

CHAPTER I

INTRODUCTION

1.1 Research Background

As English becomes more widely used as a global lingua franca, multicultural content from outer and expanding circle nations (Setyono & Widodo, 2019) and as a foreign language in another country far from the inner circle, exist a pedagogy to learn English language called “EFL” or “English as a Foreign Language.” EFL is a phrase used to characterize non-native speakers studying English in nations where English is not the primary language (Nordquist, 2020). The language environment is the key factor in distinguishing between the two terminologies of ESL and EFL (Ma, 2015). Many empirical data and studies have confirmed that the traditional way of teaching English, difficulties and worry of making mistakes has plummeted English learner’s motivation in a class. As Ema Ushioda (2013) said, “During the conference in Austria, numerous instructors stated that many students dislike learning English or put little effort into their official English sessions, even if they do so informally outside of school.”

Feelings are related to student’s motivation as Paul A. Schutz. & Sonja L. Lanehart., 2002 mentioned, it is crucial to comprehend the nature of emotions in the context of schools since they are deeply entwined with almost every aspect of the teaching and learning process. Emotion is a various experience of consciousness, psychological feeling, and behavior that expresses a person's unique interpretation of an object, an occasion, or a situation (Solomon Robert, 2009). On the other hand, the physiologic changes that take place during an emotion are represented mentally

as feelings. It involves modifications to the cognitive processing style and thoughts that are consistent with the emotional state (Damasio, 2004). That is why teacher should consider the student's feelings in the process of learning to understand the student's motivation in class (Fisette, 2010). As resulted in the discussion of Cahyani, (2016) in "Gamification Approach to Enhance Students Engagement in Studying Language course" Students had feel various positive feelings in learning and they feel more engaged to the learning process, therefore their performance in class is increased. However, when psychological requirements are not met, feelings of fear and wrath are triggered, resulting in a drop in autonomous motivation (van Roy & Zaman, 2019; Buckley et al., 2017).

Motivation is widely acknowledged as a critical component determining second or foreign language learning success, and it is arguably one of the primary variables that divides first language acquisition from second language acquisition. Motivation is the ability of a person to direct their energy toward a specific objective. Motivation comes when students perceive the value of what they are learning (Krapp, 1999). Motivations are also related to feelings as student's feelings affect their performance and learning motivation in classroom (Helen Immordino-Yang & Damasio, 2007). Deterding, Sicart, Nacke, O'Hara, and Dixon (2011) define gamification as the application of video game components in non-gaming systems (in this case education) to promote user engagement. The notion is that by employing game design ideas rather than full-fledged games and simulations, you might be able to make the activity more approachable and entertaining.

Gamification is a phrase used in game-based learning that may be utilized to enhance EFL since it reflects an engaging and unique learning activity. Gamification is one of the effective solutions in creating an engaging learning environment (Phuong, 2020). The goal is to integrate game aspects, generally video game characteristics, into non-game contexts in order to increase motivation and interest (Alsawaier, 2018). Gamification is used in a number of scenarios and for a variety of reasons. It's utilized to promote fundamental concepts like learning, staff performance, consumer involvement, and even crowdsourcing projects (Caponetto et al., 2014). The use of a gamification approach in an English learning system is one of the options for increasing learners' interest to learn English. The gamification approach combines various components seen in gaming applications, such as score collecting, accomplishment, and rating, then wraps them in the form of English learning resources (Setyono & Widodo, 2019). Gamification is also getting popular in education, primarily to the belief that it may help learners understand better by encouraging and motivating them. The use of gamification might give a partial answer to the current education system's fall in learner motivation and engagement. Specifically in class, the education environment could get a lot of benefit from gamifying their course content and curricula (Alsawaier, 2018).

In Indonesia, English Language learners frequently encounter several challenges in learning, this include their reluctance to study new vocabulary, worry of making mistakes, and the feeling of boredom with the traditional learning methods (Pambudi et al., 2019). Gamification is believed to be able to motivate English learners because of its embedded game aspects into learning, such as

progression system or point system, achievement, and ranking which are wrapped in EFL materials (Setyono & Widodo, 2019). According to the result of Redy Winatha & Ariningsih, (2020) research in “Persepsi Mahasiswa Terhadap Penerapan Gamifikasi Dalam Pembelajaran” Students gain positively from the use of gamification in learning, participating more actively in debates, team projects and showing more enthusiasm for all activities. Students also exhibit a fondness for the aspects of the game that increase rivalry between teams, making them eager and motivated to succeed. As the point suggest, gamification affects student’s feeling towards their study and impact their engagements in learning process.

Furthermore, this research is focused on student’s feelings and it cause in gamified EFL classes under the same lecturer “Mr.B” classes. To flesh out more impact on EFL learning through the method of gamified learning by reveal the feelings of college student of UMM college students majoring in English Language Education Department. As feelings are correlated with motivation affecting their academic performances and lecturers should take concern into student’s feeling to create an engaging, and gain the student’s confidence in EFL classes.

1.2 The Research Problems

Based on the background of the study, there are two research questions as written below:

1. What are the students’ feeling when they’re in gamified EFL classroom?

1.3 Research Objectives

The study aims to know college students' feeling in EFL material in a gamified classroom (English Language Education Department Students) environment in University Of Muhammadiyah Malang.

1.4 Scope and Limitation

This study only investigates the perspectives of students from one Class at English Language Education Department in UMM, as it is the main objective of this study. With total of 38 students, the students will be given a questionnaire after English language class with close ended questions and an interview session for 3 of the class representatives.

1.5 Research Significance

This study is expected to give significance for the teachers in teaching EFL with gamified method to create a more engaging and interactive learning. This study could give the teachers a result to consider using gamification to the learning process and, how gamification learning could improve the students motivation and engagement in accordance to their feelings.

This study also expected to provide convincing results of how gamification could help a lot in EFL learning, from the student's perception. Especially gamification as a stimulant for the students in engaging the learning process. Not only are the students motivated and engaged in learning class, but students also will feel enjoy to learn more about the English Language.

1.6 Definition of the Key Terms

To avoid misunderstanding, the key terms related to this study are defined as below:

Gamification

According to (Yohannis et al., 2014), “gamification is defined as a process that integrates game elements into gameless objects in order to have gameful characteristics.” This could also mean that by combining game elements into a gameless object like education or learning process to improve the interest and motivation of the learners as an educational context, will result in gamification. Education may sound far away from game context, but gamification could make it possible by combining the elements of progression, badge or achievements and leaderboard in class or learning process (DuBravac, 2012).

