

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to outline the theoretical framework, previous studies, and conceptual framework.

2.1 Theoretical Framework

2.1.1 The General Concept of Perceptions

When perceiving the same subject, everyone has a different perspective (object). Different conduct or behaviors will go along with this difference of thought. Perception is the term referring to this viewpoint. A person's perception shapes the way that anyone perceives the surroundings.

According to Robbins and Judge (2013) as cited in in Utami (2013), perception is a cognitive process through which individuals systematically arrange and evaluate their sensory inputs, thereby attributing significance to their surrounding world. Otter Ghadirian et al (2017) perception can be conceptualized as a cognitive process involving a series of acts aimed at gaining information. The acquisition of knowledge and skills can be influenced by the many contexts to which pupils are exposed. Another definition from Fatihudin & Mochklas (2020) perception is a cognitive process that initiates with the utilization of the five senses to receive a stimulus, which is subsequently organized and evaluated in order to develop a comprehensive comprehension of the received information.

2.1.1.1 The Aspects of Perception

According to Walgito (2003) as cited in Yeni (2021), perception has three aspects:

- 1) Cognition, which is concerned with the comprehensive points of view, expectations, ways of thinking/gaining knowledge and experience of the past, including everything obtained from the data of independent opinions.
- 2) Affection, this aspect concerns the personal emotional states of certain objects, along with everything concerning the assessment of good and bad based on one's emotional factors.
- 3) Connotation, the aspect of connotation concerns an individual's motivation, attitude, behavior, or activity.

2.1.1.2 Types of Perception

Irwanto (2002) as cited in Yeni (2021) divided perception into two types, namely positive perception, and negative perception:

1) Positive perception

Positive perception refers to the cognitive process by which individuals form favorable perspectives or opinions in response to the stimuli they encounter.

Aprianto (2017) as cited in Marsa et al (2021) the author posited that positive perception refers to an individual's subjective evaluation of an object, whereby it is regarded favorably or in accordance with one's expectations. Positive perception arises from an individual's satisfaction with the object they have perceived.

2) Negative perception

Negative perception is the perception that gives negative views or opinions towards the received stimuli. Negative perception comes from someone's dissatisfaction towards the object that he/she perceived.

2.1.2 The Concept of Motivation

2.1.2.1 Definition of Motivation

Alizadeh (2016) as cited in Dhamayanti (2021) it has been noted that motivation can be classified into two fundamental categories, namely integrative and instrumental motivation. Motivation can be categorized into two distinct forms: internal motivation and extrinsic motivation. Moreover, Göksün & Gürsoy (2019) it has been observed that motivation is a psychological state in which individuals engage in language learning or competition driven by their intrinsic desire to do so, as well as the gratification derived from engaging in such activities. (Feng et al., 2013), According to Mc. Donald in Sardiman (2014) as cited in Safitri & Sontani (2016) The author posits that motivation is a dynamic shift in an individual's energy, characterized by a cognitive plan imbued with affective elements, and is typically instigated by a response to a specific objective. Based on the explanation, the researcher has reached the conclusion that motivation encompasses the inherent desire and exerted effort that propels individuals towards engaging in actions aimed at attaining specific objectives.

Considers motivation as a stimulant for achieving a specific target. Ryan & Deci (2000) considers to be motivated means to progress or to be in motion to do something (Ryan & Deci., 2000).

In conclusion, motivation is a psychological construct which functions as an internal state which leads individuals to accomplish specific goals. Motivation involves both mental and physical action. It works as a motive for doing something, which is usually associated with excitement. Motivation in human learning is commonly considered as an important variable, which is reflected in goals and directions, effort, engagement, and persistence.

2.1.2.2 Types of Motivation

Motivation divided into two main types that are intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

According to Al-tamimi (2009) Extensive research has been conducted on the concepts of intrinsic and extrinsic motivation, yielding valuable insights into their implications for developmental and educational methodologies. Types of Motivation Intrinsic motivation According to Ryan & Deci (2000) According to this theoretical framework, intrinsic motivation refers to the inclination and enthusiasm to engage in specific activities due to the perception that they possess inherent appeal and enjoyment.

