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My Wondering "Are EFL Excited Learning toward Interactive Media?" The Perception Study from EFL

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Abstrak

Multimedia Pembelajaran Interaktif merupakan perangkat teknologi yang dapat dimanfaatkan secara efektif sebagai sumber belajar. Jenis media ini tidak hanya mendukung proses pembelajaran tetapi juga berkontribusi positif terhadap hasil belajar siswa. Penggunaan platform digital memungkinkan guru untuk mengekspresikan kreativitas mereka dan menyesuaikan pendekatan pengajaran agar selaras dengan gaya dan minat belajar siswa. Penerapan Google Sites sebagai platform penyampaian multimedia interaktif memfasilitasi pembelajaran yang lebih efektif dan meningkatkan pemahaman siswa terhadap materi. Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap pembelajaran teks prosedur melalui Multimedia Pembelajaran Interaktif berbasis Google Sites. Pendekatan kualitatif dengan desain fenomenologis digunakan. Data dikumpulkan melalui observasi partisipasi aktif dan motivasi siswa, beserta lembar refleksi yang mencakup persepsi, pemahaman, dan evaluasi mereka terhadap media. Analisis data dilakukan sejak awal pengumpulan data, meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa siswa memiliki persepsi yang sangat positif terhadap penggunaan media interaktif. Mereka melaporkan merasa senang, tertarik, dan termotivasi saat mempelajari teks prosedur melalui media ini.

Kata Kunci: persepsi siswa, multimedia pembelajaran interaktif, Google Sites, refleksi pembelajaran

Abstract

Interactive Learning Multimedia is a technological tool that can be effectively utilized as a learning resource. This type of media not only supports the instructional process but also contributes positively to students' learning outcomes. The use of digital platforms enables teachers to express their creativity and tailor their teaching approaches to align with students' learning styles and interests. Implementing Google Sites as a platform for delivering interactive multimedia facilitates more effective learning and enhances students' understanding of the material. This study aims to describe students' perceptions of learning procedural texts through Interactive Learning Multimedia based on Google Sites. A qualitative approach with a phenomenological design was employed. Data were gathered through observations of students' active participation and motivation, along with reflection sheets covering their perceptions, understanding, and evaluations of the media. Data analysis was conducted from the outset of data collection, involving reduction, presentation, and conclusion drawing. The findings revealed that students held highly positive perceptions toward the use of interactive media. They reported feeling happy, interested, and motivated while learning procedural texts through this medium.

Key words*: student perception, interactive learning multimedia, Google Sites, learning reflection*

INTRODUCTION

It is empirically demonstrated that Interactive Learning Multimedia plays crucial role in language learning**.** Learning Interactive is a computer application that contains a combination of text, images, graphics, sound, video, animation, and simulation in an integrated and synergistic manner to achieve certain goals where users can control and interact dynamically (Surjono, 2021). This can be used to create an interactive medium that will be able to raise students' learning motivation. Beside that the image media is more effective in use, because today's children are more interested in watching animated films with varied images (Khotimah, 2020).

Moreover, an attractive learning medium can serve a fun and quality learning atmosphere that can encourage students to learn by themselves actively, which is called a student learning center. Interactive Learning Multimedia will accommodate the students' learning style. Deporter and Hernacki (2000) state that there are three types of learning styles: visual, auditory, and kinesthetic. By presenting learning media that are coherent with the students' learning styles, they can learn optimally. In other words, teachers should serve the students based on their learning styles by preparing suitable learning media. The use of proper learning media will make students easily catch the material of learning.

Meanwhile, Interactive Learning Multimedia serves all items that help teachers accommodate students' learning styles. This media provides some features such as worksheets, videos, audio, exercises, material, ice-breaking, and games. Teachers can embed links from websites or other applications, for instance, Wordwall, Kahoot, Quizizz, Youtube, Padlet, etc. Moreover, Interactive Learning Multimedias can be created and published using *Google sites*. According to Aziz (2019), Google Sites is a platform that can be used to create websites, but the users must not have programming abilities. The users can use various features based on their needs for free and easily. In addition, Japrizal and Irfan (2021) stated that Google sites have many advantages for learning media, namely: a) learning activities are more interesting; b) finding material is easier; and c) the material will be stored for the long term.

