

CHAPTER 2

LITERATURE REVIEW

A. Self-Determination Theory

1. Motivation in Learning English

Motivation is one of the key factors that influence learning English. Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. According to Dörnyei (2001), motivation provides the primary impetus to initiate learning a second language and later becomes the driving force to sustain the long and often tedious learning process. This suggests that without sufficient motivation, even individuals with remarkable abilities cannot accomplish long-term goals in language acquisition, and also he stated that without sufficient motivation, even the most capable learners may struggle to achieve their long-term language acquisition goals. Umpung et al. (2022) emphasize that motivated learners are more likely to participate actively in activities, follow instructions carefully, manage and practice the materials provided, take notes after studying, and review their content to better understand unclear concepts. (included in English language learning too). So from above it is concluded that motivation in language learning involves an individual's drive to learn the language, fueled by their desire and enjoyment of gaining new skills through practice.

a) Definition of Intrinsic Motivation

Ryan and Deci in 1985, introduced the Self Determination Theory (SDT). SDT is a psychological framework that focuses on human motivation, personality development, and well being. SDT posits that individuals have inherent growth tendencies and that optimal functioning occurs when their basic psychological needs are satisfied. In summary, SDT is a theory that explains how human motivation works. Humans are more motivated and feel happy when their three basic needs are met: autonomy, competence, and relatedness (Ryan & Deci, 2020). Autonomy refers to a sense of initiative and ownership over one's actions. It is supported by experiences of interest and value, but hindered by feeling externally controlled, whether through rewards

or punishment.

Competence involves the feeling of mastery, a sense that one can succeed and grow. The need for competence is best fulfilled in well-structured environments that provide optimal challenges, positive feedback, and opportunities for development. Finally, relatedness concerns the feeling of belonging and connection with others. It is fostered by respect and care. Thwarting any of these three basic needs is seen as detrimental to motivation and well-being. As a result, SDT's analysis of educational settings focuses primarily on how well they meet or frustrate these essential needs.

SDT distinguishes between different types of motivation (Ryan & Deci, 2020), one of them is intrinsic motivation. This type of motivation refers to engaging in an activity for its own sake, where the reward is inherent in the activity itself. It is characterized by a natural propensity to learn and assimilate, driven by personal interest and enjoyment in the task. Learners who are intrinsically motivated have an inherent desire and enthusiasm to take on even the most difficult tasks without the need for external rewards or pressure. Activities fueled by play, exploration, and curiosity are examples of intrinsically motivated behavior, as they find enjoyment and fulfillment from the activity itself rather than from external incentives (Ryan & Deci, 2020). In summary, the researcher concludes that intrinsic motivation involves a sense of internal satisfaction experienced by the individuals themselves, without the need for external encouragement from others. Additionally, in the research that conduct by Larson & Rusk (2011), proving that repeated experiences with intrinsic motivation can impact long-term outcomes in learning and personal development, although most research focuses on whether adolescents feel interested or motivated in the activity.

b) The Characteristic of Intrinsic Motivation

Intrinsic motivation is a complex and multifaceted construct that plays a crucial role in human behavior and learning. According to Ryan and Deci (2020), intrinsic motivation is the purest and most autonomous form of motivation, driving someone to engage in an activity because the activity

itself is considered interesting, enjoyable, and provides inner satisfaction. This motivation arises naturally without external pressure or encouragement such as rewards or punishments. In the context of education, intrinsic motivation is crucial because it determines the extent to which students are actively and genuinely engaged in the learning process.

Ryan and Deci (2020) explain that intrinsic motivation consists of three interrelated psychological components: interest, enjoyment, and inherent satisfaction. These components reflect internal experiences that encourage individuals to engage in learning because they find the activity personally meaningful. When learners feel genuinely interested, enjoy the process, and experience satisfaction from their efforts, they are more likely to participate actively without feeling pressured or obligated.

