How Do EFL Students Across Gender Perceive Classpoint toward their Motivation in Learning English?

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Abstract. Classpoint is one of the known gamifications among teachers. However, due to the limited number, more research needs to be done on Classpoint implementation. This study seeks the difference between male and female students' perceptions of motivation and attitudes toward using Classpoint in EFL learning. Applying quantitative research, 61 EFL high school students of Brawijaya Smart School participated in this research. The instrument used in this study was a questionnaire consisting of 21 items using a Likert-type scale—the chosen items comprised three topics (students' intrinsic and extrinsic motivation and attitudes toward using Classpoint). The data analysis uses SPSS 27 and t-test to seek the significance of the result of the present study. The result shows that students have a high motivation rate in learning English, and gender affects students' perceptions of learning motivation and attitudes. This research also indicates that female students have a higher motivation rate and attitude toward using Classpoint in EFL classrooms. Students across genders significantly affect students' perception of intrinsic motivation and attitudes. As for extrinsic motivation, it doesn't indicate a significant difference. It also showed that utilizing Classpoint augments intrinsic motivation better than extrinsic motivation. The result implies that male students lack extrinsic motivation. English teachers should motivate and encourage male students to participate in the learning process by providing fun activities, rewards, and decent punishment to boost male students' extrinsic motivation.

Keywords: Classpoint; Language Learning; Motivation; EFL Students

Introduction

   Motivation is the starting point for learning, including in English as a Foreign Language. It is an essential psychological aspect of education that boosts the learning process. The definition of motivation itself is varied. As Alizadeh (2016) mentioned, motivation is someone's willingness to give their best to achieve the learning goal and their attitude toward the lesson. Motivation is the mechanism to initiate, direct, and sustain one's behavior to fulfill a need, expectation, and goal (Gopalan, 2017). Another definition of motivation is that it is the key to success and achieving our goals in life (Borah, 2021). Therefore, the definition of motivation is a part of human behavior that initiates the action to reach their goals by giving their best. Hence, the urge to have a high learning motivation is vital at the beginning of a study and during the learning process until we achieve the learning objectives.

   There are two types of motivation in learning: intrinsic and extrinsic motivation. Intrinsic motivation always corresponds with the interest and excitement of a person in doing the task given and engaging in the lesson without any intervention from external factors due to the delight of encountering challenges (Borah, 2021). Intrinsic motivation purely comes from an internal factor in each student. According to the definition of intrinsic motivation, students will be highly motivated when they find out the lesson is interesting (Purnama et al., 2019). Therefore, it will escalate students' engagement in doing the task without any pressure, burden, or force. However, external motivation deals with the actions taken by students because of external factors such as reward and punishment (Hussain et al., 2020). Rewards can be in the form of good grades, better salaries, and finding good jobs (Buzdar et al., 2017). These rewards and punishments toward students can be stressful because they do the task by external forces instead of doing it with pleasure and enjoyment (Peng & Fu, 2021). Extrinsic motivation can also come from students' desire to prove their abilities to others.

   Motivation influences with foreign language ability (Liu & Huang, 2011). Numerous studies about the importance of learning motivation in EFL and ESL learning have been done and are available. Students who have lower motivation are likely to face failure in learning a foreign language, while higher-motivated students will have a higher chance of being successful (D. Kaplan et al., 1997; Rashed, 2017). Motivation influences students to contribute to activities in the classroom, produce valuable project assignments, and perform well in a course (Negoescu, 2023). The importance of motivation in the classroom has a little problem in the application since many junior and senior high school students appear unresponsive to learning English as a Foreign Language because it is too difficult for them (Zulfa & Zahidah, 2023).

   Maintaining and gaining learning motivation can be challenging for some, especially teachers. Moreover, motivation is also the determiner of the continuity of one's learning progress (F. Paas et al., 2005). EFL Students need adequate learning motivation to continue learning. People will continue learning and achieving their goals if the motivation rate is high. However, people tend to stop learning when the motivation rate is low. Thus, it can lead to failure (F. Paas et al., 2005). Therefore, teachers must ensure that all students have achieved a lesson's objectives by choosing the best media for learning activities (Mustafida, 2016). Expectantly, teachers can motivate students to be engaged in the lesson and meet

the lesson's goal. Numerous medias are available for teachers to use in classroom settings. One of them is gamification by utilizing ICT. ICT and gamification are preeminent media to escalate students' learning motivation (Jiménez-Sánchez & Gargallo-Camarillas, 2020; Bong & Chatterjee, 2021; Ekinci, 2020).

