STUDENTS' PERCEPTION ABOUT USING DIGITAL GAME-BASED LEARNING IN ENGLISH LEARNING CLASS IN SMP KRISTEN PAREPARE

An Undergraduate Thesis

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial Fulfilment for The Requirement to Obtain Sarjana Degree in English Department

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With reference to the letter of the Dean of Cultural Sciences No.1311/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the thesis draft by **Ismah Khairunnisa** (F041201008) to be examined at the English Department, Faculty of Cultural Sciences.
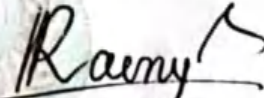
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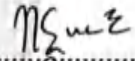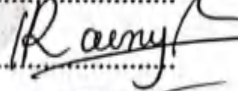
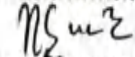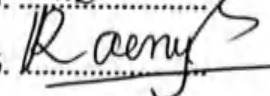**HASANUDDIN UNIVERSITY**

AGREEMENT

On July 12, 2024, the Board of Thesis Examination has kindly approved a thesis by Ismah Khairunnisa (F041201008) entitled *Students' Perception about Using Digital Game-Based Learning in English Learning Class in SMP Kristen Parepare* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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<u>DECLARATION</u>

The thesis by Ismah Khairunnisa (F041201008) entitled *Students' Perception about Using Digital Game-Based Learning in English Learning Class in SMP Kristen Parepare* has been revised as advised during the examination on July 12, 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, 8 July 2024

Ismah Khairunnisa

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The writer acknowledges that because of her limited background and expertise, this thesis might still have some mistakes. Therefore, in order to strengthen this study and expand on the writer's prior expertise in relevant subjects, she appreciates all comments and constructive criticism from other parties.

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The writer,

Ismah Khairunnisa

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ABSTRACT

Ismah Khairunnisa. *Students' Perception about Using Digital Game-Based Learning in English Learning Class in SMP Kristen Parepare* (supervised by **Nasmilah** and **Sitti Sahraeny**).

The presence of technology nowadays considerably aids educational needs when educators recognize how to properly utilize it. Since the Covid-19 pandemic began to spread in 2020, data on the use of digital applications in learning languages in Indonesia shows a large increase. However, other results show that the level of English proficiency of Indonesians is still at a low level, one of which is caused by the suboptimal formal education institutions leading to the perception that learning English is boring and uninteresting. The integration of educational digital tools with DGBL is anticipated to maximize student satisfaction and increase motivation in the classroom due to the tools' contemporary features. One of which is Kahoot! that teachers utilize one of the most when it comes to game-based learning using digital educational game.

This research aims to explain how the effectiveness of Kahoot! as a DGBL tool in English classroom by students' perception. There were 13 students of 8th grade at SMP Kristen Parepare as the participants of the research. The study employed a descriptive qualitative research methodology to explore the use of Digital Game-Based Method in English language learning among students in SMP Kristen Parepare. The researcher conducted observation and interviews with participants and sought their perspectives on their experiences using Kahoot! during English class. This study demonstrates that Kahoot! is an effective tool for fostering a supportive learning environment and raising student enthusiasm and involvement in the English language acquisition process that suitable for participants as middle school students.

Keyword: Digital Game-Based Learning, Kahoot!, Perception

ABSTRAK

Ismah Khairunnisa. *Students' Perception about Using Digital Game-Based Learning in English Learning Class in SMP Kristen Parepare* (dibimbing oleh **Nasmilah** dan **Sitti Sahraeny**).

Kehadiran teknologi saat ini sangat membantu kebutuhan pendidikan ketika para pendidik mengetahui cara memanfaatkannya dengan baik. Sejak pandemi Covid-19 mulai menyebar pada tahun 2020, data penggunaan aplikasi digital dalam pembelajaran bahasa di Indonesia menunjukkan peningkatan yang besar. Namun hasil lain menunjukkan bahwa tingkat kemahiran bahasa Inggris masyarakat Indonesia masih berada pada level rendah, salah satunya disebabkan oleh belum optimalnya lembaga pendidikan formal sehingga menimbulkan persepsi bahwa belajar bahasa Inggris itu membosankan dan tidak menarik. Integrasi alat digital pendidikan dengan DGBL diharapkan dapat memaksimalkan kebutuhan siswa dan meningkatkan motivasi di kelas karena fitur alat yang kontemporer. Salah satunya adalah Kahoot! yang merupakan salah satu paling banyak dimanfaatkan oleh guru dalam pembelajaran berbasis game sebagai game edukasi digital.