- (1) The first is interest, which is curiosity, fascination, and a natural urge to explore something new. Ryan and Deci (2020) explain that behaviors such as playing, experimenting, and asking questions are tangible forms of intrinsic motivation driven by interest. In the context of learning, interest is the starting point that triggers students' desire to engage in learning activities because they feel intrigued by the material or activities presented. Interest arises when students see the relevance of the subject matter to their lives or find it challenging yet achievable. When this interest grows, students tend to demonstrate active behaviors such as asking questions, seeking additional information, or participating in discussions without coercion. Therefore, interest plays a crucial role in fostering intrinsic motivation, as it serves as a gateway to natural and sustained learning engagement.
- (2) The second is enjoyment, a positive emotional experience that arises when someone enjoys the process of an activity. Ryan and Deci (2020) state that activities driven by intrinsic motivation are

undertaken "for their inherent interest and enjoyment," meaning the activity itself becomes a source of pleasure without the need for external incentives. In the context of learning, enjoyment is reflected when students feel happy and enthusiastic while learning, they laugh, smile, and asking for more. for example through interactive activities, educational games, or learning that fosters creativity. Students who enjoy the learning process tend to be more focused, have greater resilience in the face of difficulties, and demonstrate better academic performance. Enjoyment also indicates that students' psychological needs, particularly autonomy and competence, are being met. When students feel in control of their learning activities and are able to master the challenges presented, they experience positive emotions that strengthen their engagement in the learning process. Thus, enjoyment serves as an emotional energy that sustains intrinsic motivation throughout the activity.

- (3) The third is inherent satisfaction, which is a feeling of satisfaction, pride, and meaning that arises after or during the activity itself. Ryan and Deci (2020) state that activities performed intrinsically provide "satisfaction and joy that are inherent in the activity itself," meaning this satisfaction stems from the activity itself, not from external rewards such as grades or praise. inherent satisfaction arises when students feel successful in understanding difficult concepts, completing challenging tasks, or seeing progress in their abilities. This satisfaction indicates the fulfillment of basic psychological needs for competence and autonomy. Students feel that their efforts are meaningful and that they are growing as individuals capable of independent learning.

c) **The Importance of Intrinsic Motivation in Learning English**

There are several impact of intrinsic motivation in learning English:

- (1) **Enhanced Engagement and Enjoyment:** Intrinsic motivation arises from an individual's internal desires and interests rather than external rewards. According to Merdekawati et al. (2020), students who are intrinsically motivated engage more deeply with learning activities because they find them enjoyable and fulfilling. This enjoyment fosters a positive learning environment, encouraging students to participate actively in English language learning.
- (2) **Sustained motivation while learning activity:** in the study conduct by Lavigne & Vallerand (2010), cited on Larson & Rusk (2011), It was discovered that high school students who engaged in learning activities they enjoyed throughout the semester later expressed increased interest and intention to take more courses and pursue a career in the field. Similarly, in the context of English language learning, students who enjoy and are motivated by engaging language activities are more likely to develop a deeper interest in continuing their English studies and may even pursue further opportunities to use the language professionally or academically.
- (3) **Long-Term and Lasting Stimulation:** The impact of intrinsic motivation is both positive and enduring. Engaging in learning activities driven by the learner's personal interests or enjoyment doesn't rely on external rewards. When motivated by personal interests, intrinsic motivation serves as a lasting drive to learn and can contribute to achieving long-term success. (Li, 2022)

2. Overview of Cooperative Learning

a) Definition of Cooperative Learning

There are several definition about cooperative learning, one of them is according to Johnson & Johnson model also cited in Frischlich et al. (2021), Cooperative learning is defined as instruction that involves students working in teams to accomplish a common goal, characterized by elements

such as positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning. Additionally, cooperative learning also helping students work together more effectively (Jacobs, Power, & Loh, 2002, p. 1). So from the definition above, The point is that cooperative learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to helping students make the experience as successful as possible.

