimes it doesn't even feel like I'm studying"*(Response "HMR").
- The implementation of these activities has a diverse impact on improving linguistic abilities.
- Some students felt that this method helped them memorize irregular verbs, while others experienced difficulties and boredom in the process. One student also stated, "Memorizing verbs is helpful, but sometimes I find it difficult and tedious"(Response "LBD").
- Seventh-grade students practiced with topics such as professions, food, and fruits, while ninth-grade students focused on sentences with irregular verbs. In oral tests, an increase in the number of students who were able to correctly identify irregular verbs compared to previous weeks indicated progress in their memorization.

# Result

Figure 2. Kahoot! And Duolingo Implementation

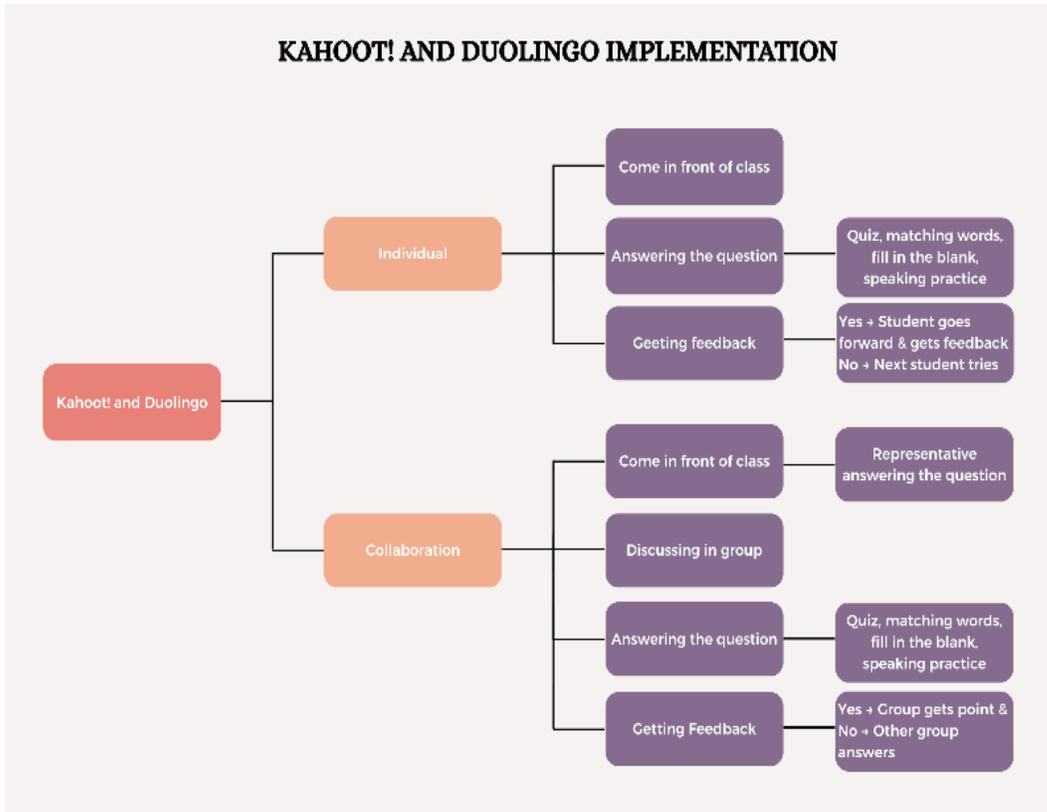
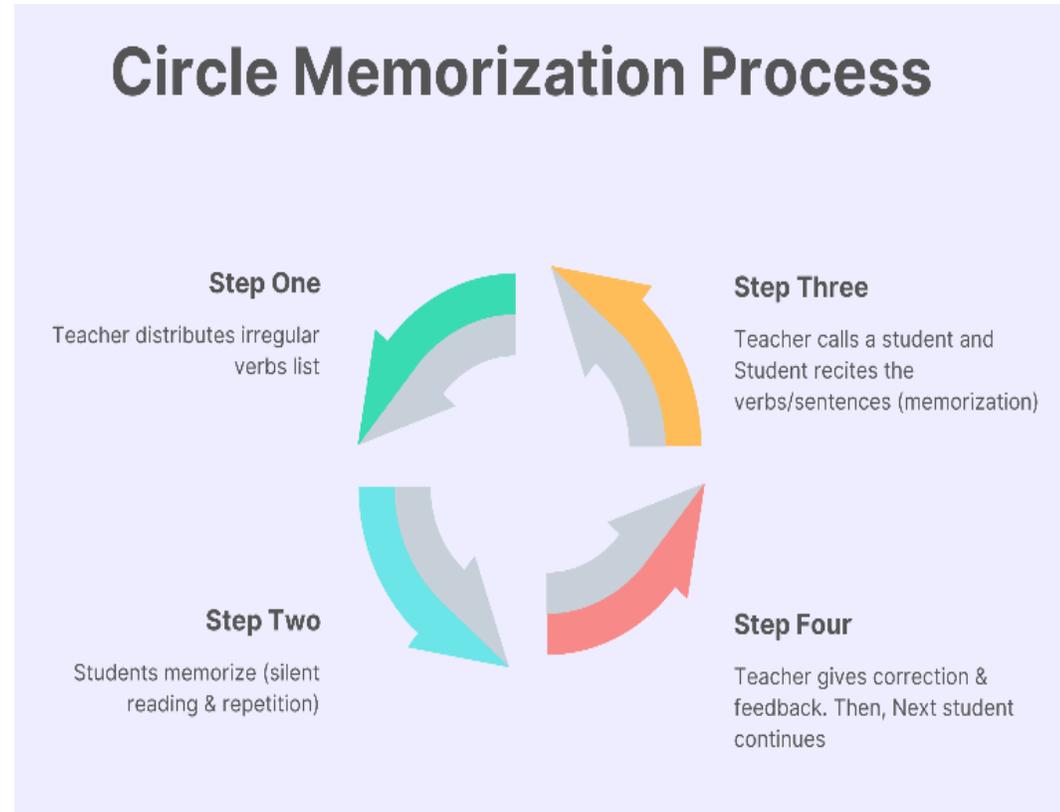


Figure 3. Students's Circle Memorization



# Discussion

- Interactive and technology-based media such as Kahoot! and Duolingo significantly increased student motivation, engagement, participation, and confidence, especially among seventh-grade students, proving that enjoyable digital tools enhance understanding and reduce learning monotony.
- Traditional memorization methods, although effective for improving irregular verb retention, showed limitations due to repetition and lack of variation, which led to boredom and decreased enthusiasm among some ninth-grade students, indicating the need for creative modification.
- Program effectiveness was influenced by multiple interconnected factors, including supportive teacher feedback, varied teaching strategies, meaningful speaking opportunities, interactive media, and balanced technology integration, demonstrating that a combined and flexible approach is essential to sustain motivation and improve English learning outcomes.

# Conclusion

The *“Time to Shine in English”* program effectively increased students’ motivation and learning outcomes at the junior high school level. Interactive methods, particularly Kahoot! for seventh graders, enhanced engagement, confidence, and enjoyment, while the memorization technique helped ninth graders improve their irregular verb vocabulary. The findings highlight that traditional methods remain useful but must be delivered creatively and supported by interactive media, varied strategies, speaking opportunities, and structured technology integration. However, due to the limited sample size, future research with larger and more diverse participants over a longer period is recommended to strengthen and generalize these findings.

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