

**ENHANCING STUDENTS' INTRINSIC MOTIVATION
THROUGH INTERACTIVE LEARNING ACTIVITIES IN EFL
CLASSROOMS**

A Best Practice

**Presented to the Department of English Language Education as Fulfilment of
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English
Language Education**



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YOGYAKARTA

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INTERACTIVE LEARNING ACTIVITIES IN AN EFL CLASSROOM**

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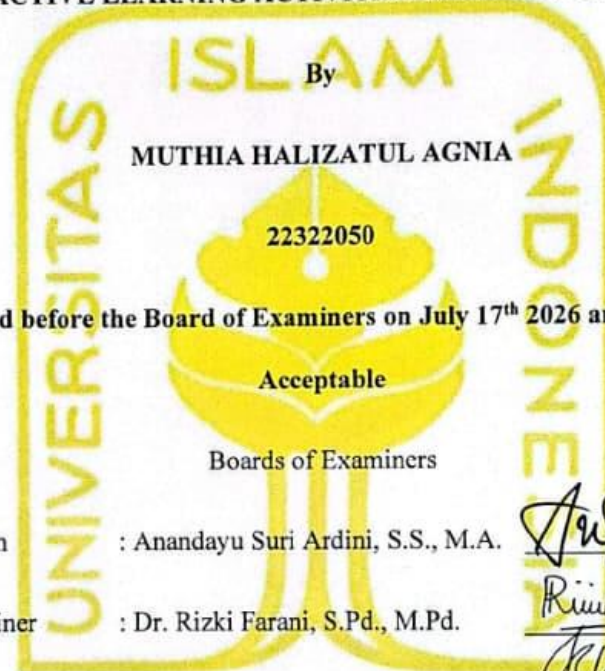
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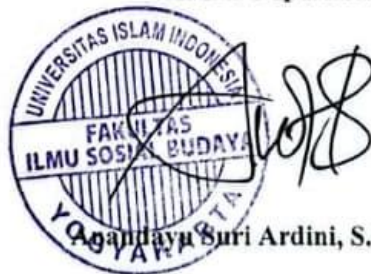
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DECLARATION PAGE

I honesty declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Furthermore, I declare that I independently synthesized previous studies on the interactive learning concept and formed the implementation flows of the model based on my own teaching practice. The conceptualization and development of the model are entirely my original work. However, I used an AI tool, namely ChatGPT to help me refine the name of the model in my best practice, so that I can find a name of an acronym that is easily remembered and recognized by readers.

Yogyakarta, July 24th, 2026



The Writer,

MUTHIA HALIZATUL AGNIA

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MOTTO PAGE

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَى أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ وَعَسَى أَنْ تُحِبُّوا شَيْئًا وَهُوَ

شَرٌّ لَكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ٢١٦

“Fighting has been made obligatory upon you ‘believers’, though you dislike it.

Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know”

QS. AL-BAQARAH:216

“If any of you feels lost in the face of doubt or uncertainty, or the pressure of starting new things, don’t rush. Take a deep breath. You may find that any moment can be turned into an opportunity. Allow yourself to take it easy. Take it one step at a time. You might discover the important things you were missing, and they will reach out to you”

KIM SEOKJIN – BTS

DEDICATION PAGE

Appreciatively, I dedicated this best practice to myself, who hardly ended this thesis through ups and downs. Thank you, ME! For not giving up and never trying to stop. Also, I would like to express my gratitude and huge appreciation to these following people:

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The gratitude also honourably addressed to my supervisor, Mrs. Anandayu Suri Ardini, S.S., M.A. without her guidance, advice, help, and support, it would have been very difficult for me to complete this best practice. The gratitude and the endless appreciation are for my parents, my sisters, my brothers, and my nieces. Because without their support I would not have come this far.

The difficulties I experienced in terms of both reading materials and time have been the primary obstacles in completing this best practice. Therefore, this best practice is certainly far from perfect, and for that reason, I sincerely hope to receive constructive criticism and guidance from various parties in order to achieve even better results.

Wassalamu 'alaikum warahmatullaahi wabarakaatuh.

July, 2026

Muthia Halizatul Agnia

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Enhancing Students' Intrinsic Motivation Through Interactive Learning

Activities in EFL Classrooms

ABSTRACT

Secondary EFL students at a boarding school in Yogyakarta already demonstrate moderate English proficiency. However, they often felt tired and lacked motivation during English lessons, primarily due to their demanding school schedules. To address this challenge, this study investigates the implementation of interactive learning activities to enhance students' intrinsic motivation in the EFL classroom. Adopting the INSPIRE Model, comprising stages of Inspect, Notice, Study, Prepare, Implementation, Reflection, and Experience, this study integrates interactive activities for five meetings, three meetings in the female class and two meetings in the male class. As for the interactive activities such as, jumbled-sentence hunts, self-made board games, and gallery walks, supported by relevant short videos. By comparing the first meeting and the last meeting, the findings reveal that these interactive activities significantly can boost student engagement, participation, and enjoyment, fostering intrinsic motivation by creating meaningful, collaborative, and enjoyable learning experiences. Various challenges in the classroom environment and administrative constraints affected implementation in the male and female class. However, overall, this approach demonstrated the effectiveness of contextually adapted interactive learning in boosting intrinsic motivation in EFL settings. These findings suggest that teachers are encouraged to adapt interactive learning activities to their classroom contexts in order to enhance students' intrinsic motivation.

Keywords: *Interactive Activities, Intrinsic Motivation, EFL Secondary students*

CHAPTER 1

BACKGROUND OF THE STUDY

This best practice is implemented at a private school in Yogyakarta. This school is a boarding school commonly known as a *Madrasah-Ma'had*, where students study and live in the school dormitory, so they are not allowed to bring any electronic devices. The secondary and high school levels at this boarding school are called Afkaaruna Integrated *Madrasah - Ma'had* (AIMMA), and the students of this school are commonly called “*santri*”. Based on the school profile, the AIMMA is an integrated *Madrasah-Ma'had* that aims to harmonize Islamic teaching, local traditions, and global perspectives in its educational approach (Afkaaruna Islamic School, 2025). This school integrates three curricula, which are the National Curriculum of Indonesia, the Afkaaruna Learning Pack, and the Cambridge Standard that covers three main subjects: Mathematics, Sciences (Physics, Chemistry, and Biology), and English. In this boarding school, English is the main language of instruction for most subjects and serves as the primary medium of communication for both teachers and students. This bilingual environment prepares students to engage confidently in global conversation while maintaining their Islamic identity.

This best practice was conducted in an offline English classroom at the secondary level during a teaching practicum as a pre-service teacher in grade eight, involving both the female class (S2A), with 16 students, and the male class (S2B), with 18 students. English lessons are taught twice a week in each class. Due to the Cambridge Curriculum for English lessons, the learning material came from a

Cambridge standardized textbook provided by the school. The lesson plan was developed independently using the school template and subsequently reviewed by school supervisors. Furthermore, as the students live in a boarding school environment, their workload is not limited to general school subject, but they also required to engage in various boarding activities that specifically called “integrated activities to enhance spiritual and personal development”, these include: *Qiyamul lail*, *Diniyah* classes (Islamic studies) in early morning, Study hall (academic sessions to enhance learning outcomes every night), *Lailah al-Jalsah al-Arabiyah* (Arabic speeches and performances), *Majlis Malam Jumat* (weekly evening gatherings for spiritual reflection), *Khotmil Qur'an* (ceremonies to celebrate Qur'anic milestones), *Selapanan* (monthly spiritual gatherings to strengthen community ties), and *Majlis Rotibul Kubro* (group recitations of supplications and dhikr). These demanding activities often lead to physical and mental exhaustion among students, which may reduce their concentration in the classroom and undermine their motivation to learn. Additionally, Triyuliasari et al. (2025) state that this phenomenon becomes a learning burden that is felt to be quite heavy, which can cause pressure on students and make them more vulnerable if they are unable to manage their emotions effectively. Furthermore, in terms of proficiency, the students demonstrated relatively average English language skills at the medium level. Despite this proficiency level, many students, especially in the male class still showed low levels of motivation during daily classroom participation. Although half of female and several numbers of male students demonstrated moderate levels of motivation, as evidenced by their active participation in various external school

activities, including regional competitions, this motivation was not consistently evident during regular classroom instruction. The female students were often observed to be inactive, lacking initiative, and occasionally sleeping during class. Likewise, the male students displayed different behaviours indicating decreased motivation, such as being noisy after the class had started, ignoring the lesson, leaving the classroom without returning, and engaging in activities unrelated to the learning process. However, these behaviours were not caused by the students' low level of English proficiency. It is essentially because students are already able to understand the teacher's instruction, even when the teacher taught entirely in English. Students were also capable to speaking actively and writing in English. Rather, their low motivation appeared to result from the demanding boarding school schedule, which often left students exhausted and overwhelmed, thereby reducing their motivation in several subjects, including English.