According to Johnson & Johnson model that cited in Frischlich et al. (2021), cooperative learning includes the following elements:

- (1) Positive Interdependence: Team members rely on each other to succeed. If one member fails to contribute, it affects the entire group, creating a sense of shared responsibility.
- (2) Individual Accountability: Each student is held accountable for their contributions and for mastering the material. This ensures that all members engage with the content and participate actively.
- (3) Face-to-Face Promotive Interaction: Students interact directly with one another, providing feedback, challenging each other's reasoning, and teaching one another. This interaction is crucial for deeper learning.
- (4) Appropriate Use of Collaborative Skills: Students are encouraged to develop and practice essential skills such as trust-building, leadership, decision-making, communication, and conflict management.
- (5) Group Processing: Teams regularly assess their performance, set goals, and discuss how they can improve their collaboration and effectiveness in the future.

In summary, cooperative learning is a structured instructional approach in which students work together intentionally to achieve shared academic goals. As emphasized by Johnson and Johnson, this method goes far beyond simple group work because it requires positive interdependence, individual accountability, direct promotive interaction, the use of essential collaborative skills, and ongoing group reflection. These elements ensure that students not only complete tasks together but also support one another's learning, build responsibility, and improve the overall effectiveness of their teamwork. Therefore, cooperative learning provides a comprehensive framework that helps students collaborate meaningfully and develop both academic understanding and interpersonal skills.

b) Kind of Cooperative Learning

Based on Sulistio, & Haryanti (2022), some of them are: Students Team Achievement Division (STAD), Jigsaw, Group Investigation (GI), Team Game Tournament (TGT), Think Pair Share (TPS), Numbered Head Together(NHT), Make a Match, and Rotating Trio Exchange.

One of forms or models of cooperative learning that applied in this research was TGT, because the Baamboozle functions as a game media used to carry out the "Tournament/games" stage in the TGT learning model.

(1) Team Game Tournament (TGT)

Team Games Tournament (TGT) was developed by David DeVries and Keith Edwards in early 1970s, this is the first learning model from Johns Hopkins. The TGT type of cooperative learning model is cooperative learning that uses academic tournaments, and uses quizzes and an individual progress scoring system, where students compete as representatives of their team with other team members whose previous academic performance is equal to theirs. The TGT method involves the activities of all students without any difference in status, involves the role of students as peer tutors and contains

elements of games and reinforcement. The TGT method provides opportunities for students to learn more relaxedly in addition to fostering responsibility, cooperation, healthy competition and learning involvement.

In its implementation, the usual steps of TGT include: (1) class presentation by the teacher as an introduction to the material; (2) formation of small teams with members of different abilities; (3) discussion and group study to master the material; (4) tournaments/academic games between teams as a test of understanding and competitive influence; (5) awarding group awards based on points obtained by the team (Rusman, 2012; Huda et al., 2023).

Empirical research shows that the use of the TGT model has several advantages. For example, Hidayah & Taman (2017) found that the application of TGT to vocational high school students increased learning motivation from 72.41% to 78.13%, as well as increased learning outcomes by 23.78% and 19.61% in two research cycles, indicating that student learning outcomes using TGT were better than those achieved using conventional learning.

c) The Advantages of Cooperative Learning in English Learning

So many advantages of cooperative learning, especially in language acquisitions, study revealed that cooperative learning has increased grammar, vocabulary knowledge, reading and listening skills of the students. (Yavuz & Arslan, 2018). So, cooperative learning can be applied in language classes to improve these language skills. Additionally, cooperative learning also increases students' creativity and motivation in learning English too, as shown in the study conducted by Marashi, & Khatami, (2017) they found that cooperative learning might help English foreign language learners to further improve their creativity and motivation.

Then strengthened by Saragih & Utami (2020), their study also revealed that cooperative learning using media really increases students' motivation in learning English.

