

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem formulation, research objectives, research benefits, and operational definitions of the research.

A. Background of the Research

The development of digital technology has brought significant changes to the world of education, particularly in English language learning methods. Inclusive technology supports accessibility and personalization of learning. The use of digital learning platforms not only plays a role in providing access to information for students, but also in building a more interactive learning environment. Through features such as gamification, direct feedback, and adaptive learning paths, digital platforms are able to encourage active engagement, critical thinking, and collaboration among students, making the learning experience more interesting and meaningful.¹

In Indonesia, the use of conventional teaching methods often hinders efforts to increase student interest and motivation, especially in English language classes. Monotonous, teacher-centered learning with minimal interaction tends to make students feel bored, passive, and unmotivated. The

¹ Dr. Monika Bajaj, "THE ROLE OF DIGITAL LEARNING PLATFORMS IN ENHANCING STUDENT ENGAGEMENT," in *UNIFIED VISIONS: COLLABORATIVE PATHS IN MULTIDISCIPLINARY RESEARCH, VOLUME-1*, 1st ed., by Dr. Satya Shukla, Dr. Venkata Naga Ravi Kiran et al. (SCRIBE AND SCROLL PUBLISHING, 2020), <https://doi.org/10.25215/819818984X.01>.

application of conventional learning methods that are monotonous, teacher-centered, and lack interaction has indeed been identified as the cause of low interest, motivation, and participation of students in English language learning in Indonesia. Many studies confirm that this model tends to make students passive and less motivated.² To overcome these problems, teachers are expected to be able to integrate technology into the learning process to increase students' interest and motivation to learn.

Interest in learning is one of the essential factors that influences the success of the teaching and learning process. Students who have a high level of learning interest tend to pay greater attention, actively participate in classroom activities, and show stronger motivation to understand the learning materials. According to John Dewey, learning becomes more meaningful when students are actively engaged in enjoyable and relevant learning experiences rather than passively receiving information from the teacher. Therefore, learning interest plays a crucial role in encouraging students to become actively involved throughout the learning process.³

In English language learning, students' interest is particularly important because English requires learners to actively practice listening, speaking, reading, and writing. Students who are interested in learning English are generally more willing to ask questions, express their opinions, participate in

² Zahra Radfar and Nenden Sri Lengkanawati, "Exploring the Motivation of English Language Learning Students in Indonesia" (2020), 116–118.

³ John Dewey, *Interest and Effort in Education* (Boston: Houghton Mifflin Company, 1913), 11–17.

discussions, and communicate using English during classroom activities. Conversely, students with low learning interest tend to be passive, reluctant to participate, and easily lose concentration during lessons. Previous studies have consistently reported that learning interest positively influences students' engagement and participation in English learning activities.⁴

Gamification is an approach or learning method that uses game elements in a non-game context, such as in education, business, or various other activities.⁵ A recent study investigated that the use of gamification through Kahoot in English as a Foreign Language (EFL) classrooms and found that the implementation of gamified activities significantly increased students' interest in learning English compared to conventional instruction. The study reported that students became more enthusiastic, actively participated during English lessons, and showed higher attention to vocabulary and grammar activities when game elements were applied. These findings indicate that gamification is an effective approach for increasing students' interest in learning English by creating an enjoyable, interactive, and motivating learning environment.⁶

One of the most popular and proven effective digital media is Baamboozle, an interactive quiz game platform that can be used in cooperative

⁴ F. R. Valentina, A. Rosnaningsih, and N. Muttaqien, "Analisis Minat Belajar Siswa dalam Mata Pelajaran Bahasa Inggris Siswa Kelas III di SDN Karawaci Baru 4," *Jurnal Pendidikan dan Konseling (JPDK)* 4, no. 5 (2022): 2112–2124,

⁵ Karl M. Kapp, *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education* (San Francisco: Pfeiffer, 2012), 10.

⁶ D. P. Sari and A. Y. Wahyudin, "The Effect of Kahoot-Based Gamification on Students' Interest in Learning English," *Journal of English Language Teaching and Learning* 2, no. 2 (2021): 45–54.

learning models. Studies on junior high and senior high school students show that the use of Baamboozle in cooperative learning or game-based learning models significantly increases participation, enthusiasm, and learning outcomes, as well as creating a more enjoyable and interactive learning atmosphere.⁷

In addition to digital media, learning strategies also require updating. One of the models that has proven effective is Teams Games Tournament (TGT). The Teams Games Tournament (TGT) learning model is a form of cooperative learning designed to create an interactive, enjoyable, and competitive learning environment through a combination of group work, educational games, and inter-team tournaments. TGT actively involves students in the learning process, encourages collaboration, and provides a learning experience that is different from conventional methods. The elements of games and competition in TGT have been proven to increase student motivation, interest, and participation, thereby having a positive impact on learning outcomes in various subjects and levels of education⁸. Therefore, the integration