On the other hand, even though this school has integrated an International Curriculum, its facilities are still inadequate. Although the school system limits students' access to digital media, every class has only a portable projector to support learning activities, and, as for these activities, the English teacher typically relies on explanation and discussion. This is due to the boarding school's general rule prohibiting students from bringing gadgets. Furthermore, the male classroom is a semi-outdoor environment, which represents a suboptimal learning condition that appears to diminish student motivation during learning. Owing to the conditions mentioned, this best practice focuses on the lack of student motivation in the classroom caused by a lack of learning and teaching media. In addition, the lack of

students' motivation is caused by the many activities at the boarding school held in the early morning before school begins and at night after school ends, such as *qiyam al-Layl*, religious classes, and other mandatory activities. This has an impact on students' physical and mental fatigue, as well as a decline in the quality of their learning and concentration due to the dense activities they must undertake (Nuriana, 2024).

Based on classroom observations during the teaching practicum, the students' low motivation is not primarily due to a lack of external rewards or punishments. Instead, it appeared to be related to the limited use of engaging and enjoyable classroom activities that could stimulate students' interest, participation, and enthusiasm during the learning process. This was evidenced by many students becoming passive when learning relied primarily on the teacher's explanations and discussions. According to Li et al. (2024), intrinsic motivation increases students' effort and engagement in learning tasks. Students who find learning activities interesting are also more likely to persist in learning and willingly take on various challenges. In contrast, the implementation of more varied learning activities encouraged greater student participation and reduced passive behaviours, such as sleeping or engaging in unrelated activities. As a result, this best practice decides to implement interactive learning activities in the classroom to boost students' intrinsic motivation.

In line with these classroom challenges, various previous studies have attempted to enhance students' intrinsic motivation by implementing more

engaging and meaningful learning activities, such as interactive learning activities. Interactive activities encourage students to actively participate in the learning process through communication, collaboration, games, discussions, and other student-centered activities. Through interactive activities such as simulations, educational games, and discussions, students can engage in learning that significantly enhances their motivation to learn (Aulia et al., 2024). In addition, interactive activities encourage students to actively participate and collaborate in the learning process through discussion, teamwork, and technology (Hanafi et al., 2026). Damayanti et al. (2025) describe the implementation of interactive learning through ICT in English language teaching for junior high school students as involving several strategic steps: (1) Teachers use digital tools like Quizizz, Padlet, and YouTube to create interactive lessons; (2) Incorporate multimedia and gamified activities to engage students; (3) Provide clear instructions and easy access from home; (4) Offer teacher training and ensure school support like Wi-Fi infrastructure; (5) Manage classroom discipline effectively to maximize participation and learning outcomes. However, unlike Damayanti et al. (2025), due to the limited use of gadgets, this best practice aims to enhance students' intrinsic motivation through interactive learning using non-digital materials, such as self-made board games, arranging small cards or words to form a sentence, and gallery walk activities. Therefore, this best practice seeks to answer the following research question: *How does implementing interactive learning enhance students' intrinsic motivation in EFL classrooms?*

CHAPTER II

CONSTRUCT

2.1 Intrinsic Motivation

This innovation is based on classroom reality, where students demonstrate a moderate level of proficiency. However, students exhibit low motivation to learn due to scheduling fatigue and limited intrinsic motivation, which often leads them to become passive during learning activities. According to Ryan and Deci (2020), intrinsic motivation is considered to be self-driven and is characterized by feelings of enjoyment, interest, and satisfaction in the activity itself. In learning, it means that educators can enhance motivation by making the content relevant and tapping into students' inherent curiosity and interest (Bandhu et al., 2024). Additionally, according to Bandhu et al. (2024), the intrinsic theory of motivation is a psychological theory suggesting that individuals engage in certain behaviors or activities because they find them personally interesting or satisfying, rather than because of potential external rewards or pressures. Intrinsically motivated students typically elicit higher levels of self-confidence, task persistence, desire towards learning, and sustained positive learning behaviours (Cerasoli & Ford, 2014). Therefore, when someone is intrinsically motivated, they willingly choose to participate in an activity because they find it interesting, beneficial, or enjoyable. Ways to increase students' intrinsic motivation to learn English include engaging, interactive methods, such as games, songs, videos, and other activities that make learning enjoyable (Cahyanti et al., 2024).

It is particularly relevant to this best practice's focus on enhancing students' motivation. As highlighted in the background of the study, most students showed low motivation during learning activities. To address this issue, the innovation implemented in this best practice involved the use of interactive learning activities, such as self-made board games, small cards, and gallery walk activities, supported by YouTube videos to initially engage students in the learning process. This implementation aligns with the concept of intrinsic motivation, which encourages students to engage in learning through enjoyment and personal interest. Through visual and interactive activities related to the videos, students become more actively involved and engaged in the learning process. Therefore, the use of interactive learning activities is considered appropriate for this best practice, as it boosts students' motivation and participation.

2.2 Interactive Learning

Based on the students' conditions, particularly their passive learning behavior and low intrinsic motivation, implementing interactive learning is needed to boost their engagement and drive to learn. According to Pasha (2024), the core concept of interactive learning is rooted in Lev Vygotsky's constructivist learning theory, which emphasizes that individuals actively construct their own understanding and knowledge by relating new experiences to prior knowledge and modifying it through engagement with events, activities, and social interactions. Vygotsky's constructivism is fundamentally connected to interactive learning, as he proposed that learning occurs most effectively when learners actively engage with others. Pritchard & Woollard (2010) also state that interactive learning reflects

Vygotsky's constructivism principle by encouraging activities that involve communication, teamwork, discussion, and collaborative problem-solving, so that students are not passive recipients but active participants who build understanding through meaningful interaction. Furthermore, the goal of a constructivist learning environment is to provide rich experiences that encourage students to learn, in which constructivist classrooms teach big concepts through a variety of student activities, social interactions, and authentic assessment (Schunk, 2012). Based on these constructivist perspectives, it can be inferred that interactive learning is an approach that actively involves learners in the learning process and transforms education from passive reception into active engagement, rather than simply listening to teachers, students take an active role in the learning process through discussions, problem-solving, collaborative work, and practical activities. Additionally, Rhur et al. (2024) state that interactive methods place students at the center of their own learning by allowing them to take ownership and responsibility for their education, while activities such as discussions and group work have increasingly gained prominence in contemporary classrooms as effective tools to enhance student engagement and motivation. As highlighted in the perspectives, interactive learning is also closely associated with collaborative activities that promote active communication and cooperation among students. Collaborative learning is also rooted in Vygotsky's (1978) social development theory, which posits that learning develops from social interaction and is internalized at the individual level through collaboration (Haidir et al., 2025).

Several previous studies show that interactive learning helps students enhance their motivation through varied activities. According to Bella et al. (2025), interactive learning methods using group discussions, debates, role-plays, storytelling, and collaborative tasks such as, debates and discussions significantly enhance students' speaking English abilities, as these activities encourage student engagement, confidence, communication skills, and also contribute to boosted confidence and improved pronunciation, grammar, fluency, vocabulary, and comprehension among students. Previous studies also indicate that the integration of interactive multimedia through passive audio-visual input from YouTube and active creative engagement using Story Jumper enabled students to create their own narrative stories, resulting in a more effective and motivating learning environment that improved EFL students' writing skills (Amalia et al, 2025). In addition, Alsamadani (2022) investigated the use of an infographic, a new interactive visual form that displays information in attractive ways, within a mobile interactive environment, for developing students' vocabulary and reading comprehension skills. Infographics have been proven to help develop reading comprehension skills, as students are more engaged in teaching activities, receive personalized learning, and become more involved in the process, which improves their vocabulary size and reading comprehension. This is also supported by the results of the study by Rosalina et al. (2026), which found that the use of interactive multimedia learning effectively improves students' listening comprehension in EFL classrooms by enhancing understanding, engagement, motivation, and self-confidence through the integration of visual and auditory support. As a result, students are better able to

interpret speech, identify key information, and construct understanding from the listening material.