Gamification is one of the most commonly used teaching methods in the present day. This method combines technological devices and games to make learning and teaching more enjoyable for students. Students can have a sense of engagement and delight, receive rapid feedback, succeed in trying against a problem and overcoming it, and finally feel a sense of accomplishment in gamified learning environments (Bicen & Kocakoyun, 2018). By utilizing the presence of gamification in the classroom activity, students can get more interest and involvement in following the activity because of the increased curiosity and easy remembering of the lesson (Sari & Avifah, 2023).

One of the available gamifications teachers can use in the 20th century is Classpoint. This media enables teachers to link gamified learning inside their PowerPoint. Students can join the class presentation by entering the class code. Classpoint provides several engaging and appealing quizzes: short answers, multiple-choice, fill-in-the-blank, and word cloud. Teachers also can insert the link to other gamification in the Classpoint presentation (e.g., Quizizz and Kahoot). By utilizing Classpoint, teachers can give the students some stars due to their attendance and answers. This way of giving students stars can also be the feedback from teachers. The more stars students get, the more their answers are correct and faultless.

Previous studies about the use of gamification in language learning were done to seek its impact on students' learning motivation. An experimental research about gamification and students' motivation in English Language Learning was done in 2020. This research showed that 51 Spanish students' intrinsic and extrinsic motivations advance due to gamification in the EFL learning process compared to students who do not use gamification (Jiménez-Sánchez & Gargallo-Camarillas, 2020). Another study in Turkey found that 85% of the 73 participants feel highly motivated due to the implementation of gamification in their learning process. The participants also stated that gamified learning attracts their enthusiasm for the lesson (Ekinci, 2020). Students taught using gamification in English class also indicate a good attitude towards it. Technology can be a solution to the lack of learning motivation. Since it is an appealing learning medium where students can learn and play simultaneously. However, there are differences between a study by Jiménez-Sánchez & Gargallo-Camarillas (2020) and Ekinci (2020) with this present study. The first difference is the gamification used as the learning media. The previous study used Quizizz and Kahoot as the instruments, while the current study used Classpoint as the research instrument. The second difference is that the previous study did not mention the gender roles in students' perceptions, while the current research focuses on perception across genders.

Numerous researches about gamification (especially Kahoot and Quizizz) and students' English learning motivation are accessible these days. However, there are limited studies that talk about the use of Classpoint in the classroom. Classpoint is a trustworthy learning media to escalate students' motivation. Bong and Chatterjee (2021) researched Classpoint and Singaporean students' motivation in an online classroom setting. The result shows that 87% of the students stated that

using Classpoint triggered them to engage in the classroom activity. Some differences between the research by Bong and Chatterjee (2021) and the conducted study are that the previous research focused on learning activity in general subjects and did not discuss students' motivations across genders. Another difference is that the last research did not examine students' perceptions of using Classpoint and their learning motivation, especially with intrinsic and extrinsic motivation. Due to the finite research on Classpoint gamification to enhance students' motivation in the English Language Learning (ELL) context and the research gap that needs to be filled, it is essential to conduct this research in this area, especially after seeing the urge for gamification and Classpoint to gain students' motivation to follow the lesson and to escalate students' academic performance. Arising from these reasons, researchers feel motivated and want to do this conducted research on the use of Classpoint and students' motivation across genders to respond to the following questions:

1. Is there any difference between male and female students' motivations towards using Classpoint in EFL learning?
2. How do male and female students' attitudes towards the use of Classpoint?

Furthermore, the researchers hope that the existence of this study it will encourage teachers to use Classpoint in their classroom as the alternative teaching media. Teachers can use this gamification media not only in language learning but also in many different subjects. Classpoint enables teachers to create an interactive learning environment where students compete healthfully. From this research, teachers can also gain new insight into Classpoint and how students perceive Classpoint in EFL learning.