⁷ Irma Halimatun Sakdiyah, Elis Homsini Maolida, and Vina Nurviyani, "Utilizing Game-Based Learning Baamboozle in Developing Students' English Grammar Mastery," *JALL (Journal of Applied Linguistics and Literacy)* 8, no. 1 (February 2024): 132,

⁸ Tamam Syaifuddin, Luthfiah Nurlela, and Sukma Perdana Prasetya, "The Effect of Cooperative Learning Model Type Teams Games Tournaments (TGT) and Learning Motivation on Student Learning Outcomes:," paper presented at International Joint Conference on Arts and Humanities (IJCAH 2020), Surabaya, East Java, Indonesia, *Proceedings of the International Joint Conference on Arts and Humanities (IJCAH 2020)*, Atlantis Press, 2020, <https://doi.org/10.2991/assehr.k.201201.235>.

of the TGT model into the learning process is highly recommended to improve the quality of education and optimize students' potential as a whole.

Several previous studies have reported that the Teams Games Tournament (TGT) cooperative learning model is effective in creating an engaging and interactive learning environment. Sukowati et al. Found that the implementation of TGT significantly increased student motivation and active participation during the learning process.⁹ Similarly, Kusnandar and Febiana reported that the use of TGT in English language learning had a significant effect on students' vocabulary mastery, indicating that game-based cooperative learning can create a more engaging learning environment.¹⁰ Furthermore, Ratnasari et al. Revealed that students taught using the TGT model achieved better learning outcomes than students taught using conventional teaching methods.¹¹ These findings indicates that TGT has strong potential to foster students' interest and positive attitudes toward learning, especially when applied in interactive classroom activities.

⁹ Sukowati, Kukuh, Adi Suyanto, and Mery Noviyanti. "*The Effect of Teams Games Tournament (TGT) on Students' Motivation, Engagement, and Mathematics Performance*". Indonesian Journal of Mathematics Education 7, no. 2 (October 30, 2024): 82–91. Accessed January 31, 2026. <https://journal.untidar.ac.id/index.php/ijome/article/view/2630>.

¹⁰ Kusnandar dan Febian, THE EFFECTIVENESS OF THE TEAMS GAMES TOURNAMENT (TGT) MODEL IN IMPROVING ENGLISH VOCABULARY MASTERY. ELang | An English Language Education Journal 8, no. 1 (April 20, 2023): 1–13.

¹¹ Dwi Ratnasari et al., "THE EFFECTIVENESS OF THE TEAMS GAMES TOURNAMENT (TGT) COOPERATIVE LEARNING MODEL ON LEARNING OUTCOMES OF STUDENTS IN SMA NEGERI 3 SALATIGA," *Jurnal Tatsqif* 21, no. 2 (December 2023): 189–200, <https://doi.org/10.20414/jtq.v21i2.7420>.

Previous studies have investigated Baamboozle and TGT separately in various educational contexts. However, limited research has examined the effect of integrating Baamboozle-based TGT on students' interest in learning English, particularly among eighth-grade EFL students. Therefore, this study seeks to address this gap by investigating the effect of Baamboozle-based Teams Games Tournament (TGT) on students' interest in learning English at MTsN 2 Blitar.

Based on the explanations above, the researcher is interested in investigating the effect of using Baamboozle-based Teams Games Tournament (TGT) on the learning interest in English of eighth-grade students at MTsN 2 Blitar.

B. Research Questions

Based on the background described above, this research focuses on examining the effect of using Baamboozle as a digital learning media within the Cooperative Teams Games Tournament (TGT) model as a potential solution. The research question in this research was “is there any significant effect of Baamboozle-based Teams Games Tournament (TGT) on students’ interest in learning English among eighth-grade students at MTsN 2 Blitar?”

C. Purpose of the Research

Based on the research questions, The research was conducted to determine whether there was significant effect of Baamboozle-based Teams Games Tournament (TGT) on students’ interest in learning English among eighth-grade students at MTsN 2 Blitar.

D. Research Hypotheses

Based on the research question and theoretical review, the hypotheses of this research are formulated as follows:

1. Null Hypothesis (H_0):

There is no significant effect of using Baamboozle-based Teams Games Tournament (TGT) on students' interest in learning English among eighth-grade students at MTsN 2 Blitar.

2. Alternative Hypothesis (H_a):

There is a significant effect of using Baamboozle-based Teams Games Tournament (TGT) on students' interest in learning English among eighth-grade students at MTsN 2 Blitar.