All of the previous studies highlighted that implementing interactive learning activities, such as debates, role-plays, storytelling, and multimedia tools, can effectively enhance students' engagement and participation during classroom instruction. However, only a limited number of the previous studies specifically discussed the specific interactive activities such as jumbled sentence hunt, board games, and a gallery walk. Therefore, this best practice aims to explain the benefits of implementing these three interactive activities in classroom instruction for medium to low motivated students, which involve students' physical participation, such as group collaboration, discussion, and competition. Through such engagement, the activities are expected to enhance students' intrinsic motivation by supporting participation in the classroom. The implementation of those three activities was carried out through the following sequence, known as the INSPIRE (Inspect, Notice, Study, Prepare, Implementation, Reflection, and Experience) Model. The INSPIRE Model is individually formed and structured the stages systematically to help the implementation so that, it more practical and applicable in the field.¹

¹ The conceptualization and development of the model are the author's original work. However, the acronym and naming of this model were beautify with assistance of ChatGPT (OpenAI, GPT-5.5) for wording purposes only and to make it easy to recognize and remember.

Table 2. 1 Gap, Innovation, and Output

Gap	Innovation	Output Achieved
Many of previous studies highlighted that implementing interactive learning activities, such as debates, role-plays, storytelling, and multimedia tools, can effectively enhance students' motivation, engagement, and participation during classroom instruction. Only a limited number of the previous studies specifically discussed the specific interactive activities such as jumbled sentence hunt, board games, and a gallery walk	This study highlights a gap in the focus on specific interactive activities such as, jumbled sentences hunt, board game, and gallery walk, which rarely discussed in previous literature. The implementation process utilizes a workflow called INSPIRE, which consists of the following steps: Inspect, Notice, Study, Prepare, Implementation, and Reflection and Experience. The INSPIRE flow was originally developed as a practical guide for implementing the best practice. It is aligned with Vygotsky's constructivism principle by relating new experiences to prior knowledge and modifying it through engagement with events, activities, and social interactions.	Based on the observation, most of the students show their feeling of enjoyment and interest after the implementation. However, there is a limited to satisfaction from the students, since not all the student expressed satisfaction with the interactive activities.

Based on the table above, from the innovation, it illustrates that implementing interactive learning requires several preparations. The interactions are not limited to the role of the teacher as a facilitator or to interactions between teachers and students and vice versa. Rather, it also includes interactions among students that provide students with opportunities to communicate, collaborate, and learn from one another in response to their learning needs. These needs were identified through the initial stages of the INSPIRE Model, called INS (Inspect, Notice, and Study), which focused on observing the classroom context, identifying students' learning problems, and exploring appropriate instructional resources. This was followed by the next stages of PIRE (Prepare, Implementation, Reflection, and Experience), which focused on preparing the lesson plan, implementing the interactive activities, and teacher reflection on students' responses and participation, as well as students' experiences with the interactive activities. These are all designed to boost students' intrinsic motivation and participation in the classroom.

CHAPTER 3

IMPLEMENTATION

This best practice is implementing interactive learning activities to encourage students' intrinsic motivation in an EFL classroom, especially in students' participation and engagement in classroom activities. The teaching practice material is based on the student textbook provided by the school. To ensure an organized implementation process, this best practice utilizes the INSPIRE Model. The INSPIRE Model is a structured, interactive learning flow designed to guide the implementation of interactive learning activities in EFL classrooms, enhancing students' intrinsic motivation, especially in English subjects. It consists of seven stages: Inspect, Notice, Study, Prepare, Implementation, Reflection, and Experience. Through the stages, the model helps pre-service teachers observe classroom conditions, identify students' needs, study and review materials using references, design meaningful learning activities, and reflect on the learning process and students' reactions to interactive classroom activities. As for INSPIRE's workflow, it will be explained below.

3.1 Inspect, Notice, and Study (INS)

The implementation of this best practice began with the Inspect stage of the INSPIRE Model. This stage aims to observe the classroom conditions of secondary students in grade eight, female (S2A) and male (S2B) students, including the students' conditions, the learning environment, and the instructional approach

conducted by the English teacher. The students' conditions in the observation showed their low motivation during the classroom instruction. It exhibited by students' behaviours such as, being inactive, lacking of initiative, sleeping during classroom, and asking permission to go somewhere. Then, the English class is scheduled twice a week. English instruction at the school is based on the Cambridge Curriculum, with learning materials taken from Cambridge standard textbooks titled "THINK 1 for A2". Based on the observation, the students demonstrated a moderate level of English proficiency that proved that students are already capable enough to fully participate in English language instruction in the classroom. As part of the boarding school rules, students are not allowed to bring electronic devices, so the use of digital learning materials is very limited. The technological facilities in the classroom consist only of a projector and a personal computer owned by the teacher. As the materials emphasized grammar structures and the classroom facilities were limited, the teacher frequently facilitated discussions or presentations to support students' understanding of the material. When an English teacher was asked, *"What do you usually do when teaching?"*, the teacher explained that *"I usually do discussions about the material or presentation, and sometimes students watch a video that is related to the material, but that is rarely done, only once in a while when needed"*. The results of the observation, finding a solution in the form of interactive learning activities that involve teamwork, collaboration, and practical activities to support students' motivation, engagement, and participation. This aligns with the core concept of interactive learning that roots from Vygotsky's constructivism because the goal of a constructivist learning environment is to

provide rich experiences that encourage students to learn through a variety of students activities (Schunk, 2012). Furthermore, the lesson plan format was provided by the school and followed a simple structure, with the main requirement that all learning activities align with the learning objectives.

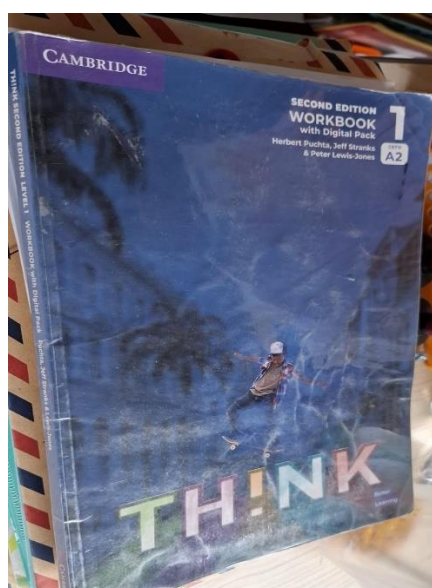


Figure 3. 1 Student textbook

AFKAARUNA ISLAMIC SCHOOL LESSON PLAN													
Educator : _____	Date : 9-10-23												
Class : S-1	Semester : 1												
Subject : English	Duration : 2 LH												
Topic : I'm Excited	Students will engage in : ☒ independent activities ☐ cooperative learning ☐ peer tutoring ☐ whole group instruction ☐ a project ☐ pairing ☐ hands-on ☒ visuals ☐ technology integration ☐ others : ...												
Objective : Santri are able to use common expressions to speak in daily life.													
<table border="1"> <thead> <tr> <th>Key Teaching & Learning Points</th> <th>Key Teaching & Learning Strategies</th> </tr> </thead> <tbody> <tr> <td> Main Activity : 1. Santri watch a video and discuss the content. 2. Santri mention the way to express likes and dislikes. 3. Santri listen to an audio and identify the information from the audio. 4. Santri review the material about to be by watching video on workbook p. 18 5. Santri do exercise on p. 18, 1 to 5. </td> <td> Resources : Students' book THINK! Materials Needed: Whiteboard and markers, Projector Key Vocabularies : feeling Key Questions : How is your feeling? </td> </tr> <tr> <td colspan="2"> Mastery Learning </td> </tr> <tr> <td> Ta'allama (Skill) : Public speaking </td> <td> Tafaqqaaha (Cognitive) : Able to express feeling Tashawwaja (Character) : Discipline Communication </td> </tr> <tr> <td> Eveluation : </td> <td> Assessment : ☐ pen & paper ☐ others : ... </td> </tr> <tr> <td colspan="2"> Next Steps : </td> </tr> </tbody> </table>		Key Teaching & Learning Points	Key Teaching & Learning Strategies	Main Activity : 1. Santri watch a video and discuss the content. 2. Santri mention the way to express likes and dislikes. 3. Santri listen to an audio and identify the information from the audio. 4. Santri review the material about to be by watching video on workbook p. 18 5. Santri do exercise on p. 18, 1 to 5.	Resources : Students' book THINK! Materials Needed: Whiteboard and markers, Projector Key Vocabularies : feeling Key Questions : How is your feeling?	Mastery Learning		Ta'allama (Skill) : Public speaking	Tafaqqaaha (Cognitive) : Able to express feeling Tashawwaja (Character) : Discipline Communication	Eveluation :	Assessment : ☐ pen & paper ☐ others : ...	Next Steps :	
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Figure 3. 2 The example of Lesson Plan that provided by the school