Penelitian ini bertujuan untuk menjelaskan bagaimana efektivitas Kahoot! sebagai alat DGBL di kelas bahasa Inggris berdasarkan persepsi siswa. Partisipan berjumlah 13 siswa kelas VIII SMP Kristen Parepare. Dengan menggunakan metodologi penelitian deskriptif kualitatif, penelitian ini mengeksplorasi penggunaan Metode Berbasis Game Digital dalam pembelajaran bahasa Inggris di kalangan siswa di SMP Kristen Parepare. Peneliti melakukan observasi dan wawancara dengan partisipan dan mencari perspektif mereka mengenai pengalaman mereka menggunakan Kahoot! selama kelas bahasa Inggris. Studi ini menunjukkan bahwa Kahoot! adalah alat yang efektif untuk menumbuhkan lingkungan belajar yang mendukung dan meningkatkan antusiasme dan keterlibatan siswa dalam proses penguasaan bahasa Inggris yang cocok digunakan oleh siswa SMP.

Kata Kunci: Digital Game-Based Learning, Kahoot!, Persepsi

CHAPTER I

INTRODUCTION

A.   Background

Language learning can be accessed and chosen from a wide range of choices available today. The presence of technology considerably aids educational needs when educators recognize how to properly utilize it. Modern technology allows teachers to include animations, movies, photographs, and pictures into their lesson plans, adding excitement and intrigue to the learning process (Wang et al., 2019). Duolingo, one of the digital educational game applications for learning languages, claims that the number of its users in Indonesia has increased sixfold with English, Korean, and Japanese being the most widely practiced languages in the previous three years—that is, since the Covid-19 pandemic began to spread in 2020 (Haina Xiang, Duolingo, SEA Duocon Party event, October 2023). This indicates a sharp rise in Indonesian interest in studying foreign languages. However, Indonesia's 2023 EPI (English Proficiency Index) score of 473 points is still rather low, according to Education First (EF), ranking Indonesia 13th out of 23 Asian nations and 79th out of 113 countries globally. The EPI discovers that other than Japan, India, and Mexico, Indonesia had one of the biggest declines in youth proficiency. They implied that the influence of the Covid-19 pandemic on regular education is a major factor in the reduction. It is also mentioned that the issue is more challenging in nations where the rate of English proficiency declines with time and where the

English instruction in schools has decreased. They implied that the decline due to the impact of the Covid-19 pandemic on normal education. In his

study, Irawan (2022) finds that one of the many reasons Indonesians lack proficiency in the English language has to do with English language instruction in educational institutions remains not quite optimal, leading to students' perceptions that English is monotonous and uninteresting (Sujadmiko & Santoso, 2023). This demonstrates the discrepancy between students' interest and ability level of English language. This also suggests that even while the technology has increased students' interest in studying English, they are still dealing with low ability due to the education institution system. It may therefore be possible to promote students' interest in studying in traditional classroom settings by effectively utilizing technology and educational game applications. The design of teaching and learning process conditions that are interesting and fun for students create good interactions in achieving learning goals (Lamada et al., 2021, p. 59).

Students—especially younger ones—generally prefer engaging in practical, imaginative, and enjoyable activities that boost adrenaline, such as studying. They are accustomed to using electronics, particularly cellphones for gaming and social media. In fact, currently there are many interactive ways of learning that involve digital games. In her research, Ramadhaniarti (2016, p. 382) finds that the benefits of games include helping students unwind while having fun, encouraging healthy rivalry, and preventing them engaged instead of experiencing boredom. However, it's important to remember that these apps need to be utilized appropriately to avoid unfavorable effects like addiction, distraction, laziness, and even dehumanization.

y, young learners, compared to teaching children or adults, they are much lenging since they become sidetracked easily (Bakhsh, 2016, p. 120).