Method

The present study examines students' perceptions related to the use of Classpoint under their English learning motivations. This research aims to determine intrinsic and extrinsic motivation between male and female EFL students toward Classpoint utilization in English learning and their attitudes. Applying the descriptive method, the data gathered from this study is quantitative—meanwhile, the design used in this study is comparative. Comparative design means to compare two or more dependent variables with only one independent variable to seek the contrast between dependent variables (Baker, 2017). In this study, the researchers want to compare the results of male and female students' perceptions of using Classpoint as a learning media in EFL learning towards their motivational aspects, that can be different from one another.

This study takes place in an English class for senior high school, where gamification and ICT are some of the most used media. The targeted participants of this study are 64 students in the first grade of Senior High School in Brawijaya Smart School Malang. All of the participants are studying in their first semester. The ten-grade English teacher always used ICT-based learning and paperless for her classes and primarily used Classpoint as the teaching media for the ten-grade students from the school's first meeting. Therefore, Classpoint is a gamification media well-known to all students.

This adapted research used a questionnaire from four different research (Jiménez-Sánchez & Gargallo-Camarillas, 2020; Bong & Chatterjee, 2021; Ekinci, 2020; and Peng & Fu, 2021). The researchers then modified the research

instrument to meet the research goals. The instrument used in this study is an online Google Form questionnaire. Students received the questionnaire consisting of twenty-one items about EFL students' intrinsic motivation, extrinsic motivation, and perception toward Classpoint. The data gathered will be a Likert scale from strongly disagree until strongly agree. The researchers will use five scales of Likert with details: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree. Of the 64 targeted participants, only 61 students (95.31%) have filled out the questionnaire. The participants are 35 female and 26 male students who participated in this study.

As for the data analysis, after all the data is complete, the researchers then analyze the data through SPSS to do a t-test and seek each's mean. Kim (2015) mentioned the t-test as a type of statistical test used to compare two groups' means. The researchers use SPSS 27 as an analysis program helper. This analysis program will help the researchers seek the mean scores of each research subject to determine the answer to the research questions above. The result of each research subject's mean is the aspect of comparing because it will indicate gender roles in EFL students' perceptions using Classpoint and whether students feel motivated to learn the English language with the assistance of Classpoint. There are five stages of learning motivation (very low, low, average, high, and very high). The motivational level can be seen in the table below.

Table 1. Motivation Level

No	Range	Motivation Level
1.	1.00 - 1.49	Very Low
2.	1.50 - 2.49	Low
3.	2.50 - 3.49	Average
4.	3.50 - 4.49	High
5.	4.50 - 5.00	Very High

Findings and Discussion

The researchers decided to divide the result section of this study into five different parts to ease the data reading. The first part will discuss EFL students' intrinsic motivation after using Classpoint in the English language class. The second part is about the students' extrinsic motivation. The third part will compare students' intrinsic and extrinsic motivation. The fourth part will discuss students' attitudes toward Classpoint, and the last part will be the comparison of the whole 21-items questionnaire's average. The researchers will display the diagram of each result to ease the data reading and comparison for the readers.

Intrinsic Motivation Result

Intrinsic motivation relies on each individual without any intervention from external roles. The result presented below is for students' intrinsic motivation. A

table of t-test results using SPSS and a diagram of male and female students' mean from a 9 items questionnaire of intrinsic motivation are presented below.

Table 2. T-test for Intrinsic Motivation

| | | t-test for Equality of Means | | |
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
IntrinsicMotivationn	Equal variances assumed	.006	.40889	.12930
	Equal variances not assumed	.006	.40889	.12930

A t-test analysis using SPSS 27 of male and female students' intrinsic motivation indicates that the result is significant.