2) Extrinsic Motivation

According to Ryan & Deci (2000) In contrast, extrinsic motivation refers to the inclination to engage in activities for reasons that are not

inherently connected to the action itself. The factors that may influence an individual's motivation can include the prospect of receiving a reward or facing a consequence, such as achieving a favorable outcome in an examination or attaining a high grade. Intrinsic motivation refers to the internal drive that prompts someone to engage in an activity purely for its inherent value or enjoyment. Persons who possess intrinsic motivation engage in and undertake activities and tasks due to the inherent enjoyment they derive from such pursuits.

2.1.3 Kahoot Application

In the contemporary period characterized by digital advancements, technology has emerged as an indispensable tool that plays a supportive role in all domains of human existence, including the realm of education. Most instructors and learners worldwide could utilize technology. The incorporation of Information and Communication Technology (ICT) in the field of education has garnered significant attention due to its ability to facilitate the learning process and create a more comfortable and engaging learning environment (Journal & Education., 2020) The continuous advancement of technology has led to the emergence of the internet, which has significantly enhanced and facilitated the process of learning. The factor assumes a significant part in the facilitation of strategies aimed at improving the overall caliber of education, as well as the resultant achievements in the realm of knowledge acquisition. The advent of technology has provided educators and

learners with the opportunity to engage with and utilize many forms of learning media within the context of teaching and learning.

Khaerunnisa (2023) The author contends that the utilization of media technology by English as a Foreign Language (EFL) students has the potential to enhance their pronunciation of specific English words, as well as their overall proficiency in the English language. In contemporary educational settings, English as a Foreign Language (EFL) instructors undergo training to effectively incorporate media technologies into the EFL classroom. This training is undertaken with the objective of bolstering student motivation and fostering an enriched learning environment. Given the increasing proficiency of students in utilizing technology, it is anticipated that educators will need to incorporate a greater array of media technologies to align with their preferred learning styles and preferences. Moreover, Feng et al (2013) claims through the integration of new media technologies within the educational setting, students exhibit heightened levels of motivation and demonstrate a notable inclination towards engaging with the media literacy curriculum.

Numerous online learning platforms have emerged to enhance the efficacy of English as a Foreign Language (EFL) instruction in the classroom. Kahoot is a widely recognized game-based Classroom Response System, which falls under the category of digital media employed in language acquisition. Kahoot was introduced in 2013 as an online educational platform designed to serve as a pedagogical tool for educators in the classroom. Kahoot presents a valuable chance for educators to effectively engage and inspire

pupils through the utilization of game-based quizzes. Educators are afforded the opportunity to generate quizzes, wherein students engage in a competitive manner to respond to the posed questions. The evidence indicates the presence of a competitive element in the use of Kahoot, which serves to enhance students' levels of engagement and active involvement in the educational process (Fatihudin & Mochklas., 2020).

2.1.3.2 The Advantages and Disadvantages of Kahoot

Kahoot offers numerous advantages to users across various domains, encompassing both academic and non-academic spheres. Numerous academic studies have demonstrated the efficacy of Kahoot in augmenting the pedagogical and learning experience across various educational levels, ranging from kindergarten to university students. This interactive platform fosters an engaging and dynamic classroom environment, hence facilitating effective teaching and learning outcomes. Kahoot is regarded as a game-based learning platform that aligns with the preferences and learning styles of students who are accustomed to the technologically advanced digital landscape. Kahoot offers a range of captivating and distinctive features that effectively foster student engagement and enhance their academic success. The students who have had the opportunity to utilize Kahoot in their educational endeavors concur that the implementation of Kahoot yields numerous advantages in terms of their cognitive development and comprehension of subject matter, resulting in enhanced information acquisition. The immediate display of answers in Kahoot allows students to

engage in real-time revision and learning as they respond to quizzes directly aligned with their subject matter Bicen & Kocakoyun (2018) Additionally, the implementation of Kahoot fosters a sense of competition among students, hence enhancing their level of involvement within the educational setting.