Teachers must, however, innovate by utilizing technology to its fullest potential in the classroom because it is unlikely to separate technology from the youth of today. One related learning method involves the concept of playing games while learning by utilizing technology such as digital games called Digital Game-Based Learning. According to Al-Azawi et al. (2016) Game-Based Learning (GBL) is a technique used to motivate students to engage in learning while having fun and to add excitement to the learning process. While it is a subset of Game-Based Learning, Digital Game-Based Learning (DGBL) primarily refers to games that are played on digital platforms. The games utilized are specifically designed to support student learning, and are overseen by teachers. With its ability to meet the demands of the digital generation, Kahoot! can be a valuable teaching tool. Digital game-based learning and serious games in general have a lot of positive effects, improve education, and have a major effect on modern society, therefore they can be demonstrated as a desirable path for communities and education to go (Anastasiadis, 2018, p. 142). The integration of educational digital tools with DGBL is anticipated to maximize student satisfaction and increase motivation in the classroom due to the tools' contemporary features.

Student motivation is a crucial component of a decent education (Williams & Williams, 2011). Besides evaluating the learning objectives, materials, methods, and setting carefully, it is also important to considered how students behave in the classroom during teaching and learning process. Dhamayanti (2021) indicates that ts' perspective and motivation during the use of e-learning media in an ıline classroom is another component that affects the effectiveness of the

teaching and learning process. She also states that understanding how students perceive things is essential because it helps instructors and lecturers assess how well students perceive things. If students have a positive and motivated perception of the course, they are likely to approach it with excitement, enthusiasm, and interest. This positive mindset can be beneficial for their performance, as it encourages a strong drive to learn and achieve. A positive perception can also affect a student's level of engagement with the material, making them more likely to pay attention and participate in activities, help build confidence and self-efficacy, which can further enhance learning outcomes. As Williams & Williams (2011) mention that to enable the student to focus on learning, the teacher must take the required steps to bring the student to a greater degree of need satisfaction. On the other hand, if students feel that their efforts are not leading to improvements or they receive negative or unclear feedback, they are more likely to become discouraged and disengaged, which can have a negative impact on learning outcomes.

Taking into account the previous explanation, this study is conducted to explain Students' Perceptions about Using Digital Game-Based Learning in English Learning Class in SMP Kristen Parepare. In the school, teachers typically utilize computers and LCD screens to present content during class sometimes. There are also resources for students to study, like free Wi-Fi and Chromebooks. However, the majority of teachers still employ traditional teacher-centered learning methods, hence the technology resources are not really used in the classroom. In light of these the researcher selected this school for the present study, which, perhaps, racted for additional advancement from the beneficial aspect.

B.   Identification of The Problems

Based on the background above, the writer sums up these problem as follows:

1. The lack of engaging methods for students to learn English as a foreign language.

2. Students' lack motivation in learning English as a foreign language at school.

3. The lack of consideration for how students' perceptions impact their level of learning satisfaction.

C.   Scope of the Problems

In line with the background, the focus of this research is to explain students' perception regarding Digital Game-Based Learning by utilizing technology in the process of English learning. This decision is taken with the view that there is still a lack of student motivation due to the unattractive learning method for learning English in class. Researcher expectance on students' perception about applying the Digital Game-Based Learning to increase student interest in learning English focused in a class of SMP Kristen Parepare.

D.   Research Questions

According to the scope of the problem, the writer formulated the following problems that need to be resolved.

1. What is the nature of digital game "Kahoot!" that contributes to English learning?

2. How do the students perceive about the effectiveness of using this Digital Game-Based Learning in English learning class at SMP Kristen Parepare?

E.   Objective of the Study

The objectives of the study are summarized as follows:

1. To describe the nature of digital game "Kahoot!" that contributes to English learning.
2. To explain the students' perception about the effectiveness of using Kahoot! as Digital Game-Based Learning in English learning at SMP Kristen Parepare.

F.   Significance of the Research

The significances of this study are expected to fulfill both theoretical and practical aspects. For the theoretical aspect, this research is expected to be able to broaden the concept of the Digital Game-Based Learning method using digital educational application in the learning process in schools. For the practical aspect, it is expected that this research will provide information to educators who are considering the Digital Game-Based Learning method to be implemented in their teaching process, based on students' perspectives on this method. The results of this study are also expected to be able to encourage other researchers in the future to conduct research related to Digital Game-Based Learning in the learning process.

A.   Previous Studies

Alhebshi and Halabi (2020) "Teachers' and Learners' Perceptions Towards Digital Game-Based Learning in ESL Classroom". This study used quantitative method through providing online questionnaires to 35 foundation-year students and 21 teachers ESL at King Abdulaziz University Saudi Arabia. The data were analyzed using SPSS software. This study findings represented the use of digital games had positive impact relatively in relation to three main variables such as learning and teaching engagement, DGBL acceptance, and DGBL effects in English language learning.