Diagram 1. Intrinsic Motivation Result
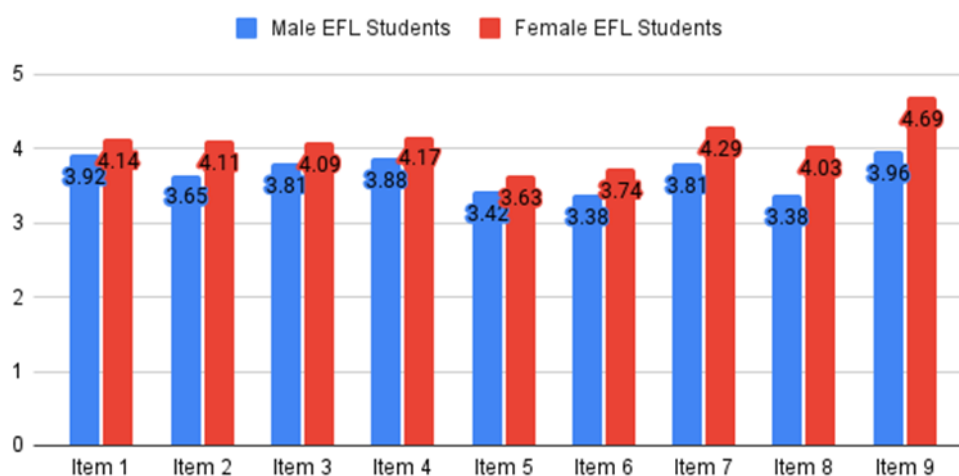
From the diagram above, the result of students' intrinsic motivation indicates that female students have a negligibly higher intrinsic motivation in learning English than male students. The result from the t-test analysis indicates a significant difference between the subjects. Even though it shows some deviations, the comparison of these two subjects is considerable on the same scale. Most of the female and male students are at high intrinsic motivational levels. However, male students indicate average motivational levels in the fifth, sixth, and eighth items. Female students also show a very high motivation in the ninth item. We can see that almost all female data are on a scale of 4, except for statements 6 and 7, which are on a scale of 3. On the other hand, all of the male data are on a scale of 3, indicating that many chose neutral.

From the table above, we can also indicate that most participants agree with statement number 9 (I want to learn English because it is useful when traveling in many countries). This statement also has the highest score among all. The average score for male participants is 3.96, and 4.69 for female participants. Both female and male students agree that they feel motivated to learn English because they can take advantage of it when they travel to other countries. As people who live in a country with English as their foreign language, requiring us to learn English when we want to go abroad. Since English is an international language, we must be able to speak English to communicate with other people from different countries.

English enables the interaction of people from diverse spoken languages. Even more, most countries also use English in signs to guide foreign tourists.

Many countries around the globe have been using the English language internationally and in local settings, with almost 2 billion users (Rahman & Saputra, 2021). As a lingua franca, English connects people from different countries with various mother tongues to communicate (Seidlhofer, 2011). This result aligns with a study by Rashed (2017) that indicates many EFL learners learn English to travel and have a very high motivation level to learn English because it is advantageous for them when they go abroad.

In contrast with the highest score, female and male students have different opinions about the lowest score. The lowest mean score for EFL female students' intrinsic students showed in the fifth statement (I actively participate in English class activities because I think English is interesting). Although it is the lowest score among all reports, the average score still indicates a high motivation. However, from this point, it implies that some students need more excitement and fun in English classes. There are many ways to boost the interest of a lesson. One is by using gamification that enables students to compete with their peers.

By utilizing Classpoint in classroom learning, the teachers also feel the active engagement of students. Teachers believed learning activities employing Classpoint would likely be more delightful (Bong & Chatterjee, 2021). In addition, Bong & Chatterjee (2021) also mention that all teachers agree that through Classpoint gamified learning, students always respond to the questions given. However, some students mentioned that they do not like gamified learning methods because gamification boosts their tension and nervousness about being too competitive (Ekinci, 2020).

