

CHAPTER 1

INTRODUCTION

A. Background of Study

Motivation is one of the crucial things for students. It affects the quality of their study. Mazumder (2014) says the level of higher motivation helps students to achieve their goals. Both intrinsic and extrinsic levels of motivation are important for the development and achievement of individual goals. One of the ways to enhance students' motivation is the appropriate technique used by the teacher. Some can be game-based e-learning.

One of the appropriate game-based e-learning is *Kahoot!*. *Kahoot!* may help the teacher to enhance the students' motivation. Siegle (2015) cited by Licorish et al. (2018) says that the use of educational games in learning is found to support the development of students' cognitive, motivational, emotional, and social outlook. *Kahoot!* was launched from CLAW Conference *Kahoot!* poster that *Kahoot!* can be used for assessments, research project, and presentation of the Classroom (Dellos in Khung and Thorlakso, 2017).

Kahoot! is unique because the students do not need an account to join the game, yet it can be played by an individual or group. Thus, it is more flexible. *Kahoot!* can be used in different disciplines also. Therefore, the teacher can use *Kahoot!* in every discipline, including English. The teacher can add audio or video for listening class and can give questions about reading and writing.

Based on a preliminary study conducted at a junior high school in Bandung, it was found that one of the teachers used *Kahoot!* in the learning-teaching process. The students at the 9th grade participated well in the class; the students answered all questions enthusiastically, the students laughed if they were wrong when answering the questions. It was also found that when the students were taught without games as learning activities, their attitude changed. Some of them shouted that they wanted

using *Kahoot!* again. Some of them did not want to learn if the teacher did not provide some games for them. The teacher asked one of them why she did not pay attention when most of her friends participated in the class. The students said because she did not want to. She did not understand so that she did not want to join the games. The conclusion is the teacher need a technique to enhance students' motivation in learning English.

Meanwhile, based on the interview conducted at one of the boarding school in Garut, one of the problems English teachers face is the schedule of English Class. If the English class is at 5 am until 6.30 am, it makes students hard to concentrate in the class and if the class starts at 7.30 pm until 9.00 pm. English teacher needs stimulus to draw students' attention. Therefore, this research takes this school to be the subject of the research. It is to know whether or not *Kahoot!* can enhance students' attention and motivation while they are learning English in the classroom.

The reasons why *Kahoot!* may help the teacher draw students' attention and attract their motivation is because the school is familiar to *Kahoot!*. One of the subjects that usually uses *Kahoot!* is Biology. When Biology teacher uses *Kahoot!* in the learning-teaching process, the students can pay full attention to their activities in the class, even though the subject starts at 5 am or 7.30 pm. "It is hard to draw their attention or attract their motivation in the classroom when the class starts at 5 am or 7.30 pm. It is because, sometimes, they have other outside academic activities that steal their attention. Sometimes, they have an organization event that has to be done at night," said the teacher when interviewed on March 18th, 2019.

This research is not the first research which took this technique. First, a research was done by Medina and Hurtado (2017), focusing on using *Kahoot!* for learning vocabulary in a language classroom. Second, Budiati (2017), in her research focused on using *Kahoot!* for English students' learning booster to learn simple present tense. Third, Licolish, Owen, Daniel, and George (2018) discussed students' perception of *Kahoot!*' influence on teaching and learning.

This research takes a different focus, object, and setting of the study from the previous researches. This research discusses how *Kahoot!* enhances students' motivation at second year in junior high school. The researcher takes the title of the research “**Using *Kahoot!* as Game-Based E-Learning to enhance students' English Learning Motivation**”

B. Research Question

Based on the description above, the research questions can be formulated as follows:

1. What is the process of *Kahoot!* as game-based e-learning implemented in an English classroom?
2. How does *Kahoot!* as game-based e-learning in the classroom influence 8th-grade students' motivation in learning English?

C. Research Purposes

According to the research questions, the research purposes can be as follows:

1. To know the process of *Kahoot!* as game-based e-learning implemented in an English classroom.
2. To know using *Kahoot!* as game-based e-learning in the classroom influence 8th-grade students' motivation in learning English.

D. Research Significances

At the end of the study, the research can give significant contribution to English teachers, students, and the readers to have another learning technique to use. Practically, this research gives the option to use in the learning-teaching process to motivate the students in learning English. Theoretically, this research helps English teachers to enhance student's motivation in teaching-learning process, give students good experience to use gamification in their teaching-learning process, and helps the reader for research reference if they have a similar topic of the research.

E. Rationale

Game-based Learning (GBL) is one of serious games, which is designed to reach certain results, based on standard education methods. The main purpose of these applications is to combine the achievement of learning goals with the entertainment, learners experience while they are playing games. The applications train the ability of learners to memorize and apply theoretical knowledge in real life (Kapp: 2012). Learning content can be presented in a much more attractive way for the students by using gamification. Game-elements and game-techniques, included in a non-game content can be used to encourage the learners to follow the ultimate goal. At the same time, they train their research abilities in achieving educational goals (Gachkova & Somova: 2016).

This research chooses game based e-learning: *Kahoot!* to apply in learning teaching process. *Kahoot!* is an Internet-based game platform that enables students to practice language skills, particularly vocabulary, in a fun and inviting atmosphere. Teachers can create quizzes, puzzles, surveys, and polls using *Kahoot!*, and students can respond during class time using a smartphone. (Taylor & Reynolds: 2018). *Kahoot!* is an effective way to create intrinsic motivation among language learners and to engage them with the classroom and their peers. *Kahoot!* provides an enjoyable and meaningful learning environment that, if implemented carefully and consistently, increases the likelihood of vocabulary acquisition in EFL students. Though more research is needed to fully understand *Kahoot!*'s efficacy in the university EFL classroom, it is nonetheless a promising addition to it (Taylor & Reynolds: 2018).

