

## CHAPTER I

### INTRODUCTION

This research is a qualitative research of students' perceptions and engagement in learning English with the use of gamification through Wordwall educational website. Chapter one provides background, research questions, aims of the research, scope of the research, significance of the research, and the clarification of key terms.

#### 1.1 Background

During the online learning in COVID-19 pandemic, it is necessary to keep students feeling engaged towards English learning since the English language is important to learn in this era. Furthermore, student engagement is necessary to effective learning, student success, and well-being (Friedricks, Blumenfeld, & Paris, 2004). It is a factor that influences academic success, student motivation, academic performance (Shernoff & Hoogstra, 2002), and also emotional and social learning outcomes (Klem & Connell, 2004). Thus, engaging learning is one way to maintain the quality of student learning, especially in learning the English language.

However, some research on online learning during pandemic COVID-19 shows results that online learning can cause a risk of long-term educational disengagement and emotional challenges (Drane, Vernon, & O'Shea, 2020). As for Indonesia, the result of the research conducted by Atmojo and Nugroho (2020) shows that the quality of learning decreases due to low cognition with various learning styles in online learning environments and also the workload that makes students disengaged from learning.

In addition, from the teacher's point of view, they found it difficult to engage low-motivated and passive students in online learning settings. Accordingly, this online teaching-learning should be more attractive for students to overcome this student disengagement.

In the current situation, students are digital natives where they were born and raised in the technology era, various technologies allow them to be used interactively, one of which is through the use of gamification.

In Gamification, learning utilizes video-games and design elements in different contexts to motivate and engage students (Zainuddin, Shujahat, Haruna,

& Chu, 2019) in the learning process (Butler & Ahmed, 2017). In several studies, the use of gamification has shown positive results in student learning (Sailer, Hense, Mayr, & Mandl, 2017). One of the gamification tools is Wordwall educational website (*Wordwall.net*). This is an educational website that provides various activities that can be used in learning such as quizzes, matchmaking, missing-word, true or false, and many more.

The use of tools like Wordwall educational website can give students engaging experiences. The previous studies conducted by Pratama (2020) and Aleksic-Maslac, Sinkovic, and Vranesic (2017) found out that there has been a concern in understanding how students' motivation and engagement affect their learning using Kahoot!. It was seen from most of the previous gamification studies which used Kahoot! as a tool, the present research will offer another tool that has more various activities in English learning which is Wordwall educational website. Accordingly, the previous research suggested gamification usage and success through different tools. In addition to Aleksic-Maslac, Sinkovic, and Vranesic's suggestion (2017) for further research that is to do motivation analysis using different gamification tools.

Thus, the present study will find out the students' engagement— which is under a motivational concept, toward the use of gamification. Through this research, the researcher intends to find out how students are engaged in English learning through the use of gamification, specifically through the use of Wordwall educational website as well as students' perceptions toward it.

## **1.2 Research Questions**

1. How does the use of gamification through Wordwall educational website engage students in learning English?
2. How are students' perceptions toward the use of gamification through Wordwall educational website?

## **1.3 Aims of the Research**

Based on the research questions provided, this research aims to find out how the use of gamification through Wordwall educational website engages students in learning English and how students perceive the use of gamification through Wordwall educational website in learning English.

#### 1.4 Scope of the Research

Given the research questions and the aim of the research, this research focuses on the student engagement in learning English with the use of gamification, specifically through the use of Wordwall educational website as the gamification tool. In addition, this research finds out students' perceptions toward this. The vocal participants of the research are the ten 8th grade students in one junior high school in Bandung; the subjects are taken from 3 groups; students who are engaged, moderate, and disengaged in learning English after the researcher gives an intervention.

#### 1.5 Significance of the Research

This research is expected to give contributions for:

1. The significance for the students: through this research that is conducted in the classroom, they can experience new things in learning English as well as engage them in learning English.
2. For the teacher, it can give the insight and idea to teach students in fun ways as well knowing students' perceptions and engagement towards this gamification, especially, the use of Wordwall educational website tool.
3. For the future researcher, this present research hopefully can be beneficial as the literature regarding gamification through Wordwall educational website which is still rare to find.

#### 1.6 Clarification of Key Terms

There are several key terms in this research. Thus, this subchapter is presented to clarify those terms to avoid misinterpretations. The key terms used in this research are as follows:

1. Gamification: As stated by Kim, Song, Lockee, and Burton (2018) gamification in learning and education is a set of activities and processes to solve problems related to learning and education by using or applying the game mechanics.
2. Student Engagement: It can be defined as how involved students appear to be in their learning and how connected they are to their classes, their institutions, and each other (Axelson & Flick, 2010). It can be seen from their concentration, attention, and effort towards learning (Reeve, 2012).

3. Perception: Altman, Valenzi, and Hodgetts (1985) stated that perception is one's view of reality. The process of perception enables us to understand and cope with the environment in which we live.

### 1.7 Organization of the Paper

This paper is organized into three chapters, which are an introduction, literature review, methodology, findings and discussions, and conclusion and suggestions. Each chapter has its description of the research content.

Chapter I is **Introduction**. This chapter presents the background of the research, the research questions, the aim(s) of the research, the significance of the research, the scope of the research, the clarification of key terms, and the organization of the paper.

Chapter II is **Literature Review**. This chapter provides the foundation of theories that are relevant to the topic of the research. It will discuss gamification, engagement, and perceptions.

Chapter III is **Methodology**. This chapter shows the procedures used for the research. It will include research method, site and participants, data collection, and data analysis.

Chapter IV is **Findings and Discussions**. This chapter contains the analysis of data according to relate theory.

Chapter V is **Conclusion and Suggestions**. This chapter contains the conclusion of the research, limitations of the research, implications of the research, and suggestions for further research.