In comparison, the sixth and eighth statements appear to have the lowest scores of the male participants (both have 3.38 scores). It indicates an average motivation range. Most male participants show they are neutral and cannot decide whether they prefer to have more challenging exercises in the English language classes. This result also suggests that English teachers use various levels of teaching materials and tests, from lenient to complicated teaching materials, due to students' backgrounds and mastery diversity (Hull, 2018). When the courses are too easy, students can feel bored and may need help to sense the challenge to accomplish the learning objectives. Therefore, mixing the level of difficulties can increase their eagerness to follow the lesson. In addition, most of the male students also chose neutral regarding their purpose of learning English, which is to continue their study in English-speaking countries. As the first grade of senior high school, especially in their first semester, they might still need guidance and have yet to decide on choosing their future university.
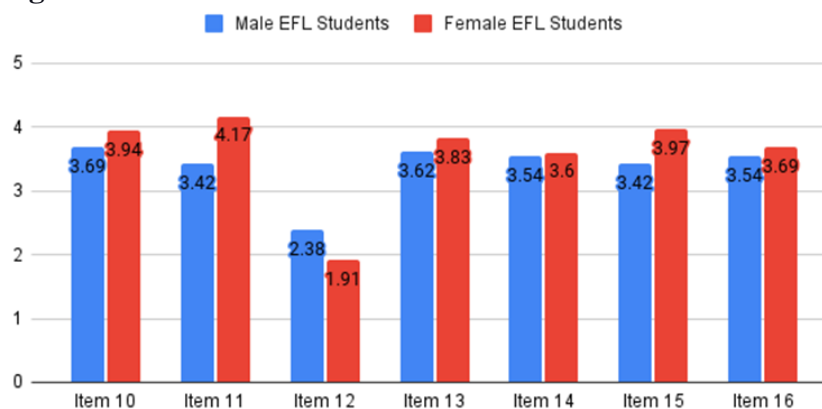
Extrinsic Motivation Result

The extrinsic feature comes beyond individuals, and everyone cannot control it. It can come from the environment and surroundings through reward and punishment. The result of t-test analysis and mean comparison of students' extrinsic motivation will be delivered below.

Table 3. T-test for Extrinsic Motivation

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
ExtrinsicMotivation	Equal variances assumed	.534	-.21429	.33456
	Equal variances not assumed	.537	-.21429	.33456

A t-test analysis using SPSS 27 of male and female students' extrinsic motivation indicates no significance in using Classpoint.

Diagram 2. Extrinsic Motivation Result

As for the result of extrinsic motivation, the data also shows a minor balance from each research subject. However, there is a similarity between the result of extrinsic motivation with intrinsic motivation in the present study. The similarity is that female students' perceptions of both motivational types are higher than males. The highest mean data for male students was spotted on the tenth statement, whereas the highest mean data for female students' answers was in the eleventh. Furthermore, most male and female students declare their disagreement with item number twelve.

The aspect of the outside intervention that highly affects male students' English learning motivation is to get a good grade. Good grades will escalate students' motivation to learn English because it belongs to the reward aspect of extrinsic motivation. Eventually, students who have good grades can pass the English subject. Unlike the response of male students who receive motivation to achieve a good score in English lessons, female students feel highly motivated to learn English because they want a better salary in the future. It also indicates that many female students want to continue their careers by working. These days, English competencies also become one of the requirements to apply for work vacancies. Many corporations need employees who can communicate in English to negotiate, and deliver information to their clients, and collaborate with foreign companies.

As for the lowest mean result, female and male students showed the same opinion in the twelfth statement (I study English because if I do not pass the subject, my parents will punish me). The result indicates they disagreed strongly with this point, and their parents never punished them if they did not complete the subject. It shows that students did not learn English merely because they feared their parents because it can give students some burden to study under pressure. Thus, without the existence of punishment from outsiders, they could enjoy the lesson activity.

The classifications of extrinsic motivation are lust for reward and fear of failure (Hussain et al., 2020). The reward is given as a present after students do great work. Examples of this type of extrinsic motivation are getting a good grade and a better future salary. It implies that female and male students feel highly motivated to achieve the target goal and reward (good grades and better earnings). Furthermore, Hussain et al. (2020) also mention that punishment is an example of the "fear of failure" extrinsic motivation type, and punishment is given as an outcome when students do not do great work. The result of this study alludes that students do not receive any discipline after their work and are highly motivated because they want to get their reward.

Comparison Intrinsic and Extrinsic Motivation

The following diagram below indicates the difference in perception from male and female students toward the use of Classpoint in their learning motivation.

