

CHAPTER 1

INTRODUCTION

This chapter provides a comprehensive overview of the study. It comprises the background, the formulation of the problem, operational definitions, the aim of the study, and the significance of the study.

A. Background of the Study

Students' motivational experiences are widely acknowledged as an important aspect of success in second language learning. These experiences reflect how students feel, think, and engage during the learning and assessment process. Dörnyei & Ushioda (2021) explain that motivated learners tend to invest more effort, remain engaged for a longer period, and demonstrate greater resilience when facing difficulties. In other words, motivation not only initiates the learning process but also sustains learners' persistence in achieving their goals. From a psychological perspective, Self-Determination Theory (SDT) conceptualizes motivation as being influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2020). Autonomy refers to learners' sense of choice and control over learning activities, competence concerns learners' perceptions of their abilities and progress, while relatedness reflects feelings of connection and support from teachers and peers. When these needs are adequately supported in learning contexts, students are more likely to develop intrinsic motivation, maintain engagement, and take greater responsibility for their learning. Therefore, SDT provides a relevant framework for understanding how instructional practices shape students' motivation in language learning contexts.

From an SDT perspective, assessment is an integral part of the learning experience because assessment practices shape how students interpret their learning process and evaluate their progress. Through assessment activities, students interact with tasks, feedback, teachers, and peers, which may support or hinder the fulfillment of autonomy, competence, and relatedness. Previous studies have shown that assessment and feedback can influence students' learning experiences,

engagement, and motivation (Widiastuti, 2021). Therefore, this study adopts the SDT framework to explore how students' motivation is shaped when engaging in paper-based and online classroom assessments in English language learning.

Previous research has highlighted the important role of motivation in shaping students' engagement and learning outcomes in EFL contexts. Studies have also suggested that different assessment formats may influence students' learning experiences in different ways. Paper-based assessments are often associated with familiarity, structure, and concentration, whereas online assessments are commonly linked to interactivity, participation, and the use of digital technology (Aulia and Warni, 2024; Keshavarz et al., 2023; Muslim et al., 2020; Putra, 2022; Salsabillah et al., 2023; Zainuddin et al., 2020). These findings indicate that assessment is not only a tool for measuring achievement but also an important component of the learning process that may influence students' motivation in their experiences.

This issue becomes particularly relevant in a school in Sukaraja, Tasikmalaya, where students are not accustomed to bringing or using cell phones in their daily learning activities. The use of technology in teaching and learning remains relatively limited, and students are only allowed to bring cell phones to school at certain times, usually when online assessments are conducted under teacher supervision, such as through Quizizz. This situation creates a different learning experience, particularly when students transition from familiar paper-based assessments to online assessments that are used only occasionally. Although students are generally familiar with digital technology outside of school, how they experience, adapt to, and interpret their motivation when engaging with these two forms of assessment remains underexplored in previous studies.

Despite growing research on motivation in English language learning, studies examining students' motivational experiences in paper-based and online classroom assessments remain limited, particularly in the Indonesian EFL context. Previous studies have focused more on learning outcomes, participation, and the effectiveness of assessment formats rather than on how students experience and interpret motivation during the assessment process itself (Muslim et al., 2020;

Salsabillah et al., 2023). Although paper-based assessments are often associated with familiarity and comfort, and online assessments with interactivity, the ways students experience autonomy, competence, and relatedness across these assessment formats remain underexplored, especially in schools where technology is used selectively (Widiastuti, 2021; Zainuddin et al., 2020). Therefore, this study aims to explore how junior high school students in Sukaraja, Tasikmalaya, experience motivation when completing paper-based and online-based English assessments through the lens of Self-Determination Theory (SDT)

B. Formulation of the Problem

Based on the above background, this research answers the question, “How are junior high school students’ motivational experiences in paper-based and online English classroom assessments?”

C. Operational Definitions

To ensure clarity and precision in this study, the key terms related to the research variables are defined operationally as follows:

1. Students Motivational Experiences

Students’ motivational experiences refer to students’ experiences during paper-based and online English classroom assessments as reflected in their sense of autonomy, competence, and relatedness. These experiences describe how students perceive and respond to assessment activities in different assessment formats.

2. Paper Based Classroom Assessments

Paper-based classroom assessments refer to English assessment activities conducted using printed materials such as worksheets, quizzes, or written tests. Students’ motivational experiences in these assessments is identified through their experiences, focus, interest, and responses while completing the tasks.

3. Online-Based Classroom Assessments

Online-based classroom assessments refer to English assessment activities conducted through the Quizizz platform. These assessments include digital features such as time limits, scores, and instant feedback, while students' motivation is identified through their engagement, enjoyment, experiences, and perceived challenges during the assessment process.

D. Aim of Study

The purpose of this study is to investigate how paper-based and online English classroom assessment activities shape junior high school students' motivational experiences in their, engagement, and learning in English learning.

E. Significance of the Study

1. Theoretical Significance

Theoretically, this study is expected to provide both theoretical and practical significance. Theoretically, this study contributes to the understanding of students' motivational experiences in English classroom assessment by applying the Self-Determination Theory (SDT) framework to explore how students experience autonomy, competence, and relatedness in paper-based and online assessments. It also enriches previous studies by focusing on students' motivational experiences rather than solely on learning outcomes or assessment effectiveness.

2. Practical Significance

Practically, the application of this study is that it can provide information to English teachers and junior high school curriculum planners on how best to combine online and paper-based assessments, including not only exams and quizzes but also occasional online assessments during material discussion and engaging learning using gamification. The results of this study can help teachers identify ways to maintain student motivation when regular use of online tools is not possible, yet still successfully use them when administering tests or quizzes.

3. Empirical Significance

Empirically, this study provides direct evidence of junior high school students' perceptions of their motivation in paper-based and online assessments. Since online platforms such as Quizizz are used only occasionally rather than as part of daily classroom activities, this study presents a unique case of selective technology integration in classroom assessment. By examining students' experiences in a local learning context, this study contributes additional evidence to the literature and may inform future research on student motivation in blended or technology-supported learning environments.