

Chapter One

Introduction

This chapter presents the points of the study, which cover research background, problem identification, problem delimitation, research questions, research objectives, the significance of the study, and the organization of the chapters. First, research background explains why the researcher conducts this study. Second, problem identification shows the problem points based on the research background. Third, problem delimitation describes the scope of the study. Fourth, research questions mention the study points in question form. Fifth, research objectives mention the aims of the study based on the research questions. Sixth, the significance of the study provides information about the benefits of the study for other people. Last, organization of the chapters describes the structure of the chapters in this study.

Research Background

One of the keys to people's success in getting what they want is motivation. It is needed in all human aspects, such as life motivation in general, motivation in work or organization, and especially motivation in learning. People need motivation to encourage them to learn, either academic or non-academic matters. It can affect people's learning achievements and understanding of the materials. It is in line with Filgona, Sakiyo, Gwany, and Okoronka (2020), who stated that motivation affects students receiving information, so they tend to focus and understand the materials. Someone motivated to learn will appear to have a

passion for learning, like being active during the learning process and can understand the materials very well. Moreover, students who are motivated will have better learning achievements.

However, there is a common sight in the learning process that the researcher still found, specifically English classes in Indonesia, where students tend to be less motivated to learn English. Considering the position of English in Indonesia as a foreign language, it certainly will affect their learning motivation. According to Saville-troike (2006), a foreign language is a language that is not widely used in a social context and does not need necessary practical application. Therefore, it is not strange that many students in Indonesia have difficulty in learning English. Furthermore, most of them have lacked motivation to learn it.

Apart from it, there is one thing that is related to motivation, which is attitude. Attitude is essential because it can determine the motivation that people have. It may be trivial, but it can be crucial. Moreover, during the learning process, the students' attitudes in learning are necessary to find out their learning motivation, especially motivation in learning English. The students who have disinterested attitude in a subject will be lazy and do not care about it. In contrast, the students who have an attitude of interest in a subject will pay attention to the learning process.

There is a similar example for the students' attitude in learning English. It comes from the researcher's experience during high school. During the first semester of senior year, the teacher taught English using a whiteboard and oral

explanation. The explanation was not easy to understand for all students in the classroom. At that time, most of the students did not pay any attention to the learning process. They did not care about it and were busy with themselves. Some of the students were busy chit-chatting with each other, and some were sleeping. The others were going to the canteen by had an excuse to go the toilet. The students' attitude that shows disinterest in learning English indicates their low motivation to learn it. Besides, it also showed when they did the task or exam, they still had difficulty. Most of them also preferred to cheat rather than do it by themselves.

Based on the explanation above, the students' attitude affects their motivation to learn English. Furthermore, it shows how much motivation they have. Nevertheless, other factors affect their learning attitude and motivation. According to Harmer, the factors that influence students' learning motivation are physical condition, teaching method, the teachers, and success (as cited in Wimolmas, 2013, p. 907-908). Two things to take notes on are the teaching method and the teachers. Both have a crucial role in students' learning motivation. It is appropriate to the example above, in which the students did not like to learn English due to the teaching method that the teacher used.

Teachers do many ways to make the learning process in the classroom interesting and engaging. One of them is by using game-based learning named Kahoot!. It is popular among teachers at various levels of schools around the world. One of its features is a quiz like multiple choice and true or false. It can be used in the learning process and make it fun. It can also be used individually or in

groups by accessing the code on their devices. Besides, learning using Kahoot! helps the students to recall the materials, makes them more excited and engages actively in learning as it gives them competitive desires to be the best (Mada & Anharudin, 2019). Therefore, Kahoot! is flexible, and it uses for all courses, especially English.

It also believes that students' attitudes in learning using Kahoot! are different from the usual learning process. One of the examples is from the researcher's experience in college. It took place in English Education Department (ELED) at an Islamic university in Yogyakarta. In one of the first semester courses in ELED, the lecturer used Kahoot! as a part of her teaching tools. She used it to make students recall all the materials that had been learned that day. At that time, almost all the students in the class could not follow it and tended to lose focus. Instead of paying attention to the lecturer, they were busy with themselves, like daydreaming, chit-chatting, and playing with their phones. However, when the lecturer told the students that they would take a quiz using Kahoot!, the students started to focus and got excited.

Based on the statements above, the researcher wants to find out the undergraduate students' attitude toward the use of Kahoot! in learning English and their motivation level in learning English. Moreover, the researcher wants to investigate whether there is an influence between the attitude toward the use of Kahoot! with students' motivation in learning English.