Diagram 3. Comparison of Intrinsic and Extrinsic Motivation
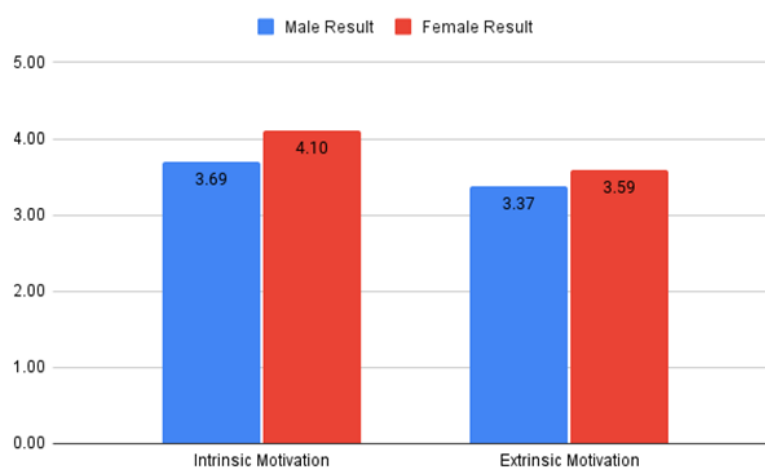
From the diagram above, Classpoint gamification influences students' intrinsic motivation slightly higher than extrinsic motivation. Gamified learning that enables students to attain points and compete in the leaderboard is the best media to boost intrinsic motivation and in-class participation (Xu et al., 2021). Intrinsic motivation contributes to the students achieving language acquisition better than external motivation (Liu & Huang, 2011).

The two topics above (intrinsic and extrinsic motivation) about using Classpoint in English Language Learning (ELL) indicate that female students tend to have higher scores than males. It implies that females show more positive relations in the language learning process. Experts believe that females perform better in language acquisition and learning. Girls declared a remarkably tremendous urge to learn a language and put forth significantly more effort to learn the language than boys (Williams & Burden, 1997). As mentioned in a study by Zaidi (2010), the female temporal cortex is more specialized for language processing than the male, and male students are more kinesthetic learners who require multiple movements in learning activities.

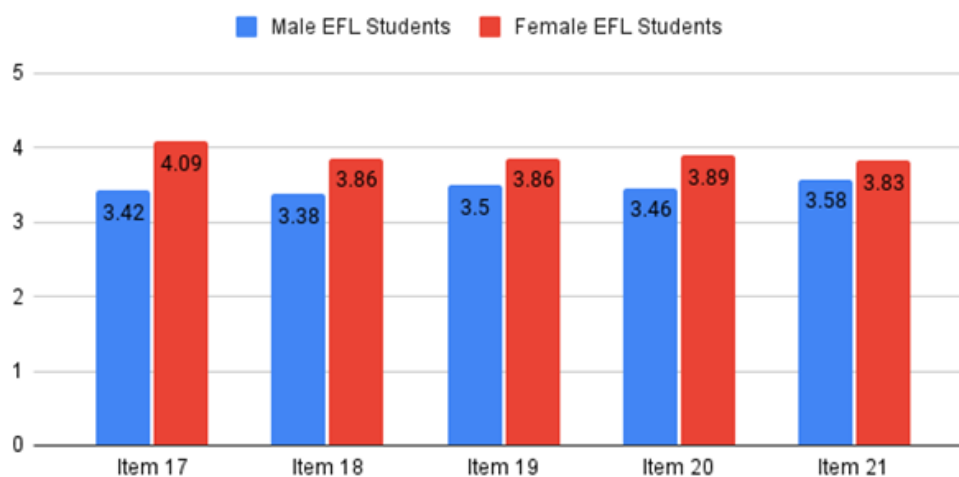## Students' Attitudes toward Classpoint

This section will present the result of students' attitudes towards using Classpoint in English Language Learning. The table shows the outcome of the t-test, and the diagram shows the result of the questionnaire.

Table 4. T-test for Students' Attitudes

		t-test for Equality of Means			95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Attitudes	Equal variances assumed	.000	-.43800	.05822	-.57226
	Equal variances not assumed	.000	-.43800	.05822	-.57442

A t-test analysis using SPSS 27 of male and female students' attitudes indicates a significant result in using Classpoint.

