

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theoretical and empirical foundations related to the study. It discusses the concepts of Self-Determination Theory (SDT), motivation, classroom assessment, paper-based assessment, and online assessment in English language learning. In addition, this chapter reviews previous studies related to students' motivation in different assessment formats. These theories and previous findings are used to support the analysis of how junior high school students experience their motivation when completing paper-based and online English classroom assessments.

A. Theoretical Framework

1. Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Niemiec P & Ryan M (2009) and Ryan & Deci (2000), serves as the theoretical foundation of this study. SDT argues that motivation is shaped by the fulfilment of three basic psychological needs: autonomy, competence, and relatedness. When learners feel free to make choices (autonomy), capable of succeeding (competence), and connected with others (relatedness), they are more likely to demonstrate higher motivation and sustained engagement (Ryan & Deci, 2000). SDT also distinguishes between intrinsic and extrinsic motivation, emphasizing that learning becomes more meaningful and self-directed when these psychological needs are consistently supported in the classroom environment Ryan M & Deci L (2009). Conversely, when these needs are not adequately fulfilled, students may experience decreased motivation, disengagement, and lower academic persistence over time (Ryan & Deci, 2020).

Research further suggests that students who experience stronger autonomy support tend to engage more willingly in challenging tasks, while those who feel competent are more likely to set higher personal goals and demonstrate resilience when facing difficulties (Ryan & Deci, 2000). Likewise, a sense of relatedness fosters collaboration, peer support, and a feeling of belonging, which are important in

interactive learning environments (Ryan & Deci, 2020). By understanding how these psychological needs interact with different forms of motivation, educators can design teaching strategies, provide effective feedback, and create a supportive classroom climate that encourages sustained engagement and academic achievement (Ryan & Deci, 2020). Therefore, SDT provides a relevant and comprehensive framework for analysing how students' motivation processes influence their learning behaviours and educational experiences.

a. Basic Concepts of Self-Determination Theory

Self-Determination Theory (SDT) emphasizes that motivation should be understood not only in terms of quantity but also in terms of quality. This theory posits that individuals naturally tend to learn and develop when their basic psychological needs are supported by their environment. In SDT, motivation is conceptualized as a continuum ranging from the most autonomous to the most controlled forms of motivation ((Ryan & Deci, 2000, 2020). At one end of the continuum is intrinsic motivation, which refers to engagement in learning activities driven by interest, curiosity, or personal satisfaction. Extrinsic motivation, meanwhile, is divided into more self-determined and less self-determined forms. Self-determined extrinsic motivation occurs when external goals have been internalized and are considered personally meaningful, such as learning English for self-development. In contrast, non-self-determined extrinsic motivation emerges from external pressure, such as obtaining good grades or avoiding punishment. At the other end of the continuum is amotivation, a condition in which individuals lack intention or motivation to act because they feel incapable or fail to see a connection between effort and outcomes. Although SDT explains different forms of motivation, the core of the theory lies in the fulfillment of basic psychological needs, which determine whether motivation can be sustained and developed in meaningful ways (Niemiec P & Ryan M, 2009; Ryan & Deci, 2000, 2020).

b. Three Basic Psychological Needs

Self-Determination Theory (SDT) states that there are three universal basic

psychological needs, namely autonomy, competence, and relatedness (Ryan & Deci, 2000). These needs play an important role in shaping the quality of students' motivation in the learning process, particularly in determining whether students are intrinsically or extrinsically motivated when engaging in academic tasks.

a) Autonomy

Autonomy refers to the feeling of having choice and control over one's actions. In the context of learning, students tend to be more motivated when they are given opportunities to understand the purpose of a task, express their opinions, and voluntarily participate in learning activities. When students perceive that they are not being forced but are willingly involved in the learning process, their motivation becomes more internalized and sustainable over time.

b) Competence

Competence relates to the feeling of being capable and confident in completing tasks successfully. This need can be fulfilled when students are provided with learning challenges that match their level of ability, along with clear instructions, structured guidance, and constructive feedback from teachers. Such support helps students build confidence, recognize their progress, and maintain effort in achieving better academic outcomes.

c) Relatedness

Relatedness refers to the feeling of being connected to and accepted by others within a social environment. In educational settings, positive relationships with teachers and peers contribute to a sense of belonging and emotional security. When students feel valued, respected, and socially supported, they are more likely to participate actively, express their ideas, and remain engaged in the learning process.