The next stage of the INSPIRE is Notice. It is focused on identifying students' problems and needs. Even though most of female students and half of male students demonstrated a moderate level of English proficiency, according to the observation, several students, both of female and male students still showed low intrinsic motivation, as evidenced by certain attitudes during classroom instruction. Female students are often noticeably inactive, lack initiative, and occasionally fall asleep during class. On the other hand, male students show different behaviours, indicating a lack of motivation that is hard to control, such as making noise after

class begins, ignoring the lesson, and leaving the classroom without returning to the learning process. However, this condition does not appear to be caused by students' low level of English proficiency. Rather, it is caused by demanding activities in the boarding school environment, which lead to physical and mental exhaustion among students. Additionally, the limited facilities in classroom instruction often led teachers to rely on discussions and presentations to support students' understanding. As a result, some students tend to become passive, less enthusiastic, and less engaged in the learning process. Therefore, the innovation of implementing interactive activities is needed to support students' intrinsic motivation and student engagement in the classroom. This is related to the core concept of interactive learning that rooted from in Lev Vygotsky's constructivist learning that individuals actively construct their own understanding and knowledge by relating new experiences to prior knowledge and modifying it through engagement with events, activities, and social interactions. Pritchard & Woollard (2010) also support that interactive learning reflects Vygotsky's constructivism principle by encouraging activities that involve communication, teamwork, discussion, and collaborative problem-solving, so that students are not passive recipients but active participants who build understanding through meaningful interaction.



Figure 3. 3 Students look inactive by doing unrelated activity



Figure 3. 4 Students sleep during classes



Figure 3. 5 Students walk around during classes



Figure 3. 6 Students getting involved in activities unrelated to the learning process

Following the identification of students' lack of motivation and active participation, the implementation continued to the next phase of INSPIRE, namely Study. At this stage, based on students' problems, it is necessary to examine relevant theories and prior research on intrinsic motivation and interactive learning to deepen understanding of the factors that influence student engagement and participation in the classroom. Previous studies indicate that interactive learning

effectively enhances students' motivation, engagement, and participation in English language learning through enjoyable, meaningful, and student-centered learning experiences (Syahrir et al, 2025). Nurmala & Kurniawan (2025) support the view that interactive learning methods enhance students' interest. This is also a way to boost students' motivation and make them more interested in English. Nurmala & Kurniawan (2025) added that this highlights the crucial role of motivation in strengthening the connection between engaging learning strategies and students' interest in language learning.

Based on classroom observations and a review of previous studies, interactive activities can be implemented to enhance students' intrinsic motivation. Therefore, to ensure systematic implementation, a structured series of stages is needed. This led to the development of the INSPIRE workflow, consisting of Inspect, Notice, Study, Prepare, Implementation, Reflection, and Experience. The name INSPIRE was chosen because it reflects the aims of this best practice, to encourage students to become more motivated, engaged, and actively involved in the learning process. To study the relevant previous studies, this stage also focused on examining the innovation, reviewing the materials, and exploring interactive activities linked to the material through educational websites and video platforms, such as TikTok or YouTube, that are appropriate for use in the classroom. In addition, before designing the lesson plan and checking it with the school supervisor, the supervising lecturer needs to provide feedback on the selected interactive learning activities. This consultation aimed to ensure that the activities

were appropriate for the students' characteristics and classroom conditions before being implemented.

3.2 Prepare (P)

After studying and reviewing the materials and also exploring several references of interactive activities, the next stage is Prepare. The preparation stage began with the development of an independently designed lesson plan in accordance with the school's template. The preparation of each lesson plan generally took two days. At least two days before the lesson, the English teacher reviewed the lesson plan, which served as the supervisor during the pre-service teacher's teaching practicum. Following this, if any additional adjustments or corrections are required, the document must be revised in response to the supervisor's feedback. After the lesson plan was approved by the supervisor, the teacher began preparing teaching materials for interactive activities.

For the first activity, namely the jumbled sentence hunt, the materials needed are origami paper with words cut out and filled in on each piece, with a number written on the back. Then, before the game begins, the teacher hides the papers for the students to find. The second activity to be prepared was a self-made board game created using the Canva Application, then printed for use during class. The pictures inside the board game are supported by a short video that students watched in the previous board game activity. Thus, other materials to support the board game activity included UNO cards and bottles. The last activity was a gallery walk. The material should be prepared to include the short video to support the

material discussed, photo screenshots of some scenes from the video students watched, and printed versions of those screenshots. Those are all the materials that should be prepared for the implementation.



Figure 3. 7 Preparing the jumble words



Figure 3. 8 Designing the board game



Figure 3. 9 Preparing the pictures for gallery walk activity

As for the YouTube videos linked used, it is available at the following table below.

Table 3. 1 The YouTube videos link

No.	The YouTube video title	The link
1	I'm The Best Muslim - S2 - Ep 05 - Better than the whole World!	https://youtu.be/FB1A747xyu4?si=f4j24MmAnUUYIEBP
2	Respecting others	https://youtu.be/tbIo9qztEn0?si=Y8wyeOHfk8Ajb4s

3.3 Implementations (I)

The next phase is Implementation, the most critical stage of this best practice. At this stage, the planned interactive learning activities are conducted in the classroom. The main interactive activities are the jumbled-sentence hunt and board games. The gallery walk is an additional activity conducted only in the female classroom. Due to the limited schedule provided by the supervisor for the pre-service teacher, it can only be implemented in the female class. The activity was considered suitable for the female students who tended to show less initiative during classroom learning. As the following implementation in these two classes, the female and male classes will be explained below.

3.3.1 S2A (Female) Class

This best practice conducts three meetings for the female class, each with different interactive activities, such as a jumbled-sentence hunt, a board game, and a gallery walk. Before jumping into the lesson material, the school has mandatory opening procedures to complete. It began with the students standing up, saying *salam* to the teacher, and reciting *Basmallah* together before the lesson started, followed by the teacher greeting the students and checking attendance. Then, next to the material that was given by the teacher. The material discussed is about the Simple Past - regular verbs. Firstly, to make students more involved, it started with an icebreaker activity called bingo titled “find someone who”. This activity aims to introduce the material. In this bingo game, students have to move around to

communicate with others and fill their bingo cards. This activity also aims to motivate students so they do not get bored quickly when they begin learning the material, since the activities in the bingo game are still related to the material that will be studied. Here is the content of the bingo card.



Figure 3. 10 The bingo card of female students



Figure 3. 11 Students play the bingo card

Then, before explaining the material about Simple Past - regular verbs, the teacher discussed with the students by asking things such as, “Have you ever heard about the material?” “If you do, what do you know about that?” The students' answers were varied. Before giving some examples of sentences, teachers acknowledge students' knowledge of regular verbs. Furthermore, to make it relevant, the example sentences were based on things that related to the students. For example, “My mother called me yesterday” or “I washed my shoes last week”. The students were also taught how to change an active sentence into a passive sentence. For

example, *“I was called by my mother yesterday”* and *“My shoes were washed by me last week”*. After that, do a short exercise to help students better understand the material, such as making sentences and identifying regular verbs and their past tenses in a text. As part of the innovation to boost students' intrinsic motivation, the teacher provided interactive learning games called jumble sentence hunt, in which students have to arrange words to form a simple past sentence in either active or passive voice.

This is a pair activity chosen by counting the numbers one and two. This activity is designed to combine physical, teamwork, and grammar practice into an interactive activity. Students are required to arrange numbered pieces of paper containing words into a sentence. Therefore, the teacher distributes these numbered pieces of paper in several places around the classroom beforehand. After that, students randomly select a group number by drawing from a set of papers. The teacher also informed the students how many pieces of paper each group needed to collect. Next, in pairs, students have to find and collect the numbered pieces of paper matching their group number, then arrange the words into correct sentences. Following this task, students received an instruction sheet that required them to change the completed sentence they had formed from active to passive voice, or vice versa. The result of the changed sentence was then written on the whiteboard. The first group to correctly arrange the sentence and write the correct answer on the board was the winner. This activity implements a

collaborative strategy in which students work with their partners to find each word and collaborate on arranging past-tense sentences. In addition, this activity serves as an exercise to assess students' understanding of the material and is conducted as an interactive learning activity to ensure all students actively participate.