3. Gamification in English Learning

a) Definition of Gamification

Gamification refers to the integration of game elements and mechanics into non-gaming environments, like education, to enhance engagement, motivation, and learning results. This process entails using game design principles, techniques, and features to make activities more interactive, enjoyable, and immersive. (Wulantari et al. 2023). Same with Çeker & Özdaml (2017), they state that Gamification is the application of game design elements and principles in non-game contexts to enhance engagement, motivation, and participation in various activities, particularly in education and business, and also it says that one of the primary goals in gamification is to increase interest and motivation among participants, making tasks more appealing and interactive. Well, based on the statements above, we can conclude that gamification in the context of English language learning refers to the use of game elements and principles to enhance student engagement, motivation, and participation in learning activities. By integrating features like challenges, rewards, and competition, gamification makes language learning more interactive and enjoyable, encouraging students to actively participate. The primary goal is to increase students' interest in learning English, making tasks more appealing and interactive, which in turn can lead to improved learning outcomes and greater success in mastering the language. Additionally, Wulantari et. al (2023), in their study also revealed that Gamification has a significant role to play in English language teaching. By enhancing motivation, engagement, and active learning, Gamification offers a promising approach to transform the language learning experience.

b) Element in Gamification

In the survey study conducted by Toda et.al (2019) they measured 21 game elements. and these elements were derived from expert evaluations and are intended to standardize the terminology used in gamification strategies within educational contexts.

Figure 2.1 Element of Gamification

Concept	Description	Affected Behaviour
Acknowledgement	All kind of feedback that praises the players' specific actions. Some examples and synonyms are badges, medals, trophies.	Engagement
Chance	Randomness and probability characteristics to increase or decrease the odds of certain actions or outcomes. Some examples and synonyms are randomnesses, luck, fortune.	Engagement
Competition	When two or more players compete against each other towards a common goal. Some examples and synonyms are Player vs Player, scoreboards, conflict.	Engagement Motivation
Cooperation	When two or more players collaborate to achieve a common goal. Some examples and synonyms are teamwork, co-op missions.	Motivation
Economy	Transactions within the game, monetising game values and other elements. Some examples and synonyms are markets, transaction, exchange.	Engagement
Imposed Choice	Decisions that the player is obliged to make in order to advance the game. Some examples and synonyms are judgements, forced choices. (<i>not to be confused with Narrative</i>).	Engagement Motivation
Level	Hierarchical layers present in a game, which provide a gradual way for the player to obtain new advantages as they advance. Some examples and synonyms are character levels, skill level.	Engagement
Narrative	Order of events where they happen in a game. These are choices influenced by the players' actions. Some examples and synonyms are the strategies the player uses to go through a level (stealth or action), also the good or bad actions that influence the ending, karma system. (<i>not to be confused with Imposed Choice</i>).	Motivation
Novelty	New, updated information presented to the player continuously. Some examples and synonyms are changes, surprises, updates.	Engagement Motivation
Objectives	Guide the players' actions. Quantifiable or spatial, from short to long term. Some examples and synonyms are missions, quests, milestones.	Engagement Motivation
Point	Unit used to measure users' performance. Some examples and synonyms are scores, number of kills, experience points.	Engagement
Progression	This allows players to locate themselves (and their progress) within a game. Some examples and synonyms are progress bars, maps, steps.	Engagement
Puzzles	Challenges within the game that should make a player think. Some examples and synonyms are actual puzzles, cognitive tasks, mysteries.	Engagement
Rarity	Limited resources and collectables. Some examples and synonyms are limited items, rarity, collection.	Engagement
Renovation	When players are allowed to redo/restart an action. Some examples and synonyms are extra life, boosts, renewal.	Engagement
Reputation	Titles that the player accumulates within the game. Some examples and synonyms are titles, status, classification.	Engagement Motivation
Sensation	Use of players' senses to create new experiences. Some examples and synonyms are visual stimulation, sound stimulation.	Engagement
Social Pressure	Pressure through social interactions with another player (s) (playable and non-playable). Some examples and synonyms are peer pressure, guilds.	Engagement Motivation
Stats	Visible information used by the player, related to their outcomes within the game. Some examples and synonyms are results, health bar, magic bar, HUD, indicators, data from the game presented to the user.	Engagement
Storytelling	It is the way the story of the game is told (as a script). It is told within the game, through text, voice, or sensorial resources. Some examples and synonyms are stories told through animated scenes, audio queues or text queues during the game.	Engagement
Time Pressure	Pressure through time within the game. Some examples and synonyms are countdowns, clock, timer.	Engagement Motivation