Therefore, the fulfilment of these three psychological needs is essential for fostering students' motivation and enhancing their overall learning experience. In the context of language assessment, the fulfillment of autonomy, competence, and relatedness may influence how students experience and respond to assessment

activities. Students are more likely to remain motivated when assessments provide opportunities to feel a sense of control, demonstrate their abilities, and receive social support from teachers and peers. Assessment practices that are clearly structured, supportive, and responsive to students' psychological needs can contribute to more meaningful learning experiences and sustained engagement. Therefore, understanding these three psychological needs is important for examining how students experience motivation in both paper-based and online English classroom assessments.

c. SDT in the Context of Language Learning Assessment

In the context of education, Self-Determination Theory (SDT) provides a relevant framework for understanding how learning practices, including assessment, affect student motivation (Niemić P & Ryan M, 2009). Assessment not only serves as a tool for measuring learning outcomes but can also influence students' psychological experiences during the evaluation process, particularly in shaping how they perceive their abilities, efforts, and engagement in learning activities. Assessment practices that provide constructive feedback, opportunities for self-reflection, and active participation can support the fulfillment of basic psychological needs, especially competence and autonomy (Muho and Taraj, 2022). When students receive meaningful feedback and are encouraged to reflect on their learning, they are more likely to feel capable and in control of their learning process.

Meanwhile, the use of digital assessment platforms and gamification-based systems has the potential to increase student engagement through more dynamic and interactive learning experiences (Alzaid & Alkarzae, 2019). These forms of assessment can create a more engaging environment that supports students' motivational experiences. In addition, several studies show that online assessments can provide a greater sense of autonomy compared to paper-based assessments due to their flexibility and rapid feedback (Sar et al., 2025). Therefore, SDT is considered an appropriate theoretical framework for analyzing how students interpret their motivational experiences in different assessment modes, particularly paper-based and online assessments, and how each mode may differently support

the needs for autonomy, competence, and relatedness.

2. Motivational Experiences

a. What is Motivation?

Motivational experiences refer to how students perceive, feel, and respond to learning and assessment activities. These experiences reflect students' engagement, effort, persistence, confidence, and interaction within particular learning contexts. Since motivational experiences are grounded in motivation, understanding the concept of motivation remains essential. Motivation is a psychological process that initiates, directs, and sustains goal-directed behavior. In educational settings, motivation plays an important role in influencing students' engagement, effort, persistence, and overall learning performance when completing academic tasks (Urhahne & Wijnia, 2023). Motivation is not only related to students' desire to learn, but also to their beliefs about their abilities and their perceptions of the value of learning tasks. Furthermore, motivation is viewed as a dynamic and context-dependent construct that may change depending on students' learning experiences and the educational environment. Classroom climate, teacher support, interaction patterns, and assessment practices can shape students' motivational experiences by influencing how they engage with learning activities and academic tasks (Urhahne & Wijnia, 2023). Therefore, motivation is not considered an innate or fixed characteristic, but rather a psychological process that develops through the interaction between learners and their learning environment.

From the perspective of Self-Determination Theory (SDT), motivation is viewed based on its quality rather than merely its quantity. Ryan & Deci (2000,2020) emphasize that motivation differs depending on the extent to which individuals perceive their actions as stemming from personal choice. When students feel that learning activities are carried out based on their own will and have personal meaning, the motivation that emerges tends to be stronger and more sustainable over time. Therefore, understanding motivation requires consideration of both

internal psychological factors and external contextual influences within the learning process.

b. Types of Motivation

Students' motivational experiences may reflect different types of motivation, including intrinsic motivation, extrinsic motivation, and amotivation. Therefore, understanding these types helps explain students' experiences during classroom assessments. In general, motivation is categorized into intrinsic motivation, extrinsic motivation, and amotivation. These forms of motivation explain the different reasons why students engage in or disengage from learning activities.

