

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a description of the study. In this chapter, the background of the study and formulation of the problem will be explored to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research and its significance will be discussed, thus clarifying the research objectives and the benefits derived from this study.

#### **A. Background of the Study**

Motivation is a crucial factor that determines success or failure in any complex task, including language learning (Alizadeh, 2016). In the context of learning English as a foreign language, teachers often face this motivation problem, so maintaining students' motivation has become a crucial challenge for them (Juliana et al., 2022). In the previous study that was conducted by Guoseng et al. (2024), they found that stronger motivation and greater involvement in learning led to better and more satisfying learning outcomes for students: the more immersed learners felt, the more they stood to benefit. This indicates that motivation is an important part of the learning process.

At the research site a secondary high school in Tasikmalaya chosen for the *MBKM Mandiri*. *MBKM Mandiri* program is an educational program launched by the Indonesian Ministry of Education to give university students more freedom and flexibility in their learning process. The main idea is to allow students to gain knowledge and skills not only inside the classroom, but also through real-world experiences. The preliminary observations revealed that students exhibited low motivation, especially intrinsic motivation. Concretely, during classroom sessions many students appeared disengaged: several students listened passively, some focused on unrelated activities (using phones or chatting), only a few volunteered to answer questions, and group activities often resulted in silence rather than interaction. When English tasks were assigned, some students postponed work and needed repeated prompting by the teacher. The English teacher in a pre-interview confirmed these observations, noting that students rarely asked questions, lacked

curiosity about topics, prioritized final grades over the learning process, and generally showed minimal enthusiasm and participation. These field conditions point to low levels of interest, enjoyment, and inherent satisfaction, the characteristic of intrinsic motivation identified by Ryan and Deci (2020).

Intrinsic motivation is one dimension of motivation. Activities elicited by playing, exploration, and curiosity are examples of intrinsically motivated behavior because they do not depend on external incentives or pressures, but provide satisfaction and joy of their own (Ryan & Deci, 2020). From this claim, it can be concluded that intrinsic motivation has a crucial role in learning English, because it encourages students to be actively involved in the learning process without external coercion. When students feel motivated from within, they tend to be more enthusiastic about learning, participate more actively in discussions, and show greater persistence in facing challenges. This was also supported by Taylor et al. (2014), who discussed the benefits of intrinsic motivation in formal education and emphasized its important role in school achievement. However, students often experience low intrinsic motivation because, among other reasons, understanding the second language learning experience is challenging (Ramzan et al., 2023); this includes English language learning as well.

Maintaining intrinsic motivation in English language learning presents a significant problem. Research indicates that intrinsic motivation for learning tends to decrease with age and grade level (Shan, 2020). This decline is particularly evident from secondary school to university students. For example, Ulfah (2023) showed a significant comparison in mean scores: instrumental motivation exhibited the highest mean score (4.50), followed by integrative motivation (4.36), while intrinsic motivation scored lower (4.05). This decrease in intrinsic motivation is frequently associated with teaching methods; many student participants reported negative aspects of teaching methods, revealing a possible mismatch between existing teaching approaches and students' preferred learning styles (Trang & Baldauf, 2007).

The motivation problem described above is felt directly at the Tasikmalaya school research site: students demonstrated low attention, passive participation, and minimal enjoyment during lessons, and the teaching learning process often ran routinely without active engagement. The limited use of engaging methods and

media made the classroom atmosphere less lively. Observed weaknesses included limited vocabulary mastery, hesitation to speak, low confidence, and difficulty in comprehending reading materials all of which further reduced intrinsic motivation. These concrete field observations form the local problem context that motivates this study and distinguish it from more general literature summaries.