Problem Identification

Motivation is a key to people's success to achieve their goals, especially motivation in learning. They need it to encourage them to learn because it can affect their learning achievements and understanding of the materials. Besides, someone motivated to learn will show their passion and be active in the learning process. Furthermore, they will have a good learning achievement.

However, the researcher still found that students in Indonesia tend to be less motivated in learning English. This problem can be the position of English in Indonesia as a foreign language. The students have difficulty studying English because they do not use it frequently in their daily life.

Aside from that, attitude is related to motivation. It is also essential because it can reflect whether the students have the motivation or not in learning English. Thus, it can be crucial, although it is trivial. When the students feel they do not like a subject, they will show it by being ignorant, and it also happens vice versa.

Despite attitude being essential to indicate students' motivation in learning, other factors affect students' attitude and motivation. The other elements are the teaching method and the teachers. An example shows that students did not like to learn English because of the teaching method that the teacher used.

Game-based learning named Kahoot! is widely known in the education world. It can make the learning process more fun. Kahoot! is believed the students

have a different attitude when they are learning using Kahoot!. Based on the example, the students show a good attitude in the learning process.

Problem Delimitation

In this study, the researcher delimits the study into three focuses. The first focus is about the undergraduate students' attitude towards the use of Kahoot! in learning English. In this focus, the researcher find out whether the undergraduate students show positive attitude or negative attitude when learning English using Kahoot!. The second focus is about the undergraduate students' motivation level in learning English. Here, the researcher find out the undergraduate students' motivation level in learning English, such as high motivated, medium motivated or low motivated. The last focus is about the influence of undergraduate students' attitude on Kahoot! towards motivation in learning English. The researcher investigates the whether there is influence on the attitude towards the use of Kahoot! in learning English and motivation in learning English.

This study used ex post-facto design under a quantitative approach. The researcher chose this study design because the samples have experienced using Kahoot! in learning English. It is efficient because the researcher does not need to do any experiment. Meanwhile, the respondents for this study are undergraduate students in ELED batch 2019 at an Islamic private university in Yogyakarta.

Research Questions

1. How is the undergraduate students' attitude towards the use of Kahoot! in learning English?
2. How is the undergraduate students' motivation level in learning English?
3. Is there any significant influence on undergraduate students' attitude on Kahoot! towards motivation in learning English?

Research Objectives

1. To find out the undergraduate students' attitude towards the use of Kahoot! in learning English.
2. To find out the undergraduate students' motivation level in learning English.
3. To find out significant influence on undergraduate students' attitude on Kahoot! towards motivation in learning English.

Significance of the Research

This study has significance for a few people, such as students, teachers, and future researchers. The benefits of this study include the information about the influence of undergraduate students' attitude on Kahoot! towards motivation in learning English and Kahoot! as a game-based learning tool. Below are the explanations about the significance of this study for a few people:

Students. Giving information to the students about a fun way to learn English by using one of the game-based learning, Kahoot!, so they can enjoy, focus, and be motivated during the learning process in the classroom. This study

also helps the students to understand that their attitude on Kahoot! can influence their motivation in learning English.

Teachers. Providing essential information relating to one of the game-based learning called Kahoot!. This study makes the teacher gain a new teaching method for their English class that can boost students' motivation in learning. Furthermore, it gives them information about the importance of students' attitudes on Kahoot! in learning English, as it can reflect students' motivation to learn English.

Future researchers. This study provides data about the influence of undergraduate students' attitude on Kahoot! towards motivation in learning English. Therefore, this study can be an idea or a reference for the future researchers who interested to conduct a study related to Kahoot! or the influence of undergraduate students' attitude on Kahoot! towards motivation in learning English.

Organization of the Chapters

This study has five chapters, and each chapter discussed different topics. The first chapter introduces the research, which consists of research background, problem identification, problem delimitation, research questions, research objectives, significance of the research, and the organization of the chapters. The second chapter elaborates more on the literature review and theories which support the research and provides a hypothesis related to the study.

The third chapter explains the methodology used to conduct the study, such as research design, research setting, research population, research sample, sampling technique, data collection method, research instrument, and data analysis. The fourth chapter presents the finding and discussion by elaborating on the related literature. Last, the fifth chapter provides conclusions based on the result's findings and discussion and recommendations for the students, teachers, and future teachers.