a) Intrinsic Motivation

Intrinsic motivation refers to engagement in an activity driven by interest, enjoyment, or personal satisfaction that comes from within the individual. Students who possess intrinsic motivation learn because they enjoy the learning process itself, rather than focusing solely on external outcomes such as grades or rewards (Ryan & Deci, 2000). This type of motivation is often associated with deeper engagement, persistence, and greater resilience in learning activities (Ryan & Deci, 2000).

b) Extrinsic Motivation

Extrinsic motivation arises from external factors, such as academic demands, grades, or social recognition. However, according to Self-Determination Theory, extrinsic motivation is not a single construct but exists on a continuum based on its level of autonomy (Ryan & Deci, 2020). Some forms of extrinsic motivation are more controlled, for example when students study to avoid punishment, while more internalized forms occur when students begin to accept learning goals as personally meaningful and important (Ryan & Deci, 2020).

c) Amotivation

Amotivation refers to a condition in which individuals lack intention or motivation to act. Students experiencing amotivation may feel that their efforts

have little impact on outcomes, which can result in low participation, disengagement, and reduced effort in learning activities (Ryan & Deci, 2000).

In the context of learning and language assessment, these different types of motivation may influence how students participate in classroom activities and respond to assessment practices. Students with higher intrinsic or more self-determined forms of motivation are more likely to remain engaged and persistent during assessments, while students experiencing amotivation may show lower participation and interest. Therefore, understanding the different forms of motivation is important for examining how students experience paper-based and online English classroom assessments.

c. Motivation in Language Learning

In foreign language learning, motivation plays a very important role because the process of language acquisition requires continuous effort and long-term involvement. Based on Self-Determination Theory, motivation is influenced by the fulfillment of three basic psychological needs, namely autonomy, competence, and relatedness (Ryan & Deci, 2000, 2020). When these needs are supported in the learning process, students tend to develop intrinsic motivation and maintain perseverance in facing challenges such as vocabulary mastery, grammatical accuracy, and speaking skills (Ryan & Deci, 2020).

In the context of EFL in Indonesia, where opportunities to use English outside the classroom are still limited, the learning experience in the classroom is a major factor in shaping student motivation. Learning activities, teacher support, feedback practices, and classroom assessment design significantly influence students' attitudes toward English language learning. Research shows that assessment practices in EFL classrooms can influence student engagement and learning orientation, especially when assessment is integrated into daily learning and not only used for grading (Latif & Wasim, 2024).

Furthermore, various studies show that the type of assessment used can affect students' academic motivation and self-regulation abilities. Formative assessment

that provides constructive feedback and clear criteria can increase student engagement and competence, because feedback supports basic psychological needs in the learning process (Ryan & Deci, 2000). In addition, assessment practices that are integrated into daily learning have also been shown to improve the quality of learning and student participation (Black & Wiliam, 1998; Latif & Wasim, 2024).

Additionally, challenges in implementing digital or online assessment in Indonesian classrooms indicate that contextual factors also play a role in shaping students' motivation (Yan et al., 2021). Thus, motivation in language learning is not only influenced by internal psychological factors, but also by how learning and assessment practices are designed and implemented in the classroom environment

3. Classroom Assessment

a. Definition of Classroom Assessment

Classroom assessment plays an essential role in supporting both teaching and learning processes by providing information about students' understanding and academic progress. Black & Wiliam (1998) explain that classroom assessment is an integral part of the learning process that serves to gather evidence about student understanding in order to support instructional decision-making and improve the quality of learning. In their view, assessment not only functions as a tool for evaluating outcomes but also as a mechanism that can directly influence and enhance the learning process when designed effectively (Black & Wiliam, 1998). In line with this perspective, classroom assessment refers to a systematic and structured process of collecting, analyzing, and interpreting information about student learning to determine the extent to which learning objectives have been achieved. Assessment also serves as a basis for instructional decision-making and the improvement of teaching (Latif & Wasim, 2024; Martias & Djamil, 2023). According to Black & Wiliam (1998) classroom assessment provides valuable evidence about students' learning that can be used to support learning development and improve instructional practices.