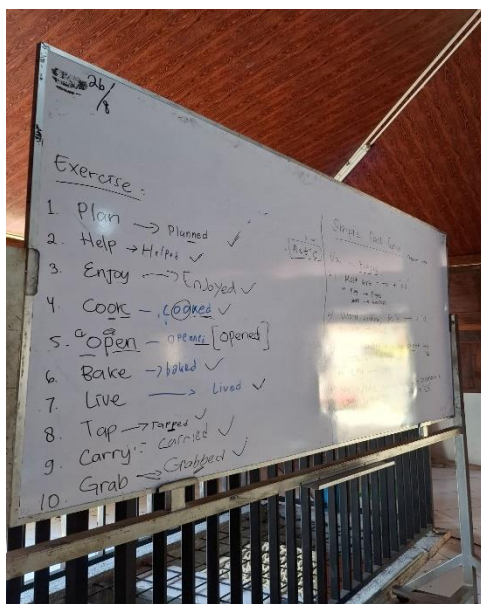


Figure 3. 12 Regular verb exercise



Figure 3. 13 Students arranging the words

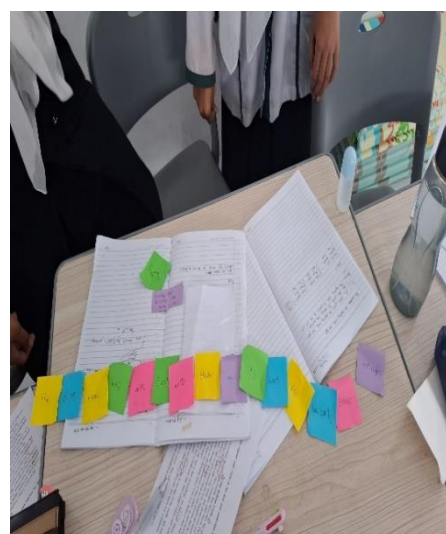


Figure 3. 14 All students actively participated in the interactive activity

Then, the material in the next meeting is comparatives and superlatives. The lesson began with the same opening activity as the first meeting: greeting and reciting the Basmallah together. Then it was discussed with the students what material would be taught and whether they had learned it before. Afterward, give many examples, using frequent words. After that, do a short exercise to help students better understand the material, which is changing a word into its comparative and superlative forms, like “Big” becoming “Bigger - Biggest”.

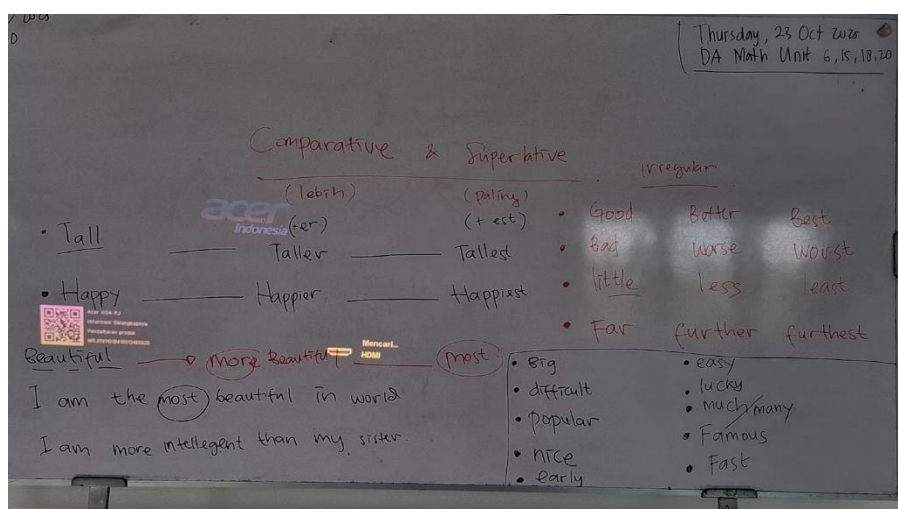


Figure 3. 16 The explained material and the little exercise

After introducing the basic concepts of comparative and superlative forms, the teacher showed students a short story video titled “I’m The Best Muslim - S2 - Ep 05 - Better than the Whole World!” This video is related to students' habits as *santri*. Students worked in pairs and completed two worksheets while watching the video. The first worksheet required them to

identify comparative and superlative adjectives, while the second focused on identifying the story's main idea and supporting details. During the activity, students remained engaged and focused, actively participating in discussions and learning tasks. These activities helped create an enjoyable learning environment that supported students' intrinsic motivation by encouraging active involvement and engagement in classroom learning.



Figure 3. 17 Students are engaged and focused during watching the short story

As part of innovation in implementing interactive learning activities, an interactive board game was developed. The board game includes images of scenes from the short story video. The students were divided into three circles, each a rival to the others. How to play the game is that the teacher facilitates some bottles as tools to get a turn. Students have two chances to flip the bottle. If it succeeds, students can take the UNO card as the number of steps. When students stop at a number on the board, they have to write a free sentence on a sheet of paper based on the pictures they stepped on, which can be based on a short video or free writing. However, if students

fail to flip the bottle twice, it can't step away or be passed. The winner is the first step on the finish line. The teacher was a facilitator who moved around, checking on every group and responding to students' questions. This activity supports the theory of intrinsic motivation by encouraging students' enjoyment of the different activity, which makes them feel like they are participating in a new and refreshing classroom experience. After that activity, the teacher reviewed a few of the students' sentences and reflected on how students felt about the meeting.



Figure 3. 18 The board game

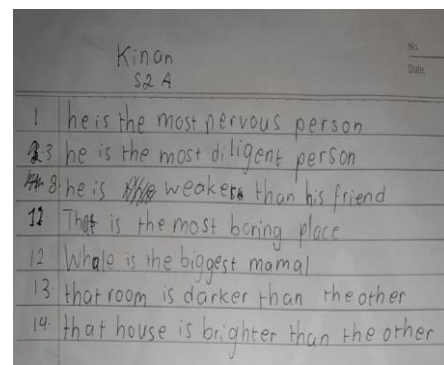


Figure 3. 19 Students answer of the board game



Figure 3. 20 Students actively participated in board game activity



Figure 3. 21 Teacher guide the students

The last meeting focused on the same topic as the second meeting. In this meeting, the teacher reviewed the previous material and added some explanations about the material. Then students complete a worksheet related to the material. For example, change the word “scary” into a comparative word, or change the word “heavy” into a superlative word, or change it into both a comparative and a superlative. After students finished with the worksheet, the lesson progressed to the next activity, which was watching a short story titled “Respecting Others”. As in the previous meeting, students had to choose a pair and complete a worksheet to identify the comparative or superlative words in the short story video, as well as the video's main idea and supporting details. The video also played twice. In this video, students are more engaged because the short story's content is more relevant to their real lives. This activity demonstrated students’ intrinsic motivation, indicating that students can enhance motivation by using videos related to their real lives and by actively engaging in discussion activities.

Name: _____

Change these words into comparative and superlative.

1. Big : **Bigger - Biggest**
2. Small : _____
3. Intelligent: _____
4. Happy : _____
5. Cool : _____

Change these words into Comparative.

6. Scary : _____
7. Bad : _____
8. High : _____

Change these words into Superlative.

9. Confuse: _____
10. Pretty : _____
11. Heavy : _____

Figure 3. 22 Students' worksheet about the material

Group Member:
1. _____
2. _____
3. _____

Watch the video carefully. Find the comparative or superlative words. Then define it whether it is an original word, comparative, or superlative.

Original Word	Comparative	Superlative
Exp. Good	BETTER	Best
Fun	Funner	Funniest
Happy	Happier	Happiest
Important	More important	Most important
Healthy	Healthier	Healthiest
Amazing	More amazing	Most amazing

Group Member:
1. _____
2. _____
3. _____

Watch the video carefully. Then, please answer the following questions.