Almusharraf (2021) "Incorporation of a Game-Based Approach into the EFL Online Classrooms: Students' Perceptions". In this research, particularly explored students' perception on Kahoot! application on raising engagement and classroom dynamics while reviewing writing structure, terminologies, and knowledge in the EFL online classroom. The participants were 276 undergraduate learners in total, including 233 (154 female and 79 male) surveyed from two English language classroom. This research used mixed methods research design, which data were collected by a t-test and one-way ANOVA. The study revealed the students have positive attitudes toward a game-based approach in English learning using Kahoot!.

_en & Kocakoyun (2018) "Perceptions of Students for Gamification _ Kahoot! as a Case Study". This research used qualitative and quantitave _ assess the impact of using gamification to create intra-class rivalry on

learning outcomes. Total 65 undergraduate students who were enrolled in the Department of Preschool Teaching at Ataturk Faculty of Education participated in this study. The researchers produced both the scale and the qualitative questions. SPSS 22 was used to evaluate quantitative data, while Nvivo was used for qualitative data analysis. The results demonstrated that adding a gamification technique raised students' interest in the subject matter and their aspirations for achievement. It was also discovered that this approach improved the motivation of the students and the Kahoot! program may be used to gamify lectures in an efficient manner. In summary, the gamification approach influenced students in a way that increases their aspirations and motivation to learn.

Vogt (2018) "Middle School Teachers' Use and Perceptions of Digital Game-Based Learning". This qualitative study employed interviews to discover about the middle school teachers' perceptions of the variables influencing their implementation of DGBL in the teaching environment as well as how they utilize it. According to the research's findings, middle school teachers reported that DGBL has a beneficial impact on their pupils' behavior, confidence, thinking, and engagement.

According to the studies above and this study, the similarities are that digital games have a positive attitude towards students in English learning based on students' perception (Alhebshi & Halabi, 2020; Almusharraf, 2021; Bicen & Kocakoyun, 2018). Digital Game-Based Learning also has positive influence for students by teachers' perceptive (Vogt, 2018). These prior findings prove students' language class to use Digital Game-Based Learning and its effectiveness language. Besides, there are distinctions between this research and the

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previous studies. Majority of the abovementioned studies on students' perceptions were carried out at the university level, whereas the middle school study focused on teachers' perceptions. Considering the fact that young learners differ significantly from university students in terms of age, study habits, and emotional development, this study, however, focuses on middle school students' perceptions of the usage of DGBL using the Kahoot! application in English learning class at SMP Kristen Parepare.

B.   Theoretical Background

1.   Digital Games

A digital game is defined as an experience where users are supposed to find some form of leisure purposes while also completing a set of fictive objectives within the confines of regulations set by the application, receiving suggestions along the way, and satisfying certain requirements (Clark et al., 2016). Digital games are available for play on a computer, gaming console, or mobile device. They might be simple online games or intricate games with difficult gameplay mechanics and excellent graphics. They often involve the player interacting with computer-generated characters, environments, or events and might include challenges, narratives, or missions to complete.

Digital games have grown in popularity throughout time among a diverse group of people, including educational institution, who utilize them as a useful tool

traditional schooling and as a social and pleasure medium. The rapid

mobile devices and powerful gaming platforms has led to an increase in

ibility and engagement of digital games beyond previous levels. Many

digital games have built-in tutorials and interactive features that can provide additional support for learning. Their immersive and interactive learning environment may inspire and involve students, particularly young learners, enabling them to acquire knowledge and skills in an enjoyable and stimulating manner. Digital games can be an excellent tool for kids who have access to computers or other digital technologies to help them master a range of academic or practical skills. Students can gain from digital games in a number of ways, regardless of whether they are playing popular or educational titles, such as: (a) Improving problem-solving skills; (b) developing innovative and critical thinking abilities; (c) practicing vocabulary and reading comprehension; (d) developing teamwork, communication, and collaboration skills; and (e) improving time management, concentration, and focus abilities. In addition to facilitating social and interactive learning, this tool can help students connect with friends and peers. They also support the development of critical 21st-century abilities in pupils, like media literacy and proficient technological use. Moreover, digital games can also be utilized as an assessment tool since they offer a special means of gauging students' competency across a range of subjects and monitoring their development over time. Given the current state of education, it is reasonable to believe that digital games have enormous potential to raise student interest in learning and improve academic performance.