In the context of EFL, classroom-based assessment (CBA) is not merely a tool for grading, but an integral part of the learning process. Latif & Wasim (2024) explain that classroom assessment includes the use of structured instruments such as observation sheets, corrective feedback, and classroom tests that support continuous learning, not just the measurement of final results. This perspective is in line with the concept of learning-oriented assessment (LOA), where assessment is integrated into daily learning practices to enhance student engagement and development (Latif & Wasim, 2024).

Furthermore, research on language assessment literacy highlights that implementing classroom assessment requires teachers to possess adequate assessment knowledge, practical skills, and the ability to respond to various contextual challenges in the classroom. Effective classroom assessment is closely related to teachers' professional competence in selecting appropriate assessment methods, interpreting assessment results, and supporting students' learning processes (Fanrong & Bin, 2022). Thus, classroom assessment can be understood not only as a pedagogical practice but also as a professional competency that requires assessment literacy, reflective practice, and continuous development. From the perspective of SDT developed by Ryan and Deci, classroom assessment practices that provide meaningful feedback and opportunities for reflection have the potential to fulfill students' basic psychological needs, namely autonomy, competence, and relatedness (Ryan & Deci, 2000, 2020). Therefore, appropriate assessment design not only impacts academic achievement but also plays a significant role in enhancing the quality of students' learning motivation.

b. Types of Classroom Assessment

From the perspective of SDT, classroom assessment practices that provide meaningful feedback and opportunities for reflection have the potential to fulfill students' basic psychological needs, namely autonomy, competence, and relatedness (Ryan & Deci, 2000, 2020). Therefore, appropriate assessment design not only impacts academic achievement but also the quality of students' learning motivation.

The effectiveness of formative assessment is highly dependent on the quality of the design and clarity of the assessment criteria. Latif & Wasim (2024) emphasize that the use of systematic rubrics and explicit criteria plays an important role in supporting student self-regulation. When assessment criteria are implicit or too general, students' cognitive engagement tends to be limited and less profound (Latif & Wasim, 2024). This shows that the success of formative assessment lies not only in its implementation but also in its transparent and structured design.

In contrast, summative assessment is conducted at the end of a unit or learning period to evaluate students' overall achievement. This assessment serves as a comprehensive evaluation of the mastery of learning objectives and is generally related to grading or reporting learning outcomes (Black & Wiliam, 1998). Although important in measuring academic achievement, summative assessment tends to contribute less to improving the learning process if it is not accompanied by constructive feedback.

In the context of contemporary education, assessment practices also include online assessment. Research has shown that online assessment implementation in schools may face challenges related to technological readiness, assessment design, student engagement, and digital literacy, which can influence the effectiveness of the assessment process (Adnan, 2020). From the perspective of SDT, formative assessment that provides constructive feedback can improve students' perception of competence, while providing choices or flexibility in tasks can support autonomy (Ryan & Deci, 2000, 2020). Conversely, summative assessment that overemphasizes grades without the support of feedback has the potential to encourage controlled extrinsic motivation.

c. Research on Language Classroom Assessment

Recent research in language assessment has focused on classroom implementation, teacher assessment literacy, student engagement, and digital transformation in the EFL context. Yan et al. (2021) found that teachers often encounter challenges in implementing formative assessment effectively due to

various personal and contextual factors, including limited assessment knowledge, insufficient training, and institutional constraints. These findings highlight the importance of developing teacher assessment literacy to improve the quality of classroom assessment practices. In line with this, Latif & Wasim (2024) emphasize that teacher assessment literacy significantly influences the quality of formative assessment implementation. When assessment criteria are unclear or poorly structured, students' engagement tends to remain superficial, whereas transparent criteria and targeted feedback can encourage deeper cognitive engagement and stronger self-regulation.

In addition to pedagogical aspects, digital transformation has also become an important concern in language assessment research. Studies on online assessment in Indonesia indicate the presence of technical and motivational barriers, including limited infrastructure and technological readiness (Mufidah et al., 2022). Nevertheless, previous research suggests that both formative and summative assessments can influence students' academic motivation, attitudes toward learning, and self-regulation skills (Azhari et al., 2023; Ryan & Deci, 2000). These findings suggest that assessment design and implementation have broader implications not only for learning outcomes but also for students' psychological experiences during learning.