1. What is the main idea of the story? (in your own words)
2. How do you feel when someone doesn't respect you? (in your own words)
3. Can you think of any other words that are similar to "respect"? (in your own words)
4. (20) Can you think of any other words that are similar to "respect"? (in your own words)

Comparative : _____
Superlative : _____
Original : _____
Comparative : _____
Superlative : _____

Figure 3. 23 Worksheets of identifying the comparative or superlative words in the storytelling video and the main idea and supporting details of the storytelling video

To further enhance students' motivation during class activities, the teacher implemented an interactive picture-based activity in which students created sentences from pictures, then combined those sentences into a very short story paragraph. The pictures are based on the scenes in the short story video. This activity was group work, with three people in each group. After that, the results are displayed on the wall as a gallery walk, and all students have to comment on another group's work. The group was selected by counting from one to three, and the pictures were chosen based on the color the students selected. Each group got three pictures. Firstly, each group has to create a sentence for each picture, then combine the sentences from each picture into a very short story paragraph. Then, after completing the work, each group displayed its results, with one student representing each group during the gallery walk. In addition, each student posted a comment in every group result. Students actively participated, enthusiastically read others' results, and commented on the other group. This activity aligns with the

purpose of this study by integrating intrinsic motivation theory, which suggests that individuals engage in activities they find interesting.



Figure 3. 24 Students are creating sentences from the pictures given



Figure 3. 25 Students are actively commenting other's group work

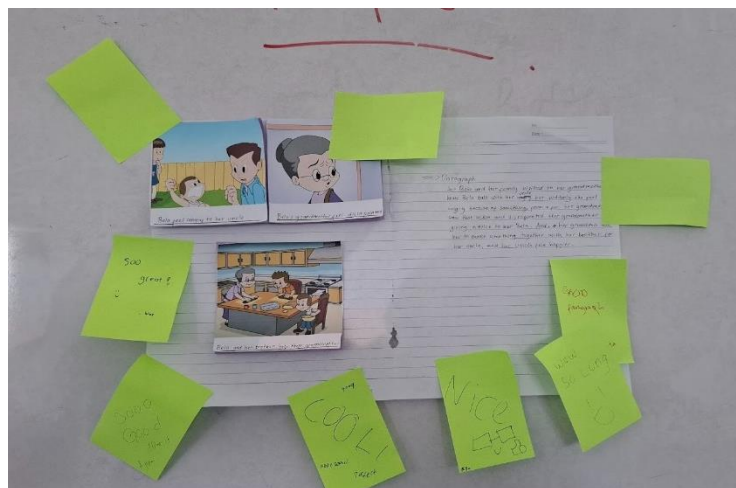


Figure 3. 26 One of students' displayed results in the gallery walk

3.3.2 S2B (Male) Class

This best practice was implemented in two meetings for the male class, including a jumbled-sentence activity and a board game activity. Before jumping into the lesson material, the school has mandatory opening procedures to complete. It began with the students standing up, saying *salam* to the teacher, and reciting *Basmallah* together before starting the lesson, followed by the teacher greeting them and checking the students' attendance. As with the female, the material discussed is about the Simple Past - regular verbs in the first meeting. To get students involved, it started with an icebreaker activity called bingo titled “find someone who”. In this bingo game, students have to move around to communicate with others and fill their bingo cards. This activity also aims to motivate students. Since the activities in the bingo game are still related to the material that will be studied, they can support students' participation before starting the lesson. Here is the content of the bingo card.

BINGO		
Find someone that fits each description and write his name in the rectangle table		
Someone who washed his clothes yesterday	Someone who cleaned his room yesterday	Someone who listened to the music last night
Someone who brushed his teeth last shaboh	Someone who enjoyed his day yesterday	Someone who called his parents last week
Someone who practiced hadroh five days ago	Someone who prayed today last morning	Someone who sported last morning



Figure 3. 27 Bingo card of male students

Figure 3. 28 Male students actively play the bingo card

Similar to the female class, before explaining the material on Simple Past - regular verbs, the teacher discussed it with the students by asking questions such as *“Have you ever heard about the material?” “What do you know about the material?”* The students' answers were varied. Then, before giving some examples of sentences, teachers acknowledge students' knowledge of regular verbs. Furthermore, to make it relevant, the example sentences were based on things that related to the students. For example, *“I washed my shoes last week”* or *“We watched a new movie last Sunday”*. The students were also taught how to change active sentences into the passive voice. For example, *“My shoes were washed by me last week”* and *“A new movie was watched by us last Sunday”*. As with the female students' activity, after explaining the material, do a short exercise to help students understand it better, such as having them make sentences or find regular verbs in a reading and the past tense in a text. As part of developing the innovation to boost students' intrinsic motivation and support their engagement, the teacher provided interactive learning games called jumbled sentences. Unlike the female student, male students only have to arrange words to become a simple past sentence, in either active or passive voice, without having to search for the paper cutouts.

Almost the same as the female students, this is a pair activity chosen by counting the numbers one and two. This activity is designed to combine physical, teamwork, and grammar practice into an interactive activity. Students are required to arrange words from pieces of paper into a sentence.

After that, the students randomly select some papers to determine the group number for each pair. Unlike the female student, who had to look for the pieces of the jumbled words on paper, the male students received the pieces of paper directly to arrange. After students arranged the words into the correct sentence, they received direct instruction to change the completed sentence from active to passive voice, or vice versa. The result of the changed sentence was then written on the whiteboard. The first group to correctly arrange the sentence and write the correct answer on the board was the winner. This activity uses a collaborative strategy in which students work in pairs to arrange past-tense sentences. In addition, this activity serves as an exercise to assess their understanding of the material, but it is conducted as an interactive learning activity so that all students actively participate in classroom instruction. During this activity, unlike in the previous meeting's observation, students actively participate. Even though a few students still need close attention, this activity successfully encourages them to participate actively in class and keeps them engaged until the end. However, due to technical difficulties during the learning process, the documentation for the “Jumble Sentence” activity in the male class is unavailable. As a result, the activity could not be documented with photographs. Nevertheless, the activity proceeded as planned, according to the already prepared lesson plan.

Next to the second activity with the different material, which is about the comparative and superlative. After greeting the students, to

capture their attention during classes before explaining the material, the teacher asked whether they had learned it before. Then, asking things such as, “*Have you ever heard about the material?*”, “*If you yes, what is comparative and superlative about?*” to elicit students' response. After that, to make the material more relevant to the students, the sentence examples were based on things related to the students, including those from the students, such as “*Tall - Taller - Tallest*”, “*Handsome - More handsome - most handsome*”. This is followed by forming a sentence about a fact about the students, for example, “*Razan is taller than Daud - Razan is the tallest student in the class.*” Furthermore, students do some exercise worksheets to help them understand more about the material, which is changing a word into comparative and superlative, like the word “*Big*” becoming “*Bigger - Biggest*”.

Name: _____

Change these words into comparative and superlative.

1. **Big** : **Bigger - Biggest**
2. Small : _____
3. Easy : _____
4. Intelligent: _____
5. Happy : _____
6. Difficult: _____
7. Cool : _____

Change these words into Comparative.

8. Scary : _____
9. Bad : _____

Change these words into Superlative.

10. Popular: _____
11. Pretty : _____

Figure 3. 29 Male students exercise of comparative and superlative material

Based on observations from the previous meeting, male students appear interested in watching. Since then, to engage students' attention, it continued with watching a short story on a YouTube video, the same as the first video in the female class, titled "*I'm The Best Muslim - S2 - Ep 05 - Better than the whole World!*". However, before that, the teacher asked students to form groups of three that they themselves selected. Not only watching a short story activity, but the teacher also distributed two worksheets to each group that were related to the short story videos, which required students to identify the comparative or superlative words in the video and identify the main idea and supporting details of the storytelling video. Then, the teacher encouraged the students to listen to and watch the short story carefully. The video was played twice. Students are focused and engaged with the video, and no sound is made by the students while watching it. After that, the teacher reviewed students' findings through two worksheets. This kind of activity relates to the theory of intrinsic motivation because students enjoyed watching the short story, and its video content was relevant to their real-life experiences.