There are some reasons for using games (Ofelia & David: 2016) because games are beneficial in a class. Games provide an opportunity for students to learn the new language; students are motivated to learn when learners were playing games. Using games automatically stimulate students' interest; a correctly introduced game can be one of the highest motivating techniques. Others Reasons for using games are;

students experiment, discover and interact with their environment. Through playing games, students can learn English as the way children learn their mother tongue without being aware students are studying; thus, without stress, students can learn a lot. Even using games help shy students to participate positively. To sum up, the reason for using games is to enhance students' interest in the classroom, and as a result, students become motivated to learn.

On the other hand, games are used to motivate students in learning. Motivation learning is central to learning (Wieman, 2013). There are two kinds of motivation: Intrinsic motivation and extrinsic motivation. Woolfolk (2016) said intrinsic motivation is the natural human tendency to seek out and conquer challenges as we pursue personal interest and exercise our capabilities. On the other side, Omar, Jain, and Noordin (2013) cited by Riswanto (2017) said extrinsic motivation is the motivation that arises because of encouragement from the environment. Meanwhile, based on the behavioral view, extrinsic motivation is to enhance students' motivation by giving them a reward or punishment Woolfolk (2016).

F. Previous Study

According to the experimental results of “the interaction of problem-based gaming and anxiety in language students' English listening performance and progressive behavioral pattern” by Hwang et al. (Hwang et al. 2017), they have pointed out the potential of integrating learning content into gaming context. They took seventy-seven ninth graders in the study to play games and used quasi-experimental to conduct the data. They also intended to explore students' progressive behavioral learning patterns according to the level of their anxiety. They compare two methods: gaming method and conventional method. The research has shown that the learning achievement and learning motivation of the students learning with the gaming approach was significantly better than the students learning with the conventional technology-enhanced instruction. The differences between Hwang et al. research and this research is that their research compared learning using gaming

approach and conventional technology-enhance instruction, they focused on anxiety of the students in learning English, and used quasi-experimental to conduct the data. Meanwhile, this research focuses on using game-based e-learning in the classroom, it focuses on learning motivation of the students as well, and it uses qualitative method to collect and analyze the data.

Budiati (2017) in the research “ICT use: *Kahoot!* program for English Students’ Learning Booster” concludes that the use of *Kahoot!* for boosting students’ English learning needed variation and creativity of the teacher on teaching English to enhance the students’ motivation to get an optimum result of the learning. The research was to explore the use of the online platform *Kahoot!* as a tool for teaching and learning vocabulary in an English Class. *Kahoot!* is a modification of the use of ICT on education. It is easy to design and very applicable. It is very useful and very practical to boost the students’ learning. It is stated to be an effective way to make the learning more fun, joyful, interesting and relaxed. Last but not least, it can boost the learning, so that the students are looking forward to coming to the class. However, to apply the games, ICT support and good Wi-Fi connection are needed (Budiati: 2017). To conclude the result, the researcher used quasi-experimental to students of Universidad Técnica de Ambato in Ecuador during 10 weeks. On the contrary, the current research has different purposes, subject, and method. The research has purposes to know the process of *Kahoot!* a game-based e-learning implemented in an English classroom and to know how using *Kahoot!* a game-based e-learning in the classroom influence 8th-grade students’ motivation in learning English. It also uses qualitative method to conclude the data of the research.

Based on Medina and Hurtado (2017) in the research “*Kahoot!* a digital tool for learning vocabulary in a language classroom” (2017), 100% of the students indicate that they found easy to use; 84% of them indicated that it kept them on task; in addition, 83% of the students indicated that they prefer to use technology in the classroom; 90% of them considered the use of *Kahoot!* was not a distraction; 95% of the students in the survey enjoyed the game in class. Finally, 74% of the surveyed

students agreed that the use of *Kahoot!* helped them prepare for the formal exams. This study was encouraging as it showed a positive result that playing *Kahoot!* improved motivation and the students' satisfaction is positive (Medina & Hurtado: 2017). The differences of Medina and Hurtado research that they saw the improvement of motivation and students' achievement and they also used quantitative method to collect the data, while the current research is to know whether or not *Kahoot!* enhances students' motivation and this research uses qualitative method to collect the data.

Tiravaju and Yunus (2017) in the research of "learning English is fun via *Kahoot!*: students' attitude, motivation, and perception" had aimed to investigate primary level students' attitude and motivation and perceptions in learning English using Kahoot game said that *Kahoot!* is a game-based E-learning platform able to bring in a positive attitude and good perception among the participants in learning the English language. All nine participants felt happy to learn English with games more than any other lessons. This game is able to raise motivation among participants to score better results to win the game and be the champion in the leader board as well. It initiated a healthy competition and positive communication among the participants while they were playing the games. On the other hand, the participants also gave more attention in mastering the targeted language in order to get the correct answers and remain on the leader board (Tiravaju & Yunus: 2017). The differences between their research and the current research are the research subjects and the research method.

However, this research has similarities with Budiatis' (2017) who focuses on how *Kahoot!* can boost the learning of English. What makes it different are that this research is looking for how *Kahoot!* can motivate students to learn English and do not use comparison to measure the students' motivation in English. Besides, the object of Budiati' research are for nurse students of higher education, but this research is conducted at an 8th grade of junior high school.