These findings are closely related to the Self-Determination Theory (SDT) framework, which suggests that assessment practices supporting autonomy, competence, and relatedness are more likely to foster intrinsic motivation or more internalized forms of regulation. Conversely, assessment practices that focus excessively on grades without meaningful feedback may encourage more controlled forms of extrinsic motivation or even amotivation (Ryan & Deci, 2000, 2020). Overall, classroom assessment in language education has shifted from a purely evaluative function toward a more learning-oriented approach that promotes student engagement. This theoretical and empirical foundation provides a basis for examining how different assessment formats, such as paper-based and online assessments, may shape students' motivation in the EFL context.

4. Paper-Based Assessments in English Learning

Paper-based assessment refers to a traditional form of evaluation in which students' complete tests or assignments using printed materials and provide written responses without the use of digital devices. This form of assessment is typically conducted in structured classroom settings and graded manually by teachers. In EFL contexts, paper-based assessment is frequently compared with online or computer-based assessment to examine differences in learning outcomes and student achievement (Joyce, 2018; Keshavarz et al., 2023; Scrimgeour & H.Huang Haigen, 2022) Due to its structured format and controlled environment, paper-based assessment is often regarded as reliable and consistent.

Paper-based assessment remains relevant, particularly in schools where students do not bring mobile phones on a daily basis and are only allowed to use them under teacher instruction for specific assessment activities. In many Indonesian educational contexts, unstable internet access, limited device availability, and classroom regulations restricting mobile phone use can constrain the implementation of digital assessment (Fahada & Asrul, 2024; Natasha & Jannah, 2024). Under such conditions, paper-based assessment helps ensure accessibility and educational equity by enabling all students to participate without depending on digital infrastructure. Therefore, it continues to be a practical and widely used option in English language classrooms.

From a learning perspective, paper-based assessment is effective for measuring reading comprehension, grammatical accuracy, and writing skills. Its structured format enables teachers to evaluate language proficiency systematically. Previous research indicates that both paper-based and computer-based assessments can support student motivation, although in different ways. Salsabillah et al. (2023) reported that students demonstrated high motivation in both formats, with a slight preference for paper-based assessment due to its familiarity and simplicity. However, delayed feedback in paper-based assessment may reduce opportunities for immediate formative improvement, which is considered important for effective learning (Black & Wiliam, 1998; Nicol & MacFarlane-Dick, 2006).

From the perspective of SDT, paper-based assessment may primarily support students' sense of competence by providing opportunities to demonstrate understanding and receive formal evaluation (Niemiec P & Ryan M, 2009; Ryan & Deci, 2000). However, its structured and teacher-centered nature may offer more limited support for autonomy and relatedness. Although this method is practical and reliable, sustaining long-term intrinsic motivation may require complementary strategies that encourage greater interaction and more timely feedback. Therefore, understanding the characteristics of paper-based assessment is important for comparing it with online assessment approaches in EFL learning contexts.

5. Online Assessments in English Learning

Online assessment refers to the use of internet-based platforms and digital technology to design, administer, and evaluate student learning tasks within technology-supported environments. In the EFL context, online assessment includes interactive quizzes, digital formative tests, automated scoring systems, and real-time feedback delivered through platforms such as Quizizz and similar applications (Abdullaeva et al., 2024). Unlike paper-based assessment, online assessment incorporates features such as automatic scoring, data tracking, and gamification elements that increase interactivity and provide immediate responses to student performance (Zhang & Crawford, 2024). Therefore, online assessment is often considered a pedagogical innovation in language learning evaluation.

In recent years, platforms such as Quizizz, Kahoot, and Google Forms have transformed formative assessment practices by integrating gamification elements, including points, leaderboards, and instant feedback (Zainuddin et al., 2020). Aulia & Warni (2024) found that students perceived Quizizz as a motivating tool that reduced monotony in English learning and increased classroom participation. Similarly, Joyce (2018) reported that online formative assessment enhanced students' motivation and performance due to its interactive features and immediate feedback mechanisms.