According to these findings about elements in gamification, Toda et.al (2019) have identified Objective, Level, and Progression as key factors or crucial factors. This is interesting because research in educational settings has shown that when students lack clear objectives and a sense of progression, their motivation and engagement tend to decline (Smith-Robbins, 2011 as cited in Toda et.al 2019). This suggests that designing gamification strategies that focus on these elements could help address this motivational issue, though it may only be a temporary fix. The root cause of the problem is more complex and involves factors beyond what can be

addressed in educational settings, such as classrooms or virtual learning environments

4. Baamboozle Games as Medium in Cooperative Learning

a) Introducing Bammboozle Games

Baamboozle Games is an online games platform. and this platform, not only serves as an enjoyable way to pass the time but also facilitates learning through fun. As Paul (2021) also cited on Qureshi & Khatoon (2023) explains, "Games are enjoyable activities that provide opportunities to learn a foreign language in a relaxed and engaging environment." Baamboozle is an online platform designed to create interactive and engaging experiences for classroom settings, and it has the potential to function as a valuable educational tool. The game emphasizes that learning should be an enjoyable process and aims to help educators reinforce key concepts while actively involving all students in the learning journey. Additionally, Baamboozle fosters collaboration among children, (Quraishi et.al, 2020, as cited in Qureshi & Khatoon, 2023)

In general, Baamboozle consists of four main sections on its homepage: My Library, Games, News, and Blog.

- (1) My Library functions as the user's personal collection center, where all created games, folders, likes, and followers are stored. The Folders feature is a premium option that allows users to categorize games into specific topics or themes.
- (2) Games is the section where users can search for and access games created by other educators around the world. Each game includes a brief description, an image, the number of questions, image availability, featured status, and total play count, which helps users evaluate its quality and reliability.

- (3) News provides updates about newly released features and developments within the platform.
- (4) Blog offers various articles and teaching ideas on how to effectively integrate Baamboozle into classroom instruction.

Baamboozle also provides a search function located on the left-hand panel, which enables users to find games by entering specific keywords such as grammar, vocabulary, or particular topics. This feature helps teachers quickly locate games relevant to their lessons and learning objectives. When playing games, users can select different play modes depending on their account type, whether free or premium. The free version offers basic functionality, while the premium version unlocks additional game modes and customization options. Teachers can display the game on a projector for whole-class participation or allow students to play individually on their own devices.

In addition to playing existing games, users can also create their own games by navigating to My Games and selecting the plus (+) icon. They can add a title and description, choose the question format (either question and answer or multiple choice), insert images, and assign point values for each question. Once saved, the game will automatically be stored in the user's personal library (My Library) and can be accessed anytime. Baamboozle frequently updates its features to enhance variety and engagement in learning. Recently, the platform introduced four new game modes: Memory, Tic-Tac-Toe, Connect 4, and Bingo. which provide refreshing alternatives to traditional quiz games. These new modes add fun and creativity to classroom activities, making them especially appealing for younger learners. With these features, Baamboozle stands out as a highly flexible and user-friendly educational tool. It can be utilized for multiple instructional purposes, such as warm-up activities, lesson reviews, and formative assessments. Moreover, its intuitive interface and versatile

functionality make it suitable for both online and in-person learning environments.