Diagram 4. Students' Attitudes Result

This section will discuss students' attitudes after the teacher applies Classpoint to the English learning activity. Students' responses also show a positive attitude toward using this gamification media in the classroom. Employing quizzes and tasks through gamification increases students' eagerness to get higher scores. It will positively activate their competitiveness and create an interactive class. Female students agree that using Classpoint motivates them to get more points. The points system in this gamification depends on the student' answers to each question. Teachers can give more points to those who answer it correctly. In another way, the teacher can provide fewer points (or did not give any) to those who submit the wrong answer.

Although almost all outcomes show that both genders choose neutral when using Classpoint for learning media, female students tend to have a positive attitude toward this gaming media. Not only in English language lessons, Classpoint is a prominent medium to use in other class sessions. Students also agree that they want other subjects to use this gamification during learning activities for different courses because gamification techniques can be used in any setting with an internet connection and in any field of education (Bicen & Kocakoyun, 2018). Research proved that Classpoint could also gain students' motivation in chemistry subjects (Fitriana, 2023). The design allows teachers to combine learning material and

various exercises through interactive slides. This gamification can be a good choice for teachers who want to engage students' interaction within the lesson.

Result for All Dimensions

The following table and diagram presents the statistical results of students' perception of all dimensions.

Table 5. T-test for All Dimensions

		t-test for Equality of Means			95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
HasilTotal	Equal variances assumed	.012	-.35095	.13300	-.61976
	Equal variances not assumed	.013	-.35095	.13300	-.62133

A t-test analysis using SPSS 27 of male and female students' intrinsic motivation indicates that the difference between male and female students' perceptions in all the research dimensions is significant. The level of significance value in SPSS 27 is 0.05, whereas the result shown in the table above is 0.012, below the significance value of 0.05.

Diagram 5. Result for All Dimensions
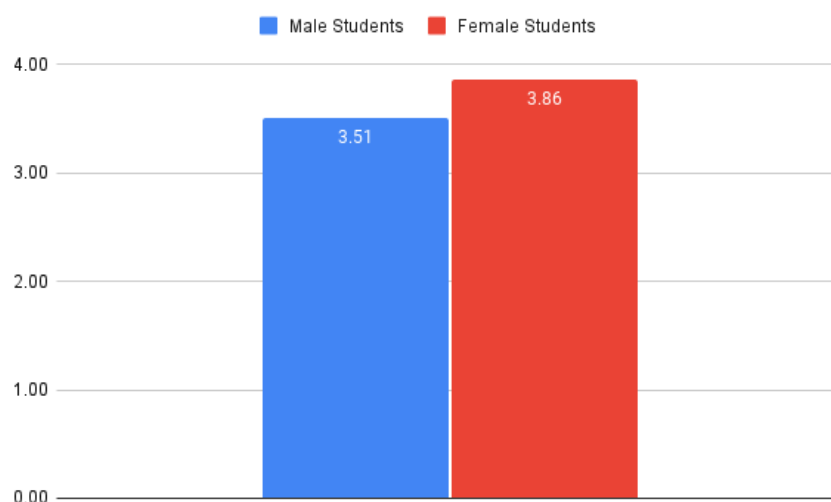
From the diagram above, female students perceive an agreement toward using Classpoint as a learning media to boost their motivation to learn English more dominant than male students. It implies that teachers should be able to gain male students' motivation, especially in learning the English language. Male students lack extrinsic motivation when it comes to learning a language. Hence, teachers can provide some rewards to the students to motivate them to participate in classroom activities.

Conclusion

The present study has examined how gender role in EFL students affect their perceptions of using Classpoint gamification and their motivation in English Language Learning. Through an online questionnaire, this quantitative study

demonstrates that gender affects EFL students' perceptions of using Classpoint and their English learning motivation and attitudes. It can be seen from the results that there is a significant difference between female and male students' perceptions of their intrinsic motivation and attitudes after using Classpoint in an English classroom. As for extrinsic motivation, there is no indication of a significant difference between genders. This study implies that male students indicate a more significant lack of extrinsic motivation than female students. Therefore, researchers suggest that teachers should be able to gain students' motivation to learn English, especially male students, by providing enough rewards and decent punishment. It also recommends teachers convince their learners that learning the English language is beneficial in any aspect of their future.

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