There have been many studies regarding the use of Interactive Learning Multimedia for language learning. Rojali (2023) in his research, the effectiveness of Interactive Learning Multimedia development through Google sites had a significant difference in students learning motivation. The difference could be seen before and after applying it. In addition, Wulandari (2022) concluded that learning by using Interactive Learning Multimedia through Google sites influenced the improvement of students' learning outcomes. Besides that, Suryaman and Azizah (2023) demonstrated in their research that the result of using Google Site Learning Media was proven to increase students' interest in learning. The result could be seen from the results of the small group students' pretest of 60% and the posttest results of 93%. The result, in line with Fahman and Abdul's (2015) action research, explained that there was an improvement in students' average scores after conducting cycles 1 and 2, which was 77.36%, and the average score of the students' learning interest reached 64.59%. Meanwhile, research carried out by Prita Triana, Hening Widowati, & Achyani (2021) on the development of multimedia interactive learning on IPA learning showed that there was a very significant difference in the learning outcomes of environmental care attitudes between classes that used interactive multi-media and classes that did not. The average learning outcomes for environmental care using interactive multimedia were higher than the average learning outcomes for environmental care attitudes without using interactive multimedia. The next study was conducted by Lilis Diah Kusumawati, nFn Sugito, Ali Mustadi (2021) explained that the developed interactive learning multimedia is suitable for use in mathematics learning for grade IV SD. The advantages of interactive learning multimedia that are developed include, 1) clarifying material with interesting pictures and animations, 2) practicing skills with various trying activities, 3) motivating students with various forms of appreciation; 4) gives the user the freedom to select the desired material with the navigation buttons.

The reviewed studies mostly focus on how to create Interactive Learning Multimedia in which the purpose of the product is to create a medium that is able to boost the students' motivation and interest in order to achieve the learning objectives. However, there does not study about the students' perceptions of learning English by using multimedia interactive learning and how this medium arouses their motivation to be able to study English comprehensively. Through Interactive Learning Multimedia, the researcher included some other applications to accommodate the students' learning styles. This application link was be inserted in that learning medium. Hopefully, students enjoyed the teaching and learning process, and learning objectives were be obtained successfully. For these reasons, researchers conduct research to find out the students' perceptions while learning with multimedia and interactive learning through a Google site. This study is intended to answer the question "What are the students' perception dealing with Interactive Learning Multimedia?"

RESEARCH METHODOLOGY

Creswell (2019) defines qualitative research as an approach within educational inquiry that prioritizes participants' perspectives, poses open-ended and exploratory questions, gathers data primarily in textual or verbal form, identifies emerging themes from the data, and conducts analysis through a subjective and interpretative lens. This study employed a qualitative phenomenological design, which is particularly suited to exploring and understanding the lived experiences of participants—in this case, their perceptions of learning through Interactive Learning Multimedia (ILM). Accordingly, the qualitative method was chosen to describe students' perceptions following their experience learning English using ILM.

The researcher was directly involved in the instructional process, engaging with participants and collecting data firsthand. Data were gathered through classroom observation, student reflections, and interviews aimed at validating the consistency of students' responses. Observations focused on indicators such as student engagement and motivation during the learning sessions. Reflections were collected using digital reflection sheets provided via the Padlet platform after the learning activities had concluded.

Research Context

This research was conducted at a public junior high school in East Java. A purposive sampling strategy was employed (Berndt, 2020; Suri, 2011), with class 7F selected as the research sample. The decision was based on preliminary observations showing that students in this class exhibited higher technological competence, as indicated by their superior average scores in the Informatics subject compared to other classes. Additionally, class 7F had prior exposure to Interactive Learning Multimedia during three instructional sessions on procedural text.