Overall, Baamboozle not only helps teachers create a more dynamic and collaborative classroom atmosphere but also enhances students' motivation and engagement through interactive, game-based learning. By combining educational content with elements of play, Baamboozle supports the integration of modern learning models such as Team Games Tournament (TGT) and other cooperative learning approaches that emphasize collaboration, communication, and enjoyment in learning.

b) The Implementation of Baamboozle Games to Cooperative Learning

The researcher implement Baamboozle Games as cooperative learning in this study is using TGT method. based on Putri (2025), also cited from Rusman in Gunanta (2018) cited (Mawarni et al., 2023), there is : class presentation, teams, games, tournament. Where:

- (1) Class presentation: The teacher explains the material and game rules. The teacher explains the game that will be played using Baamboozle. Students will be divided into groups. Each group will choose a number containing a question and answer it correctly. If they answer correctly, they will receive points.
- (2) Teams: The teacher divides students into groups of 4-5 students. After each group is divided, they are given time to prepare.
- (3) Games: The teacher guides each group to choose a number and then provides a question to be answered. If the group answers the question correctly, they will receive points.
- (4) Tournament: while the mechanism is :

IMPLEMENTATION MECHANISM

Timing: 15-20 minutes at the end of the lesson.

Team Division: 4-5 students per team

A maximum of 5 teams per session

Each team selects a name or character

GAME FLOW

Beginning of the Session:

The teacher displays the Bamboozle game on the screen.

Each team takes turns answering questions.

The order of teams is determined randomly.

Answering Process

Teams have 30 seconds to discuss their answer.

A team representative provides the final answer.

Once given, the final answer cannot be changed.

This Bamboozle Games is conducted at the end of the lesson, the teacher conducts this game as a closing activity and reviews the material that has been taught. The game provides an enjoyable way to assess students and helps them reflect on their understanding of the concepts covered. The activity creates a relaxed and interactive atmosphere after an intense learning session: this improves student motivation and engagement in the process.

B. Study of the Relevant Research

Several studies found that cooperative learning has been increasing students' motivation, Firstly in the study that conduct by Saragih & Utami (2020) has shown that there is significance positive impact due to the use of cooperative learning using media in increasing students motivation, this study conduct in action research method, with 2 cycle. The result denotes that only 21 out of 43 students achieve 75 and over in cycle 1, whereas in cycle 2 there is a significantly increasing number of students passing 75 and over with 43 students or 100%. In addition, learning activities become more active and creative. It is inferred that there was significant

improvement on students' motivation in learning English through cooperative learning strategy.

Secondly, the study by Alsawaier (2018) revealed that there was positive correlation between Gamification to increase students motivation. From this study, we can conclude that gamification increases students' motivation through several key mechanisms, one of them is Fun and Engagement. Gamification introduces elements of fun into the learning process, which can transform students' attitudes towards learning. As noted by Prensky (2001) also cited in Alsawaier (2018), fun creates relaxation and motivation, allowing learners to absorb information more easily and engage without resentment.

Thirdly, the experimental study examines the impacts of cooperative learning on the motivation for 72 second-year Vietnamese higher education students in the Research Methods in Education over the nine-week course (Tran, 2019). The results of this study confirm the hypothesis that students taught using the cooperative learning method will experience higher motivation and additionally better learning outcomes compared to those taught through traditional lecture-based methods. The findings indicated that regular collaborative interactions among students during learning activities, along with their increased engagement, contributed to higher motivation in the experimental group.

However these several studies above have mentioned the positive impact toward enhancing students' motivation. Those studies had examined the following factors that could improve students' motivation in learning English. Also the effectiveness of Gamification technique and cooperative learning strategy has been examined in the previous study as stated in the previous paragraph. On the other hand this research will focus on the detailed process of the use of a combination cooperative learning strategy and Gamification toward the students intrinsic motivation.