E. Significance of the Research

This research is expected to provide both theoretical and practical benefits.

a. Theoretically

This research provides enrich scientific studies in the field of English language education, particularly regarding the application of the Teams Games Tournament (TGT) cooperative learning model combined with interactive digital media such as Baamboozle. The results of this research provided an additional reference for future researchers who were interested in investigating innovative learning strategies to increase students' learning interest. Furthermore, the findings contributes to the

existing literature on the integration of cooperative learning models and technology-based learning media.

b. Practically

This research also provides benefits for various parties, including:

1. For English teachers

The results of this research can be used as an alternative learning strategy that is more interesting, interactive, and in line with the characteristics of junior high school students. Teachers can use Baamboozle within the TGT model framework to create a fun learning atmosphere while encouraging active student participation.

2. For students

The implementation of Baamboozle-based Teams Games Tournament (TGT) was found to foster students' interest in learning English through more varied, collaborative, and competitive learning activities, which will motivate them to master this foreign language.

3. For schools

The results of this research can be used as consideration in developing more innovative learning strategies, especially in presenting methods and media that are relevant to current developments. This research can also provide input for curriculum developers and education practitioners regarding the importance of integrating technology with cooperative learning models. Thus, the benefits of this research not only have an impact on improving the

quality of the learning process in the classroom, but also contribute to supporting the achievement of broader educational goals.

4. For future researchers

This research is expected to serve as a source of reference and scientific reference for future researchers interested in examining student learning interests, particularly in English as a foreign language (EFL) learning. The results of this research can be used as comparative material in developing similar studies with different variables, learning models, or media. In addition, the research instruments in the form of a learning interest questionnaire and quasi-experimental research design used in this research can be adapted or further developed in accordance with the needs and context of subsequent studies. This research is also expected to open opportunities for future researchers to expand their studies on different levels of education, learning materials, or learning approaches in order to enrich research in the field of English language education.

F. Scope and Limitations

This research focuses on eighth-grade students at MTsN 2 Blitar as the research subjects. The samples of this research were class 8J as the experimental class and class 8K as the control class. Class 8J was selected as the experimental class, while class 8K was selected as the control class. The selection of these classes was based on the similarity of students' learning abilities and recommendations from the English teacher, indicating that both classes had relatively equal academic levels and learning characteristics.

The instructional materials used in this research are related to the basic English competencies in accordance with the applicable curriculum, which cover narrative. However, this research specifically focused on the skill of expressing opinions within narrative texts, which is appropriate for the junior high school level. The instructional model examined is the application of the Teams Games Tournament (TGT) method combined with the digital medium Baamboozle.

The main variable in this research is students' interest in learning English, which was measured using a questionnaire instrument. This research employed a quantitative approach with a pre-test and post-test design to determine the effect of the treatment on students' interest in learning English.

The limitations of this research included the scope of the variables investigated, as it focused solely on students' learning interest without examining other variables such as intrinsic motivation, academic achievement, or language skills in higher depth. The participants were limited to eighth-grade students at MTs Negeri 2 Blitar, involving only two classes as the experimental and control groups. Therefore, the findings could not be generalized to other schools with different characteristics and learning contexts.

In addition, the duration of the treatment was limited to only two meetings as agreed with the English teacher, which restricted the opportunity to observe the long-term effects of implementing Baamboozle-based Teams Games Tournament (TGT). Therefore, the findings could not fully capture sustained changes in students' learning interest over time. The research

instrument, in the form of a questionnaire, also had limitations due to the possibility of subjective responses from the students. Furthermore, external factors such as classroom conditions, variations in teaching practices, and students' learning environments could not be fully controlled by the researcher.

G. Definition of Key Term

1. Effect

The term “effect” in this research refers to the influence that arises after a treatment in the learning process. Gagné’s theory states that learning effects are cumulative from experience, resulting in changes in abilities, interests, attitudes, and values that support logical adaptation.¹² In the context of this research, the effect refers to changes in students' interest in learning after being given treatment in the form of English language learning using Baamboozle digital media combined with the Teams Games Tournament (TGT) cooperative learning model.

2. Baamboozle

Bamboozle is a learning platform that emphasizes the concept of educational games. The platform is similar to a quiz competition, but it is held digitally. Students do not need to create an account to participate, making the platform practical and easy to use.¹³ In this game, each team selects a numbered

¹² Bambang Warsita, “TEORI BELAJAR ROBERT M. GAGNE DAN IMPLIKASINYA PADA PENTINGNYA PUSAT SUMBER BELAJAR,” *Jurnal Teknodik*, August 30, 2018, 064–078, <https://doi.org/10.32550/teknodik.v12i1.421>.