Beyond motivation, previous studies suggest that online assessment may also contribute to improved learning outcomes. Nisrina Mahaswary & Ngafif (2025) reported that the use of Quizizz in reading instruction significantly improved

students' reading comprehension skills. Similarly, Sofyan et al. (2024) found that Quizizz-based gamified learning enhanced students' reading comprehension performance and engagement in English classes. Immediate feedback enables students to identify errors promptly and adjust their understanding, thereby supporting academic achievement (Abdullaeva et al., 2024).

From the perspective of SDT, online assessment may support autonomy through flexible task completion, competence through immediate feedback, and relatedness through interactive classroom participation. These aspects may contribute to stronger learning motivation and greater engagement in assessment activities. In addition, gamification theory suggests that educational elements such as points, rewards, and time limits can increase participation and motivation when integrated effectively into learning contexts (Zainuddin et al., 2020). In EFL classrooms, these features are reported to create more engaging learning experiences and reduce boredom (Nisrina Mahaswary & Ngafif, 2025)

However, the effectiveness of online assessment depends on instructional design and contextual factors. Competitive features, such as leaderboards, may increase motivation and competence for some students but may also create pressure or anxiety for others (Abdullaeva et al., 2024). Furthermore, unstable internet access, limited device availability, and insufficient digital literacy may hinder the implementation of online assessment in some educational settings (Fahada & Asrul, 2024). Although research on gamified assessment platforms continues to grow, studies examining students' motivational experiences through the lens of SDT in secondary EFL classrooms remain limited (Carmelya & Firdaus, 2025). Therefore, further research is needed to provide a deeper understanding of how online assessment influences students' motivation and learning experiences in English language learning.

B. Study of Relevant Research

Several studies have examined the role of gamified online assessment in enhancing students' motivation in EFL learning. Zainuddin et al. (2020), Aulia &

Warni (2024), found that platforms such as Quizizz increased students' engagement, enjoyment, participation, and motivation in English learning activities. Similarly, Abdullaeva et al. (2024) reported that gamified formative assessment significantly enhanced EFL learners' motivation by supporting autonomy, competence, and relatedness, which are central to SDT. In addition, Hanani et al., 2024; Zhang & Crawford (2024) highlighted that gamification elements, such as instant feedback and interactive features, contributed to more enjoyable learning experiences while supporting language skill development in EFL classrooms.

Research comparing assessment formats has shown that paper-based and online assessments offer different motivational advantages. Scrimgeour & H.Huang Haigen (2022) found that students who completed paper-based assessments achieved slightly higher results than those taking computer-based tests, suggesting that traditional formats may support concentration and familiarity. Likewise, Keshavarz et al. (2023) reported that paper-based assessments tend to provide greater structure and comfort, whereas online assessments may reduce anxiety and increase flexibility. However, the effectiveness of online assessment is often influenced by contextual factors. Fahada & Asrul (2024) and Natasha & Jannah (2024) found that unstable internet access, limited device availability, and insufficient digital literacy could hinder students' participation and motivation in digital assessment settings.

Studies grounded in SDT further emphasize the importance of psychological needs in shaping students' motivation. Alzaid & Alkarzae (2019) found that game-based assessment supported students' autonomy, competence, and relatedness, contributing to stronger motivation. Similarly, Muho and Taraj (2022) highlighted that formative assessment practices, including peer feedback and self-evaluation, enhanced intrinsic motivation by strengthening competence and autonomy. In the Indonesian EFL context, (Hidayah et al., 2025) also emphasized that constructive feedback and supportive teacher interactions play an important role in fostering students' relatedness and engagement during learning.

Despite these findings, studies examining students' motivational experiences across both paper-based and online assessment formats remain limited, particularly in junior high school EFL contexts. Previous studies have mainly focused on effectiveness, learning outcomes, or technological implementation rather than on how students experience and interpret motivation during assessment activities. Therefore, this study aims to explore how junior high school students experience autonomy, competence, and relatedness when engaging in paper-based and online English classroom assessments through the lens of SDT.