Participants

The study involved 32 students, comprising 18 male and 14 female participants. All participants received access to a Padlet link containing a digital reflection wall. This platform presented a set of guided questions to help students articulate their perceptions of the learning experience. Although the questions were presented in English, the researcher provided oral translations to ensure comprehension and accurate responses.

Data Sources

The primary source of data consisted of students' own reflections and perspectives. These reflections captured how students perceived, understood, and evaluated the interactive media used in the learning process. Additional data were obtained from classroom observations and responses recorded on the digital reflection sheets submitted by students.

Instruments

The central research instrument was the students' reflection sheet, designed to assess their perceptions after learning procedural texts using Interactive Learning Multimedia. Each sheet included six questions, derived from three key indicators: perception of external stimuli, understanding of content, and evaluation of the media. Each indicator was explored through two specific questions. In parallel, classroom observations were conducted to evaluate student engagement and motivation during ILM-based instruction. To ensure the reliability of the data, interviews served as a supplementary tool, validating the findings obtained through the reflection sheets. Given the limitations of time and location, interviews were conducted via WhatsApp video calls. Each interview addressed one question corresponding to each of the three perception indicators. Participants were selected based on their prior experience with interactive learning tools.

Data Collection

Data collection began with the implementation of Interactive Learning Multimedia (ILM) in the teaching of procedural texts, conducted over the course of three instructional sessions. Throughout these sessions,

the researcher closely observed students' learning behaviors, with a specific focus on their participation and enthusiasm. Observational data were recorded during each meeting and subsequently organized based on predefined indicators. At the conclusion of the third session, students were asked to complete a reflection using the Padlet platform. A link to the Padlet was provided, where students were prompted to respond to six guiding questions designed to elicit their perceptions of the ILM experience. Each question was aligned with one of three key indicators—stimulus reception, content understanding, and media evaluation—subdivided into two questions per category.

To further verify the consistency and depth of the students' written reflections, follow-up interviews were conducted with four selected students, comprising both experienced and novice users of interactive learning media. The findings from the reflection sheets were categorized and visualized using a bar chart to facilitate a clearer presentation and interpretation of the results.

Data Analysis

According to Miles and Huberman (2014), meaningful qualitative data analysis requires not only systematic procedures but also the researcher's analytical sensitivity, experience, and conceptual acuity. The data analysis process employed in this study followed three main stages: data reduction, data display, and conclusion drawing or verification. During the data reduction phase, the researcher applied a coding system to isolate relevant data—specifically focusing on indicators of student participation and motivation. Any data unrelated to these themes were excluded. The same filtering process was applied to the reflection responses, with each entry categorized according to the predetermined indicators.

In the data display stage, both the observation and reflection data were presented descriptively. These findings were supported with additional evidence from the interviews. For clarity, the analyzed data were also presented in bar chart form. Finally, the conclusion stage involved synthesizing insights from the observation notes and students' reflection sheets. Conclusions were articulated descriptively and highlighted key indicators of student perception, such as enthusiasm and active engagement. These conclusions were formulated immediately upon completion of the data collection process.

RESULTS AND DISCUSSIONS

The current study's findings are expanded upon into three categories, specifically receiving stimuli or objects absorbed from outside by the individual, students' understanding and students' assessment of media. Through two questions, each category was suggested. The goal is to learn more about how students' view the media that they utilize.

Receiving stimuli or objects absorbed from outside by the individual

In the first indication, the researchers used two indicator questions, namely, the students' responses to learning the procedures text material using interactive media and their feelings after learning the procedure text through interactive media. According to their reflections, students felt very joyful, engaging, pleasurable, and comfortable learning the procedural subject through interactive media. It meant that they had a positive perception of the first indication. Furthermore, during the teaching and learning process, they appeared to be pleased and focused on the learning process. They participated in every activity created in Interactive Learning Multimedia. Additionally, they were not afraid to ask clarifying questions when they did not understand the directions provided. Moreover, the students had enthusiastic mood although they expressed in different words but it had the same meaning. They also took note of the explanation why they felt that feelings.