As digital games come in a variety of forms, Kahoot! is an example of educational mobile app that can be used as digital game-based platform. Digital

: viewed in the Digital Game-Based Learning as non-conventional,

creative, and motivation-boosting teaching aids that can open doors and help students reach new learning objectives (Kavak, 2022).

2.   Digital Games Based-Learning

The term "digital game-based learning" (DGBL) describes any application or incorporation of digital games into educational settings (Breien & Wasson, 2021). Fast-developing technology allows digital technology to be applied in the teaching and learning process. Digital game-based learning is a learning process in which students use computers, smartphones, or tablets to solve problems or complete tasks. Behnamnia et al. (2020) found that DGBL has the possibility to impact students' capacity for thinking strategically and imaginatively, exchange of information, technological building abilities, great expectation in studying along with profound, perceptive learning. According to Kavak (2022), when the correct elements are combined, DGBL instructional methods that engage students at every stage can make studying a better experience, whereas children's engagement in the process of learning also be encouraged, and their interest and enthusiasm grow. Additionally, it has the potential to enhance long-term memory and provide practical skills that students can utilize in their future academic and personal endeavors. Furthermore, video games have an interactive nature that can stimulate learning and encourage learners to explore and challenge new topics or information. In general, the use of digital game-based learning has the potential to greatly enhance student learning outcomes and engagement. This teaching technique has the potential to become even

ictful and innovative as time goes on. Therefore, experts in the field of

believe that the use of this learning approach could continue to grow and

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be incorporated into education systems worldwide. This study uses Kahoot! as a media in implementing Digital Game-Based Learning for students at SMP Kristen Parepare.

3.   Kahoot!

The online game Kahoot! is a commonly used educational tool that can help students learn and retain information through a gamified and interactive experience. Kahoot! is a game-based student response system (GSRS) that transforms the learning setting into an online competition with an educator as operator and students as players (Wang, 2015, cited from Wang & Tahir, 2020). Kahoot was established in 2012, and when the technology advances, a new kind of game mode was released in 2022 as a result of popular demand. The Color Kingdom game was first presented in the official Kahoot YouTube video, which also included a tutorial that served as the basis for the production of a number of mini game variants to accompany players' learning activities. In the context of language learning, Kahoot! can be utilized as a tool to practice vocabulary and grammar, test comprehension, and reinforce language learning concepts in a fun and engaging way.

In general, Kahoot! can be a powerful tool for language learning, providing an engaging and effective way for students to practice and reinforce language skills in a gamified environment. There is a correlation between a student's level of engagement, motivation, excitement, and enjoyment in the classroom, as well as the impact it has on their overall learning outcomes and the dynamics of the classroom

nt when using Kahoot! In learning process (Wang and Tahir, 2020).

s a learning platform, is an effective instrument for fostering a supportive

learning atmosphere in the classroom. The following nature of Kahoot! as a tool for DGBL based on educational game components by Kavak (2022) as follows:

1. Immersive and fun: Kahoot! offers quizzes and tests in a variety of languages, including English, making it a valuable tool for practicing language skills. Numerous interactive question types, including multiple choice, true or false, riddles, and more, are available and can be tailored to match different language learning needs. In addition to its classic version, Kahoot! already has a game mode option, where users can play minigames while responding to questions in a fun and engaging way.

2. Rules: The basic Kahoot! rules are as such:

   1) Teachers in the role of the host, who sets up and distributes the game to other participants.

   2) Students choose a nickname first and become involved in the game as players.

   3) The host determines the duration of the test. (In classic mode, the test is over if every question has been answered.)

   4) The question is shown on the host's screen, and player screens show the question and response options in addition to a timer that is counting down.

   5) Players select the right or incorrect response to the question.

   6) After the allotted time has passed, the results are displayed, and the players receive points according to the number of correct answers.

7) Players are able to see their own progress and score.

As for mini games, the rules for each game are is different. An overview of the game appears at the bottom of the duration determination screen prior to the host choosing a minigame. Here is an illustration:

Answer questions correctly to collect treasure for your trove! Quickly tap the treasure as it flies by, but don't get too greedy or you might just be fooled. (Treasure Trove by Kahoot!)

3. Feedback: Instantaneous performance feedback for students can be obtained by using Kahoot!'s features like badges, ranks, and leaderboards. In addition, for the purpose of guiding instruction and enhancing student learning outcomes, Kahoot! collects comprehensive statistics on student performance, including average scores, right and wrong responses, and answer patterns in reports for classic mode.