The students exhibited increased focus during the class and exerted additional effort in order to achieve victory in the game. One additional benefit that may be observed with the incorporation of Kahoot is the increase in students' motivation to actively participate in the classroom setting (Mada., 2019). The students experience a sense of motivation as Kahoot serves as a catalyst in their educational journey, alleviating and diminishing the tedium inside the classroom environment. It can be deduced that Kahoot has the potential to enhance the teaching and learning process for both students and teachers, hence improving the overall educational environment. As previously mentioned, Kahoot offers advantages to educators within the instructional context. Kahoot has a functionality that enables the recording of students' scores from quizzes. This method facilitates teachers in evaluating students' knowledge without the need for conventional paper-based examinations. As stated by Rambe (2021) as cited in Basuki & Hidayati (2019), the process of constructing online assessments differs significantly from that of face-to-face learning. Hence, Kahoot possesses the potential to serve as a valuable instrument for educators to assess students' comprehension by virtue of its diverse range of characteristics. On the other hand, it is undeniable that

Kahoot also presents certain drawbacks when integrated into the educational process.

The most common difficulties faced by the students and teachers who use Kahoot in their learning is the error while playing due to the poor network connection. It is essential that while using Kahoot, it takes the proper preparation such as the projector, laptop, smartphones, and stable internet connection to apply Kahoot without having to encounter this problem. This is one of the main difficulties why Kahoot cannot easily be applied in remote areas due to the lack of equipment. Therefore, the use of Kahoot can be integrated with the preparation from the teacher, students, as well as the institutions to provide better support such as the projector and Wi-Fi.

2.2 Previous Study

Many studies have been conducted to find out the use Kahoot in the classroom. In research written by Pattanapichet (2018) titled “Enhancement of Performance and Motivation through Application of Digital Games in An English Language Class”, The author examined the potential impact of Kahoot on the academic performance and motivation of university students. This study examines the development of grammar and pronunciation skills through a comparison between an experimental group and a non-experimental group. The results of the study indicate that the experimental group, which incorporated Kahoot into their learning process, exhibited superior performance and greater motivation in comparison to the control group, which utilized paper-based quizzes.

Another study written by Mada (2019) titled “How Online Learning Evaluation (Kahoot) Affecting Students’ Achievement and Motivation (Case Study on its Students) “The research is carried out through the utilization of a descriptive qualitative methodology to gather data. The data collected from the administered questionnaire indicates that students exhibit greater levels of motivation when the instructor incorporates the use of Kahoot throughout the instructional sessions.

Another study about Kahoot has also been conducted by Wibisono (2019) which sees the result of Kahoot used in teaching reading skills to high school students. The findings of the study indicate that the utilization of Kahoot as a tool for learning reading comprehension yields favorable outcomes in cognitive, psychomotor, and affective domains. This approach facilitates improved reading comprehension among students by stimulating their critical thinking skills and fostering a heightened level of engagement and motivation during the learning process.

Based on the aforementioned studies, it has been demonstrated that Kahoot serves as a very effective instructional tool in English classrooms, offering numerous advantages for both students and educators alike. Kahoot serves as a valuable tool for enhancing students' desire and excitement towards learning inside the classroom setting. Thus, Kahoot facilitates the process of English Language Teaching (ELT) by enhancing students' classroom experiences and alleviating their sense of monotony through its integration. After conducting a comprehensive analysis of the favorable

aspects associated with the implementation of Kahoot, the researcher anticipates obtaining promising outcomes in terms of its potential to augment and optimize the educational experience of university students.

2.3 Conceptual Framework

The conceptual framework shown below has been constructed by the researcher, drawing upon the explanations, theories, and hypotheses. The conceptual framework elucidates the role of the Kahoot! application as a medium for facilitating the learning of the English language. Kahoot! is an educational application utilized by teachers for English language instruction. The researcher will employ interviews to examine participants' perceptions and distribute questionnaires to gather their descriptions and insights into the utilization of the Kahoot! application in their teaching and learning endeavors. The instrument comprises both positive and negative statements, allowing the researcher to assess the impact of utilizing the Kahoot! application on student motivation during the learning process.

Figure 1.1 Conceptual Framework