Students' Understanding

The second perception indicator was about the students' understanding of what was being studied. It consisted with two guiding questions. They were whether the student gains a better understanding of the procedure material after learning using interactive learning media and what knowledge the student gains when learning procedural text through interactive learning. The students' reflections demonstrated a strong knowledge of the procedural information taught using interactive media. They readily captured all of the

sub-materials offered. Their reasoning was that media delivered in audiovisual and visual formats allowed them to comprehend the significance of the content. They got the information about procedure text instead of the types and essence of the material. In addition to the interactive media used, the quiz provided in the form of jumble words made students eager to learn. Besides, the exercises helped them understand the material well. Besides, they work on every activity they have studied on the Padlet app that allowed them to exchange ideas with other friends. This made students not bored and their focus on the material better as well as their learning motivation appeared to be increased. Furthermore, they thought that the media encouraged them to expand on their basic knowledge. Moreover, it was proved from the result that they completed all of the media-related tasks, took the quiz, and completed the students' reflection forms. In other words, Interactive Learning Multimedia through Google sites influenced the improvement of students' learning outcomes (Wulandari, 2022). When reflection time at the end of learning, researcher asked some questions orally to check the students' comprehension. Then, students were able to answer those questions that related to procedure text. The end-of-learning reflections showed that the used of interactive learning media could improve the student's understanding of what was being studied.

Students' Assessment of Interactive Learning Media

The third perception indicator was about students' assessments of interactive media used during the learning and teaching process. In this indicator the guiding questions were about the media they like most and their opinions regarding the interactive of the media used. It indicated that from several interactive media used, namely YouTube, quizzes, and Padlet, students gave good and positive assessments on those media. They also appreciated the use of interactive media Padlet as a place to ask, answer, discuss and write learning reflections. The result of the first question indicated that students preferred viewing videos over filling out the Padlet, answering the question, asking a question, and delivering a question. Based on the observation during the learning process, students were excited to answer the activity in Padlet. They were amazed because they had never heard of this application before. They also replayed the video more because they were interested to watch the video which the link took from YouTube. They said that the video made them comprehend the material better. The students' responses to the second question indicated that they were largely excited. Although a few students complained that the procedure was lengthy, they still appreciated the lesson. Furthermore, the researcher observed that the students were pleasant. They did not become bored. They even requested when they might learn again utilizing Interactive Learning Multimedia after the time ended. This was in line with the research result stated that Google Site Learning Media was proven to increase students' interest in learning (Suryaman and Azizah, 2023; Fahman and Abdul, 2015).

Students' interview

Interview data were transcribed and analyzed to discover the categorize (Braun and Clarke, 2006).The interview was conducted for four students. Those were participant 1, participant 2, participant 3 and participant 4. Participant 1 and 2 are female. Meanwhile, participant 3 and 4 are male. They were selected based on experienced and first-time users of interactive learning multimedia. This was discovered when researchers asked questions about who usually uses interactive media such as learning videos, Padlet, Capcut or others. From this question, three students raised their hands, so from the three students who raised their hands, two students were chosen as representatives. Meanwhile, the other two participants were taken from students who were less familiar with interactive media. They only knew interactive media in the form of videos. They were asked three questions that represented indicators of student perceptions. The interviewed happened via video call and used Indonesia language and students also answered in Indonesia language. It was because students as English Foreign Learners got difficulties interpreting the meaning of the sentences. Therefore, to make it easier for students to grasp the meaning of interview sentences and made it easier for them to convey their answers, the researcher used Indonesian to provide questions and let students to answer.

Based on the interview answers, the researcher saw similarities between the answers and the students 'reflection sheets. This shows that there is consistency in responses regarding students' perception

regarding interactive learning multimedia. Starting from the first question, namely their feelings about learning using interactive media, where the answer given by participant 1 was that the learning was interesting. This was because there were a lot of interactive media used by the researcher, especially when writing reflections on learning using Padlet, which made her motivated to learn. A similar thing was conveyed by the second participant who said that learning was fun on the grounds that participant two knew the variety of learning media used helped the second participant to learn in a fun way. Likewise, the third participant said that he could get to know other media besides YouTube and it was also interesting. The fourth participant added by saying that interactive media made him enjoy learning so that he easily grasped the learning objectives of digging deeper from simple things to difficult things.