4. Multimedia technology: Additionally, this software offers animated sound effects to indicate certain events, including when players answer a question correctly or incorrectly.

5. Challenge: Kahoot! puts students to the challenge by designing a game with a number of inquiries about the chosen subject. Students receive points for their responses to the questions, and these points add up to form a leaderboard. By using game-like features such as leaderboards, point systems, and awards, Kahoot! makes learning more competitive. The game ⌐ be used as an individual learning exercise, a group activity, or even in a

classroom. It is also possible to modify the game format to suit the teacher's requirements and adjust how difficult or easy it is based on students' needs.

Reward: With its leaderboard feature, Kahoot! honors pupils by showcasing the top five players in terms of score. Following that, the podium animation honors the top three players who finished the quiz with the most points.

4.   Young Learners

In this study, the phrase 'young learners' refers to "…*a large chronological age span: from around 3 years of age to 15*." (Nunan, 2011). As middle school students are generally between 11 and 14 years old, they are generally considered to be young learners. Every child basically different from one to another in learning considered their cognitive development, motivation, and emotional stage. In terms of language acquisition, children and adults differ in a few ways. One of which is younger learners acquire language more preferable than the older (Ur, 2009). She stated that this could be attributed to a variety of factors, including the length of time children spend in language-rich environments, the quantity of teachers they have around them, and their reliance on those who speak foreign languages to meet their needs.

Despite having had more opportunity than elementary school students to acquire information and experience, middle school students nevertheless lack a great deal of the background knowledge necessary to comprehend more complex ideas. Additionally, learning might be further hampered by the intricacy of their transitional een childhood and adolescence. Young learners often known to have tics such as individualism, enjoy creativity, fiction, and action, and might

have utilized the internet and be comfortable with gadgets and mobile devices these days (Pinter, 2017). These traits mean that young learners need a great deal of assistance as well as direction throughout the learning process. However, Ur (2009) explained that the issue is not their focus limits, as youngsters may spend hours immersed in things that truly fascinate them; rather, it is their ability to persevere through things that do not immediately pique their attention. Each learner's requirements and abilities should be taken into account while designing activities, and appropriate support and feedback should be given. Educational activities must be carefully designed to be engaging, interesting, and motivating, while also providing opportunities for repetition and practice to solidify new knowledge.

5.   Perception

Perception, involving actions like identifying, evaluating and judging, is the method or outcome of using the senses to become conscious of things, interactions, and occurrences stated by American Psychology Associations (n.d.). According to Mohebi & Bailey (2020), self-perception refers to a person's capacity to react significantly to how they view their actions and the factors that influence them. Perception is our ability to understand and experience the world around us. How we perceive the world can be influenced by many different factors, such as our past experiences and biases. Perception can affect our beliefs, emotions, and actions, and it can be a powerful tool for understanding ourselves and others. However, perception can be prejudiced, twisted, or impacted by a number of elements, making

.cated and varied part of human experience.

Chai et al. (2017) implied that enhancing educational programs may be aided by knowing how students perceive using technology for learning. Perception is an important thing that can affect a student's learning process. Students' perception refers to the thoughts, feelings, and attitudes that students hold about their educational experiences. This can cover their feelings about their teachers, peers, the curriculum, school environment, and other elements of their educational setting. Bernaus and Gardner (2008) stated that the behaviors and engagement of learners, both individually and during the classroom, appeared to be correlated with how they perceived the language teaching methods. Mohebi & Bailey (2020) also point out that self-perception is a type of reliant factor that can be impacted and changed by learning events, technological advances, and plans since in the educational setting, the teacher-student relationship serves as the observer-subject pair. So, it is important for educators to have an understanding of students' perceptions so they can make informed decisions about what is functioning for students' learning and growth and how to improve educators' overall teaching engagement.

C.   Theoretical Framework

The issue of unappealing learning method of the English language learning process in the classroom continues to demotivate students. Hence, teachers need to be more considerate about students' attitudes in the classroom. Kavak (2022) states DGBL is an approach to educating whereby instructional materials or concepts are included through virtual games to keep learners interested. Thus, the author tries to correlate the theory with the use of Kahoot! as a tool for DGBL in the urse. Along with that, to explain students' perception, the author decided

to conduct an observation using Likert rating scale level of agreement as instrument

and open-ended interview towards the application of Kahoot! for further analysis.