One promising solution is cooperative learning. Several studies show that cooperative learning is significantly correlated with increased student motivation. Santosa et al. (2017) examined the influence of perceptions of cooperative learning models and achievement motivation on learning outcomes in English courses and found that positive perceptions of cooperative learning contributed greatly to learning outcomes, with a coefficient of determination reaching 98.41%. This suggests the cooperative learning model not only improves learning outcomes but also motivates students to perform better in English. Cooperative learning has been identified as an approach capable of boosting student motivation in EFL contexts: Bećirović, Brdarević-Čeljo, and Polz (2023) found that implementing cooperative learning was significantly associated with increased student motivation in learning English. Tran (2019) emphasized that cooperative learning encourages a sense of shared responsibility, resulting in increased intrinsic motivation and active participation during the learning process. These findings support the potential of cooperative learning to address the passive, teacher-dependent dynamic observed in the Tasikmalaya classroom by fostering collaboration, peer support, and shared accountability.

Nevertheless, implementing cooperative learning in traditional classroom settings can be challenging, particularly in maintaining students' motivation over time. This is where gamification through digital platforms offers promising solutions, especially when using interactive games such as Baamboozle. Gamification is the application of game design elements and principles in non-game

contexts to enhance engagement, motivation, and participation (Çeker & Özdaml, 2017). One of gamification's primary goals is to increase interest and motivation among participants, making tasks more appealing and interactive.

In similar context, in the previous study by Azzahra and Kembaren (2025) stated that the use of Baamboozle in English learning can increase student motivation and engagement through the gamification elements it offers. Baamboozle provides a more engaging, dynamic, and interactive learning environment, encouraging students to actively participate during the learning process. The research findings showed that students felt more enthusiastic and excited when learning vocabulary through the Baamboozle game, which resulted in increased learning motivation and a more meaningful learning experience (Azzahra & Kembaren, 2025). The selection of Baamboozle as a medium in this study was based on the findings of Susanti et al. (2024), who demonstrated that this medium is effective in increasing students' intrinsic motivation to learn English. Learning through the Baamboozle game creates an active and engaging learning experience and provides students with the opportunity to interact meaningfully with the subject matter. Because learning motivation is a crucial factor in successful English learning, the use of Baamboozle is considered relevant for stimulating student engagement during the learning process. The researcher chose bamboozle games as a medium to provide interactive and meaningful learning experiences. However, there is still a gap in the previous study such as the participants, location of the research, and the years of this study conduct. Considering that, this research investigates how cooperative learning, especially using interactive games medium such as Bamboozle can increase student intrinsic motivation.

## **B. Formulation of the Problems**

For the formulation of the problem in this research, is the question “How does cooperative learning using bamboozle games increase student intrinsic motivation? “

## **C. Operational Definitions**

### **1. Students Intrinsic motivation**

in learning English refers to the internal drive that students have to engage with the language out of personal interest and enjoyment, rather than for external rewards like grades or praise, in this research SDT (self determination theory) was used to be the framework theory.

### **2. Cooperative Learning**

Instructional approach that encourages students to work together in small groups in learning English and to achieve the right answer in Baamboozle Games questions (team game tournament). This method emphasizes collaboration, communication, and the interdependence of group members

### **3. Baamboozle Games**

Baamboozle games is an interactive online platform designed for educational purposes, allowing teachers and students to create and play engaging quiz games, to increase intrinsic motivation in learning English. Baamboozle is used in this research as gamification media in cooperative learning.

## **D. Aim of the Study**

Based on the research question above, this study conducts cooperative learning using bamboozle as a medium to increase students' intrinsic motivation.

## **E. Significances of the Study**

### **1. Theoretical use**

This study can be useful to examine the role of intrinsic motivation in English language learning. And adding theory that already exist about the action research related to the motivation topic and cooperative learning

## **2. Practical use**

Providing practical recommendations for teachers in implementing cooperative learning and interactive games such as bamboozle to increase intrinsic motivation.

## **3. Empirical use**

This study will provide additional information for further research, regarding the same topic. Also, this study presents empirical evidence regarding the effectiveness of interactive games in increasing students' intrinsic motivation.