In the second interview question about their understanding of the material, it was found that the first participant understood the material presented, including the characteristics of procedure texts and how to write procedure texts. This was because she learns from the videos and exercises provided where the media and exercises were presented clearly and easily understood which makes her enthusiastic in doing her assignments. Meanwhile, the second participant said the same thing, namely that the interactive media used was interesting from video media, quizzes and exercises, making her understand the material being presented slowly. Meanwhile, the third participant said that the procedural text material could be understood well starting from the structure of the text, the characteristics of the language and its purpose. Besides that, he could focus on learning because the learning was interesting. Moreover, the fourth participant stated that he could learn focused and independently from the media presented. He did not feel bored even though he studied independently. This was because the interactive media presented was interesting so that by studying independently, playing the video many times and discussing with friends, it helped him to understand the material presented well.

For the third interview question about why they were interested in learning with interactive media. It showed that the first participant explained that various learning media were used. This included learning videos, quizzes, interesting questions, sessions for writing answers, discussing and reflecting on learning via Padlet media. Apart from that, this learning media prevented her from feeling bored. Meanwhile, the second participant said that the existing audio-visual media made her feel less bored she also said that she could be creative in doing assignments and discussed online with friends to share comments. This made him feel enthusiastic about learning. The third participant said the same thing, who said that the learning was fun, especially in the quiz section where he could compete with other friends. Moreover, the discussion session made him inspired by his friends' answers. The fourth participant said the same thing where he added that the material presented started from easy to complex.

The results of the interviews showed that the responses given by students regarding their perceptions of interactive media were positive. They said that learning with interactive media was fun and make them understood the material as a whole. Besides that, the interactive media used can accommodate their learning styles, namely in audiovisual form. This is a line with Kusumaningrum et al. (2022) that these technologies offer auditory and visual stimuli, aid in vocabulary acquisition, and enhance students' English language skills. Moreover, through Padlet media there was a space available for them to discuss, provided comments and gave signs of liking their friends' work. Apart from that, writing learning reflections related to their perceptions of interactive media provided its own color in making them directly involved in writing reflections about their perceptions. Moreover, it also create conducive atmosphere. It is related to Harmanto et al.'s (2021) research indicating that students' passion and active involvement in the learning process create an environment conducive to learning.

CONCLUSIONS

The analysis of students' reflection sheets indicates that learners held a generally positive perception of Interactive Learning Multimedia (ILM) delivered via Google Sites. The findings were organized into three primary categories: (1) reception of external stimuli, (2) comprehension of learning content, and (3) evaluation of the interactive media used. In the first category—students' reception of external stimuli—the data revealed high levels of enthusiasm toward the learning experience. This enthusiasm stemmed largely

from the dynamic and engaging nature of the media, which effectively mitigated boredom and sustained student interest throughout the sessions.

The second category focused on students' understanding of the material. Here, responses suggested that the use of varied and interactive media significantly enhanced their comprehension of procedural text content. Additionally, the learning tools provided during the lessons supported students' ability to complete tasks successfully and participate actively. These outcomes were further attributed to the media's adaptability to diverse learning styles—visual, auditory, and kinesthetic—thus fostering a more personalized and effective learning experience.

The third category examined how students assessed the ILM tools. Students expressed a clear preference for audiovisual content and the use of Padlet as a platform for interaction and reflection. These tools contributed to a positive classroom environment that encouraged active engagement and smooth instructional delivery. Students' motivation was further driven by their curiosity and interest in exploring the media. This increased their willingness to follow instructions and engage with each activity step by step. Moreover, the interactive nature of the media enabled a shift toward student-centered learning, offering greater autonomy and involvement in the educational process.

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