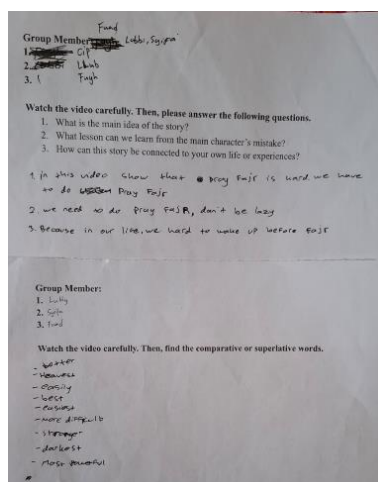


Figure 3. 30 One of male students' worksheet of identifying the comparative and superlative word and the main idea of the short story



Figure 3. 31 Students are focused and engage through watching the short video

To further enhance students' motivation, after watching an activity, the teacher innovatively implemented an interactive activity for the male students, which involved playing a board game. Unlike the female class rules, in the male class, students first insert four lines, then take turns advancing their steps by flipping the bottle twice. If it succeeds, students can take the UNO card as the number of steps as there are. When students stop at a number on the board, they have to make a free sentence by directly saying it based on the pictures stepped on, which can be based on a short story video or a free sentence that includes the comparative or superlative forms. If students fail to flip the bottle twice, then it can't step away. The winner is the first step on the finish line. The teacher was a facilitator who moved around, checking every line and responding to students' questions. This activity supports the theory of intrinsic motivation by encouraging

students' enjoyment of the new activity and making them feel they are participating in a refreshing classroom experience. After that activity, due to the chaotic situation caused by the rain, the class was closed immediately.



Figure 3. 32 Students are involved in playing the game



Figure 3. 33 Teacher checked students' activity



Figure 3. 34 The board game

Those three activities such as, jumbled sentences hunt and board game in both the female and male classes and gallery walk in the female class are aligned with the interactive learning from Vygotsky's constructivism concept. These

activities represent a modification of classroom practices that had not previously been implemented that encourage students' communication, teamwork, and collaboration, so that students construct their own understanding by relating new experiences through engagement activities and social instructions.

3.4 Reflection and Experience (RE)

The response of the students through the interactive learning activity, which integrated a jumbled-sentence hunt, a board game, a gallery walk, and an additional short story video, was positive among most students in the classroom, both female and male. Before implementing this best practice, the class showed little interest or motivation to participate in classroom activities. As mentioned in chapter 1, before implementing this best practice, a few female students lacked initiative during class activities. Some of them who came to class misbehaved, such as sleeping or doing other things. Thus, after implementing these interactive activities, students participate more, actively engage in every activity during the lesson, and share their experiences and show their involvement in all activities.

Based on the students' written reflections also showed that students were more interested in the activity that integrated movement activities. A few female students expressed their feelings, as shown in the following figures. As it was written in Bening's reflection, she said, *"I feel like I am not sleepy if I play while studying"*, she also said, *"Usually I feel a lesson is too long, but if I play while studying, I feel the lesson is so fast"*. Kinan wrote that she enjoyed learning through a board game, saying, *"It's fun and interesting"*. Based on their response, it can be

concluded that interactive activities create a more enjoyable learning experience, which helps students remain engaged and reduces feelings of boredom.

Name: Bening Silma K.

Reflections:

1. Did you enjoy learning by watching short stories and playing board games earlier?
Why? *ya, I feel like I ~~was~~ not sleepy if I play, with but the consequence like that.*
2. Did this activity make you feel that writing can be done in a more creative way?
ya. I will like every lesson if the edu replace writing with more creative way!
3. How did you feel after successfully writing sentences from the pictures on the board game? Was writing based on pictures easier or more difficult? *I feel like I more understand the material.*
4. After today's activities, do you think writing is boring or fun? Explain as briefly as possible. *fun, usually, I feel a lesson is too long, ~~if~~ but if with u I feel one lesson is so fast*

Impressions & messages when taught by me: *good, A++++ ∞, I don't know, you already good! just keep going!*

Figure 3. 35 Bening's reflection

Name: Kinan

Reflections:

1. Did you enjoy learning by watching short stories and playing board games earlier?
Why? *Yes, because it's fun and interesting*
2. Did this activity make you feel that writing can be done in a more creative way? *Yes, this activity make me feel more creative, by writing based on the picture*
3. How did you feel after successfully writing sentences from the pictures on the board game? Was writing based on pictures easier or more difficult? *I feel happy. It's easier and can be done in more creative way*
4. After today's activities, do you think writing is boring or fun? Explain as briefly as possible. *It is fun. I can express myself more, and sometimes it's satisfying to see my writing*

Impressions & messages when taught by me: *I like how Bu Liza taught, her way is different and more creative*

Figure 3. 36 Kinan's reflection

It was quite the same as the male students. The previous condition was a lack of motivation during the learning activity, such as going outside without returning to class and engaging in other misbehaviors. However, by implementing this best practice, even though a few students remain minimally engaged, most students actively participate during the lesson, especially in jumbled-sentence activities, group discussion activities, and board games. No one goes outside during the lesson until the end of the lesson. Unlike the female class, the male class was

limited by administrative constraints at the school, so the number of meetings held was insufficient to complete the written reflection session. As a result, the male class ended with a board game activity and concluded with the announcement of the winners. Overall, the best practice in implementing interactive activities positively enhances students' intrinsic motivation to participate in English lessons.

CHAPTER 4

REFLECTION

Implementing interactive activities has led to notable enhancement in students' intrinsic motivation and participation in English lessons. It is shown by observable changes in students, including their engagement, enjoyment of participating in the implemented activities, involvement in group discussions, and participation during classes until the end of the lesson. The strength of this study is that the implementations are aligned with students' interests, particularly their tendency to participate in interactive activities. By conducting the relevant activities in the students' environment and adding visual and kinesthetic activities, students found the lesson more enjoyable, interesting, and engaging because the activities offered a new learning experience, making the classroom atmosphere more dynamic and refreshing. Furthermore, collaborative activities such as group work, group discussions, and gallery walks support students' interaction with their peers and the teacher, thereby enhancing students' motivation during lessons.

However, there are some imperfections during the implementation of interactive activities using the INSPIRE Model, especially in the male class. Unlike the female class, which completed the entire INSPIRE Model stage, the male class ended without a reflection stage or even direct reflection from the students. Despite the limitation, the implementation in the male class was still considered part of the overall effort to apply interactive learning activities. This was because the implementation process, learning materials, and lesson plans remained the same as

those used in the female class. However, differences in classroom conditions in the male class, such as inadequate classroom buildings and weather conditions during instruction, created a less conducive learning environment, which affected the implementation process. As a result, unlike the female class, where the INSPIRE Model was fully implemented through all stages from Inspect to Reflection & Experience, the male class implemented the INSPIRE Model only from Inspect to Implementation.

Therefore, this imperfect teaching practice taught me a valuable lesson as a teacher. It highlighted the importance of paying closer attention to administrative aspects, particularly the teaching schedule, to ensure that every planned activity can be implemented effectively. By managing these aspects more carefully, I can maximize both my teaching performance and the implementation of interactive activities based on the INSPIRE Model in both the female and male classes. Also, as a teacher, I must always conduct student reflections at the end of the lesson to assess students' responses to the activities carried out and evaluate their understanding of the material. On the other hand, these implementation challenges broadened my perspective on classroom instruction. Although I taught in the same school and at the same grade level using the same instructional model, I realized that gender differences do not always yield the same outcomes for models that have been designed and planned. The differences in their excitement and classroom behavior between female and male students, despite the same teaching treatment, may mean the teaching may not be equally effective for both groups. Although the same instructional sequence was used, it is essential to adapt teaching strategies and

classroom management to the distinct characteristics of female and male classes to maximize the effectiveness of the planned instructional materials.

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APPENDICES

Lesson Plan



AFKAARUNA ISLAMIC SCHOOL

LESSON PLAN (1)

Educator : Muthia Halizatul	Date : 29 August & 2 September 2025
Class : S-2AB	Semester : 1
Subject : English	Duration : 2 LH

Topic : No Place Like Home	Students will engage in:
Objectives: 1. <i>Santri</i> are able to make some sentences using past tense regular verbs.	☐ independent activities ☐ pairing ☐ centers ☐ cooperative learning ☐ hands-on ☐ lecture ☐ peer tutoring ☐ visuals ☐ simulations ☐ whole group instruction ☐ technology integration ☐ a project ☐ others : ...

Key Teaching & Learning Points	Key Teaching & Learning Strategies
Opening: 1. <i>Santri</i> do <i>qiyaman</i> and say <i>salam</i> to the educator. 2. <i>Santri</i> recite <i>basmallah</i> before starting the activity.	Resources : Students' book THINK!