¹³ Tsurayya, Nabhana Aida. “Pemanfaatan Media Interaktif Baamboozle Pada Pembelajaran Bahasa Indonesia”. *Dinamika: Jurnal Bahasa, Sastra, dan Pembelajarannya* 6, no. 2

box containing a question to answer. Some boxes may offer bonus points, allow teams to steal points from other teams, or contain no points at all. The use of Baamboozle can be explained through gamification theory. According to Deterding et al., gamification refers to the use of game design elements in non-game contexts to increase user motivation, engagement, and participation. In the context of English language learning, Baamboozle applies gamification elements by transforming classroom activities into interactive gaming experiences.¹⁴

3. Teams Games Tournament (TGT)

Teams Games Tournament (TGT) is a type of cooperative learning model that combines group work with game-based competition. The Cooperative Learning theory developed by David W. Johnson and Roger T. Johnson emphasizes that optimal learning occurs through small group work structures that are systematically designed to maximize positive social interaction, in contrast to ordinary group work, which is often unstructured. This theory is based on the principle that humans, as social beings, learn more effectively through collaboration than through individual competition or independent learning, because cooperation creates social dynamics that encourage

(August 1, 2023): 81–92. Accessed June 11, 2026. <https://jurnal.unsur.ac.id/index.php/dinamika/article/view/3343>.

¹⁴ Deterding, Sebastian, Dan Dixon, Rilla Khaled, and Lennart Nacke. "From Game Design Elements to Gamefulness: Defining Gamification." *In Proceedings of the 15th International Academic MindTrek Conference*, 9–15. New York: ACM, 2011.

knowledge exchange, emotional support, and mutual accountability.¹⁵ In the context of Teams Games Tournament (TGT) as a cooperative learning model, this theory is applied through the stages of team learning (positive interdependence), individual games (individual accountability), inter-team tournaments (promotive interaction), and point evaluation (group processing), resulting in improved achievement, motivation, and social relationships compared to competitive or individualistic methods.

4. Baamboozle-based TGT

Baamboozle-based TGT is an innovative integration of Baamboozle digital learning media and the Teams Games Tournament (TGT) cooperative learning model in the English language learning process. In this application, the Baamboozle platform is used as the main tool in the game and tournament stages of the TGT structure, so that academic competitive activities take place through interactive digital quizzes based on a spinning wheel that displays visual surprise elements. When these two components are combined, Baamboozle-based TGT functions as an innovative learning strategy that not only emphasizes teamwork but also creates a competitive yet supportive digital environment, where eighth-grade MTs EFL students experience the synergy of gamification (intrinsic motivation via interactive visuals) and cooperation (team

¹⁵ David W. Johnson and Roger T. Johnson, "Cooperative Learning: The Foundation for Active Learning," in *Active Learning – Beyond the Future*, ed. Sílvia Manuel Da Rocha Brito (London: IntechOpen, 2018), <https://doi.org/10.5772/intechopen.81086>

collaboration).¹⁶ Therefore, the treatment in this research is defined as the use of Baamboozle in all phases of the game and tournament in the TGT model during English language learning, and is expected to have a significant effect in increasing student interest in learning compared to traditional learning methods.

5. Learning Interest

Learning interest refers to students' intrinsic tendency to engage in learning activities willingly and enthusiastically. learning interest is reflected through five indicators: enjoyment, engagement, desire, attention, and need.¹⁷ The main components of learning interest adapted by Slameto in his book “Learning and the Factors that Influence It” include:¹⁸

a. Enjoyment

Interested students show positive emotional responses such as joy, excitement, and satisfaction when encountering learning material.

b. Desire

Students are encouraged to explore the material in higher depth and want to know more. Interest generates creative and reflective learning activities.

c. Attention

¹⁶ Fitriani Fitriani, Ferri Susanto, and Dedi Efrizal, “The Effect of Using Digital Bamboozle Game Toward Students’ Vocabulary Mastery on Eight Grade Students’ at SMP Negeri 14 Seluma,” *Jurnal Pendidikan Dan Sastra Inggris* 5, no. 2 (May 2025): 68–80, <https://doi.org/10.55606/jupensi.v5i2.5166>.

¹⁷ John Dewey, *Interest and Effort in Education* (Boston: Houghton Mifflin Company, 1913), 7–8.

¹⁸ Santika, N., et al. “Minat Belajar Siswa pada Pembelajaran Teknologi Informasi.” *Jurnal Pendidikan Teknologi Informasi* 4, no. 2 (2020): 950–960.

Attention demonstrates the student's ability to remain focused on the learning material for a certain period of time without being distracted by external factors.

d. Motivation

Students who have a high level of interest are usually actively involved in the learning process, such as asking questions, discussing, and making observations.

e. Need

Need refers to students' awareness of the importance and usefulness of learning for achieving their academic, personal, or future goals. Students who perceive learning as a necessity tend to show higher interest and willingness to participate in learning activities.

According to Dewey as cited by Maharani, interest is not only a spontaneous response, but also the result of interactions between individuals and the learning environment that enable meaningful learning.