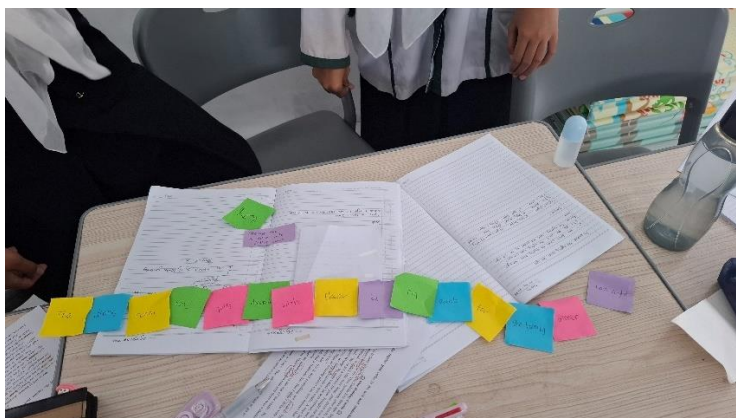
3. Educator check *santri*'s attendance.

Apperception:

1. Educator gives an “ice breaking” before starting the lesson explanation. The ice breaking is BINGO, FIND SOMEONE WHO....

Main Activity:

4. *Santri* review the material about past tense regular verb and adding about the use of Active and Passive voice.
5. In pairs, *santri* do a jumbled-sentence hunt game by looking for some jumble words, then arrange the words become a positive or negative sentences using past tense (regular verb).



(These are the kinds of paper of jumble words that *santri* needs to be arrange into a sentence. Before that, the paper are hiding by the educator.)

Materials Needed: Whiteboard and markers, Projector

Key Vocabularies :

House things and rooms.

Key Questions :

What is your favorite room in your house?

Closing: 6. <i>Santri</i> and educator do a reflection on what they have done in the meeting. 7. <i>Santri</i> and educator give some feedback and suggestion for the next meeting 8. <i>Santri</i> and educator end the lesson by reciting <i>hamdalah</i> and <i>du'a kafaratul majlis</i>. 9. <i>Santri</i> say <i>salam</i> and thank you to the educator.	
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Mastery Learning		
<i>Ta'allama</i> (Skill) : Speaking	<i>Tafaqqaha</i> (Cognitive) : and express their favorite room	<i>Tashawwafa</i> (Character) : Discipline Communication <i>Shiddiq</i>



Educator : Muthia Halizatul Agnia	Date : 17 October & 21 October 2025
Class : S-2AB	Semester : 1
Subject : English	Duration : 2 LH (2x40 minutes)

Topic : Comparative and Superlative	Students will engage in :	
Objective : Santri are able to:	☒ independent activities	☒ pairing ☐ centers
	☐ cooperative learning	☐ hands-on ☒ lecture
	☐ peer tutoring	☒ visuals ☐ simulations
	☐ whole group instruction	☒ technology integration
	☐ a project	☐ others : ...

Key Teaching & Learning Points	Key Teaching & Learning Strategies
Opening: 1. <i>Santri</i> do <i>qiyaman</i> and say <i>salam</i> to the educator. 2. <i>Santri</i> recite <i>basmallah</i> before starting the activity. 3. Educator check <i>santri</i>'s attendance. Main Activity: 4. Educator explain about the term of Comparative & Superlative. 5. <i>Santri</i> watch a short video. (https://youtu.be/FB1A747xyu4?si=f0HbSw97mSOcJwY) 6. <i>Santri</i> find the words of Comparative or Superlative from the video and understanding the main idea of the video. 7. <i>Santri</i> play a picture boardgame and make a sentence that related to the picture. 8. Educator do a reflection about what <i>santri</i>'s have learned.	Resources : Students' book THINK! Materials Needed: Whiteboard and markers, Projector Key Vocabularies : Key Questions : What is the main idea?

Mastery Learning		
<i>Ta'allama</i> (Skill) : Listening Writing	<i>Tafaqqaha</i> (Cognitive) : - Identify comparative and superlative from a video - Understand the main idea	<i>Tashawwafa</i> (Character) : Collaboration <i>Shiddiq</i>



Educator : Muthia Halizatul Agnia (6 th Meeting)	Date : 21 October 2025
Class : S-2A	Semester : 1
Subject : English	Duration : 2 LH

Topic : Comparative and Superlative	Students will engage in :		
Objective : <i>Santri</i> are able to:	☐ independent activities	☒ pairing	☐ centers
	☒ cooperative learning	☐ hands-on	☒ lecture
	☐ peer tutoring	☒ visuals	☒ simulations
	☐ whole group instruction	☒ technology integration	
	☒ a project		others : ...
- Identify comparative or superlative words. - Understand the main idea and supporting details of a short storytelling video that includes comparative and superlative - Collaborate in a small group to combine individual sentences into a coherent and creative paragraph. - Present their group's sentences orally in front of the class with confidence.			

Key Teaching & Learning Points		Key Teaching & Learning Strategies
Opening: 1. <i>Santri</i> do <i>qiyaman</i> and say <i>salam</i> to the educator. 2. <i>Santri</i> recite <i>basmallah</i> before starting the activity. 3. Educator check <i>santri</i>'s attendance. Main Activity: 4. Educator review the material. 5. <i>Santri</i> do some worksheet related comparative and superlative. 6. <i>Santri</i> watch a video storytelling. (https://youtu.be/tbIo9qztEn0?si=CfE4LjAcs0am6M4) 7. <i>Santri</i> find the words of Comparative or Superlative from the video and understanding the main idea of the video. 8. <i>Santri</i> finding a group that contain of 3 people. Then, they have to find 3 pictures based on the number of the group. After that each people have to write a sentence based on the picture and every group connected every sentence that have been made by each <i>santri</i> in the group into a long sentence. 9. Every group tell the sentences that have been connected in front of the class and the other group give comment. Closing:		Resources : Students' book THINK! Quizzes.com Materials Needed: Key Vocabularies : Key Questions : What is the main idea?

10. Educator do a reflection about what <i>santri</i>'s have learned. 11. <i>Santri</i> and educator end the lesson by reciting <i>hamdalah</i> and <i>du'a kafaratul majlis</i>. 12. <i>Santri</i> say <i>salam</i> and thank you to the educator.	
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Mastery Learning		
<i>Ta'allama</i> (Skill) : Listening Writing	<i>Tafaqqaha</i> (Cognitive) : - Identify comparative and superlative from a video - Understand the main idea - Connected some sentences into a complete sentence	<i>Tashawwafa</i> (Character) : Collaboration Communication <i>Shiddiq</i>

Material

Simple Past - Regular verb

--Used to describe events that have already taken place in the past--

Active Voice

(+) S + V2 + O + Adv of time
"I washed my shoes last week"

(-) S + didn't + V1 + O + Adv of time
"I didn't wash my shoes last week"

(?) Did + S + V1 + O?
"Did you wash the shoes last week?"

Passive Voice

(+) O + was/were + V3 + by + S + Adv of time
"my shoes were washed by me last week"

(-) O + was/were + V3 + by + S + Adv of time
"my shoes were washed by me last week"

(?) Was/Were + S + V3 + by + Agent + Adv of time?
"Were my shoes washed by you last week?"

Notes:

- S: Subject
- V: Verb
- O: Object
- Adv: Adverb

Regular verb

1. Most verb → + "ed"
examples: Play → Played
Work → Worked

2. Words ending with "e"
examples: Love → Loved

3. Words ending with a consonant + "y":
"y" change into "i" + "ed"
examples: Cry → Cried
Try → Tried

4. One syllable word ending with consonant + vowel → the consonant letter is double + "ed".
example: Stop → Stopped

FORM - HOW DO WE MAKE COMPARATIVE AND SUPERLATIVE ADJECTIVES?				
TYPES OF ADJECTIVES	COMPARATIVE		SUPERLATIVE	
Short (one syllable)	+ -er	Taller	the + -est	the smallest
one syllable adjectives ending in a vowel and then a consonant	double consonant + -er	bigger	the + double consonant + -est	the biggest
two syllable adjectives ending in -y	delete -y + -ier	heavier	the + delete y + -iest	the heaviest
long adjectives (more than two syllables)	more + adjective	more comfortable	the most + adjective	the most comfortable
irregular adjectives good, bad	no rule	better worse	no rule	the best the worst

EXAMPLES

COMPARATIVE ADJECTIVES

1. Sleman is **colder** than Bantul.
2. Razan is **taller** than Daud.
3. Bening is **shorter** than Hira.

SUPERLATIVE ADJECTIVES

1. The yellow marker is **thinnest** in the box.
2. This is the **softest** pillow in the room.
3. His lunchbox is **the most colorful** of all.
4. The green scissors are **the sharpest** in the class.
5. The blue backpack is **the heaviest** of all.